

A wellbeing public dialogue

Work, learning and wellbeing

Technical Appendix



Cabinet Office

Hopkins Van Mil: Creating Connections Ltd
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1. Introduction

The purpose of this technical appendix is to provide information on all the materials used in the work, learning and wellbeing dialogue. This formed part of the overarching wellbeing dialogue commissioned by the What Works Centre for Wellbeing with support from Sciencewise and the Cabinet Office, the other two dialogue strands were sport, culture and wellbeing and community wellbeing. This appendix should on be read in conjunction with the main published report on this dialogue. Those accessing this report may also wish to read the companion reports on sport, culture and wellbeing and community wellbeing plus their technical appendices all to be found at www.whatworkswellbeing.org. In addition Hopkins Van Mil (HVM) has written a cross cutting report which draws out the common wellbeing themes which have emerged from an analysis of each dialogue strand. A snapshot of each of the dialogues, in the words and images of participants, can be found in four supporting short films (one on each of the strands, plus a film on cross-cutting themes). These can also be found at www.whatworkswellbeing.org.

It is a requirement of Sciencewise funded programmes that the report captures innovative processes in the overall preparation for and design of the dialogue. This programme of work was innovative from the start as it involved not one, but three, complex policy areas contained in one dialogue programme. As such the public dialogue for wellbeing (2015) involved a wide range of collaborators (see Work, Learning and Wellbeing report, section 1.2), and to include so many policy actors within one programme is also unusual. It is important to all concerned that the resources developed for this process have the potential to be adapted and used in other arenas to help to embed wellbeing dialogue processes in decision and policy making. They are therefore being shared within this technical appendix.

Four public dialogue workshops took place from September to October 2015, the materials used in their delivery are extensive. To facilitate the reader's use of this appendix it is possible to access each document directly from the hyperlinks in the contents page and within the document itself.

1.1 Recruitment

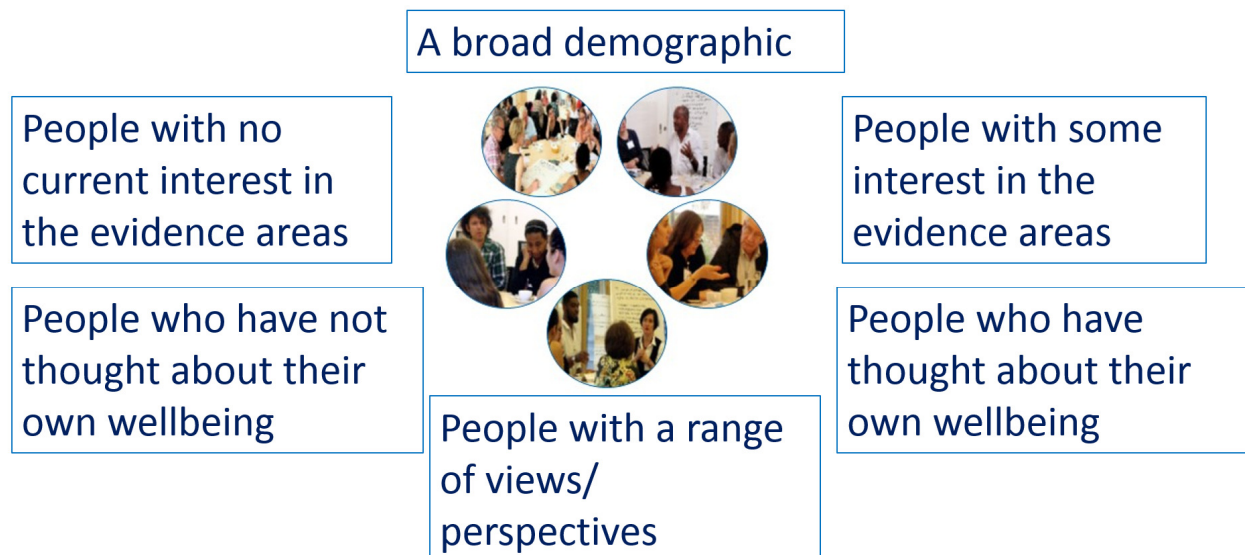
The recruitment of 32 participants to the work, learning and wellbeing dialogue (108 for the dialogue in total) was a collaboration between HVM and Acumen Fieldwork. HVM drew up a specification for the participants which was discussed with and approved by the community wellbeing sub-committee of the Oversight Group. Acumen activated their fieldworkers in Cardiff and Falkirk to meet the recruitment criteria. Each participant gives their informed consent to their data being used for this dialogue and for ongoing projects as required. Both HVM¹ and Acumen Fieldwork² are registered with the Information Commissioner's Office as data controllers for this purpose. Participants understand that through this they have no obligation to participate in further projects but might be contacted to do so. We exclude participants who regularly join focus groups or market research programmes as they may not be objective about the process, or have 'participant fatigue' meaning their involvement in the dialogue is neither effective nor broadly representative of their demographic.

Fieldworkers were asked to recruit 20 participants for each location, allowing for a reasonable drop-out rate. On this basis the target range for recruitment was between 36 and 40 for the community wellbeing dialogue. The target figures for both locations were slightly below target with 3 participants in Cardiff and 5 in Falkirk unexpectedly not attending for round 1. However, 17 participants were retained for both rounds in Cardiff in 15 in Falkirk, which is sufficient for a

¹ Hopkins Van Mil Registration Number: Z2969274

² Acumen Fieldwork Registration Number: Z9362403

successful dialogue to go ahead. The recruitment specification for the dialogue can be found on page 5. In broad terms HVM sought to ensure that the range of public participants present at the sessions included:



HVM operates on the principle that it is correct to incentivise people with an appropriate fee to take part in public dialogues. This becomes even more important when participants are being asked to discuss personal and emotive subjects such as their own subjective wellbeing over time and difficult and complex issues such as coping with difficulties in times of trouble. Participants are asked to commit to attending two sessions, to give up their time, to pay for additional childcare as necessary and to travel to take part. For this dialogue the incentive was set at £130 for attendance at two Saturday workshop sessions. £30 was paid after the round 1 session to cover immediate travel costs with a further £100 paid after the second session. Participants were asked to sign a receipt to confirm they had received the incentive.

In advance of the session the HVM Project Director reviewed the final lists of participants and checked them for accuracy against the specification. Amendments were made as necessary to ensure all the recruitment criteria were met. Participants were then allocated to one of two small groups within the dialogue based on having a balance of all people representing the recruitment criteria in each of the groups. Participants stayed in the same small group, led by the same facilitator, for both rounds.

1.2 Dialogue locations and venues

In HVM's initial tender document various proposals for dialogue locations were made:

- Assuming that although held in urban locations, for ease of participant travel to the venue, each would include participants from the wider rural environs;
- Considering relevant demographic data such as multiple deprivation indices cross referenced with UK experimental personal well-being estimates³.

HVM proposals were then adjusted by the What Works Centre for Wellbeing, based on their knowledge of the interest expressed in various locations by founding partners and other stakeholders and in consultation with the sub-committee for the community wellbeing dialogue strand.

Venues were sourced by HVM's administrator based on the following HVM principles:

- The venue is more likely to be a community centre, local hall, social space than a hotel. It should be one that the recruited participants are likely to feel comfortable working in;

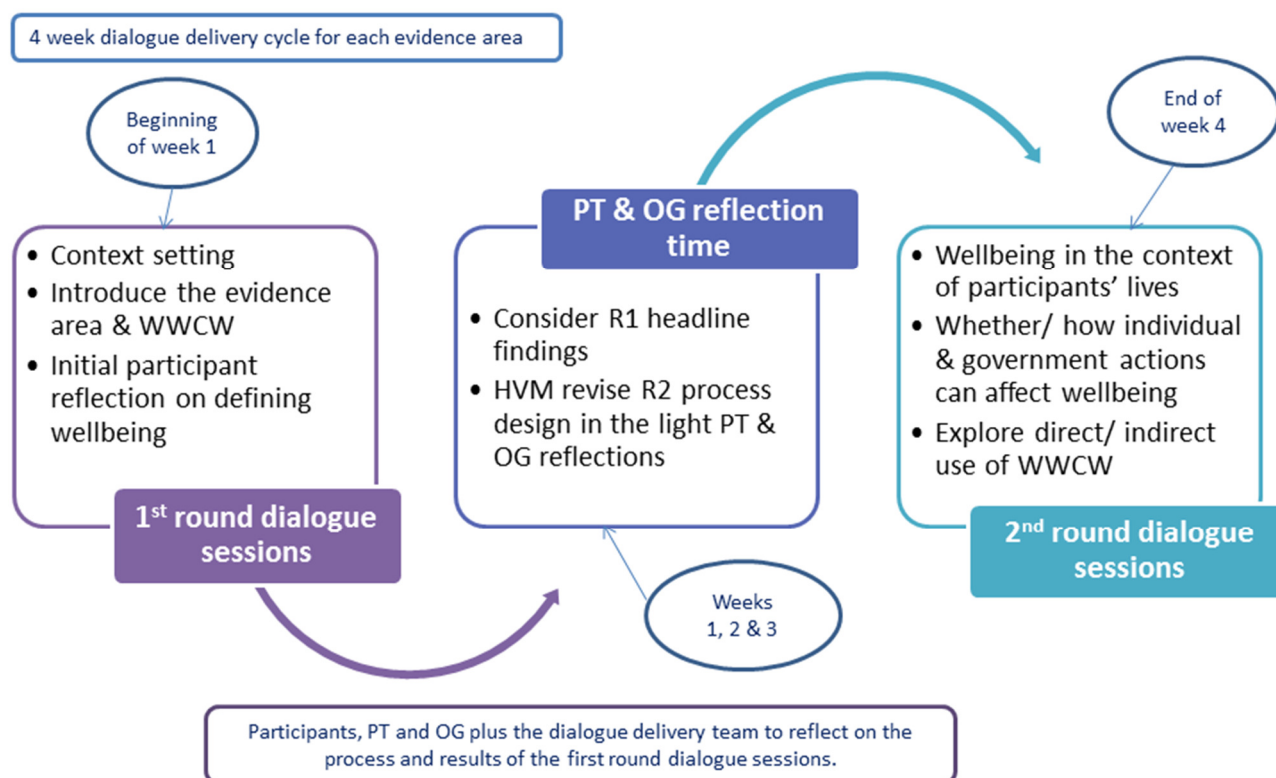
³ <http://www.ons.gov.uk/ons/interactive/personal-well-being-across-the-uk---happiness-interactive-map/index.html>

- It is essential that either the venue allows for 2 smaller break out areas (one group can stay in the plenary space) or has a really dry acoustic so that we can all work in one room without the noise from one group being too disruptive for the others;
- The venue must be fully accessible with a hearing induction loop;
- Ease of access using public transport is essential in both urban and rural locations;
- The catering must be value for money and appropriate for the participants, observers and the facilitation team.

The round 1 dialogue sessions were delivered on 6th June and the round 2 sessions on 4th July 2015. Two HVM teams (Lead Facilitator/ Facilitator/ Event Administrator) ran the same session on the same day at the Cardiff Story Museum in Wales and at the Falkirk Wheel in Scotland.

1.3 Dialogue process

The round 1 dialogue process plan can be found on page [10](#) of this appendix and the round 2 process plan on page [31](#). The following flowchart describes the four week dialogue delivery cycle and explain how the process plans evolve during the design development with input from the sub-committee throughout:



Plans are delivered at the dialogue session by two teams well briefed in advance by the Lead Designer and managed on the day by the Lead Facilitator in each location. The purpose of the process plans is to provide a detailed breakdown for the facilitation team so that sessions:

- Run in the same way in the two locations
- Keep to time
- Cover all required aspects of the issue during the session and make sure there is a consistency across all the small group work

HVM facilitators, based on their experience and training, will know when to probe further; when to prompt with additional questions; when to challenge the first response given by participants and when to allow the conversation to take its natural course if this will make a richer contribution to the dialogue. This is up to each of the facilitators to assess at the session. The facilitation team

are also skilled at managing dominant and/or quiet voices within the group and ensuring that everyone has an equal opportunity to air their views. The Lead Facilitator manages the session overall, keeps everyone to time and deals with any specific challenges that might arise.

The design for the work and learning dialogue was intended to draw out the lived experience of participants. As such it was agreed by the sub-committee that it was unnecessary to provide any wellbeing science pre-materials in advance of the session. Participants were simply emailed a ground rules document, called *Points to help the discussion* and a programme. These documents give those involved an understanding of what will happen at the session and how it will be run. The Help Points are included on page [7](#) of this document. The round 1 programmes are included on page [9](#). The round 2 programmes are on page [30](#).

At the sessions, exercises included the use of tools such as listing and grouping all the items participants could think of that make for a good job or learning experience; discussing in various ways how to achieve what is important in your life through work and learning; illustrating the ideal work situation; considering the importance of learning outside work; emerging from difficult times at work and when learning and a consideration of what it means to thrive and who can do what to support people as they work and learn.

1.4 Presentations

At the beginning of the first work, learning and wellbeing sessions, participants were shown two short films. The first, created by Hopkins Van Mil, collated a number of stakeholder interviews to give participants an understanding of why what is said at the dialogue is important to policy makers. In addition participants were shown a film introducing the What Works Centre for Wellbeing as context for the purpose of the dialogue and the value of their participation. Both are available on page [22](#) of this document.

The presentations given in round 1 of the work, learning and wellbeing dialogue were intended to give participants an understanding of national policies for work (Scotland), learning (Wales) and wellbeing both locations.

In Scotland, Gavin Grey, Head of the Promoting Fair Work Team at the Scottish Government worked with HVM to prepare a presentation on fair work and the Scottish Government policies for wellbeing. The presentation is available on page [26](#) of this appendix. The speaker in Cardiff was Cerys Furlong, Director, NIACE. This presentation is included on page [28](#).

In round 2 James Carey of the Welsh Government presented to participants in Cardiff *Using skills well in the workplace*. The material has been prepared by Amanda Madeley, Senior Manager, Skills Policy & Youth Engagement Unit, Department for Education and Skills (DfES) within the Welsh Government. It gave a summary of the Welsh Government's work in the construction and creative media sectors to identify where and why skills are not being used constructively and to identify solutions. The presentation is available on page [53](#). In addition Kay Smith of NIACE showed films of three Inspire Award winners to demonstrate the power in wellbeing terms of engaging with adult learning. The films are accessible from page [54](#) of this appendix. In Falkirk the HVM team delivered a presentation prepared by Sadie, Head of Human Resources at Adnams, which explained the importance this small company place on having the mental and physical wellbeing of their staff front of mind in all they do internally and externally. The presentation is available on page [51](#).

The materials used throughout the dialogue are included on the following pages of this appendix.

2. Recruitment specification

Policy area: Work & Learning

Client: What Works Centre for Wellbeing supported by Sciencewise

Dialogue theme: Wellbeing

Aims:

The aim of this aspect of the dialogue is to address the question:

How can work and adult learning contribute to wellbeing?

The methodology will be a series of workshops for which participants will be recruited. The purpose of this document is to give the framework through which Acumen Fieldwork will develop the detailed fieldwork schedule and screener. These will be approved by the Project Team via HVM before being used in the field for recruitment.

The dialogue will involve recruiting up to 40 (20 for 18 in each location) people for this policy area, broadly representative of the population in terms of age, gender, life stage, social grade/ household income, geography and ethnicity. We will be gaining informed consent from participants in terms which comply with the DPA 1998 and will allow identifiable data to be transferred and stored securely by the commissioning body through the UK Data Archive for future research and/or dialogue purposes. HVM is registered as a data controller with the Information Commissioner's Office no: Z2969274.

NB: Emphasis on [Sciencewise guidelines](#)

Recruitment summary:

- Total number of workshops 4
- 2 recruitment exercises – Cardiff/ Falkirk
- 20 people in Cardiff to attend two deliberative workshop sessions (5 September & 3 October 2015)
- 20 people in Falkirk to attend two deliberative workshop sessions (5 September & 3 October 2015)
- All participants must commit to attending *both* workshops
- Workshops to be from 10am to 4pm on Saturdays 4 weeks apart
- Respondents asked to review some very short written/ visual material before participation
- Incentive: £130 for attendance at 2 workshops (£30 paid at first session, £100 paid at the end of the second session)

Screener to include:

Criteria	Target
Gender	50% male / female
Age	Good age distribution across age groups from every adult life stage
Ethnicity	An appropriate proportion of black and minority ethnic participants In line with current population figures for each recruitment area.
Life stage	A broad range of life stages from students, young

	professionals, raising young children to empty nesters and those who are retired (20% of sample from each category)
Current working status and type	A range of people who are employed (part-time/ fulltime/ self-employed); unemployed with 2 specific requirements: <ul style="list-style-type: none"> • Individuals from relatively deprived areas (50%) • Individuals from more affluent areas (50%)
Consideration of the issue	Test question 1: <ul style="list-style-type: none"> • 35% would answer 4/5 to the test question • 35% would answer 1/2 to the test question • 30% would answer 3 to the test question <p>To what extent have you taken part in adult learning⁴ in the last 5 years on a scale of 1-5 where 1= I have never taken part in adult learning 5= I regularly take part in adult learning?</p>
Geographic location	Falkirk and Cardiff including surrounding rural areas
Language	Those being recruited in Cardiff to be asked for their language preferences: English/ Welsh
Experience of market research/ dialogue	Should not have taken part in a focus group / public dialogue in the last six months

Note: please **do not** recruit from a pre-recruited panel and **avoid** recruiting friendship pairs.

⁴ Adult learning should be taken in its broadest sense from non-formal learning such as evening classes, recreational learning in all its forms and all those activities/situations from which people might acquire skills and knowledge including a formal qualification.

3. Round 1 Materials

3.1 Help points

Points to Help the Discussion

1. Background

The purpose of the public discussions you will be taking part in on 5th September and 3rd October 2015 is to understand people's views on:

- How people define a good quality of life in the context of their own lives
- The extent to which individual, employer, learning provider and government actions can affect people's quality of life
- The potential use of the What Works Centre for Wellbeing by members of the public.

The What Works Centre for Wellbeing has commissioned a public dialogue on wellbeing supported by Sciencewise. The dialogue has three strands:

- Community wellbeing
- Sport and culture
- Work and learning

You have been invited to take part in the *work, learning and wellbeing* element of the dialogue which takes place in [Falkirk/ Cardiff]. A similar discussion will be held in [Falkirk/ Cardiff] on the same day. The discussion we have at the sessions will be supported by independent facilitators from Hopkins Van Mil: Creating Connections. They specialise in helping groups to have meaningful conversations. The sessions are intended to be enjoyable, interesting and an opportunity to give your views on the extent to which sport and culture can have an impact on quality of life.

2. Before you come to the dialogue sessions

There is a lot to discuss at the workshops. So before you come to the session it will be helpful if you have read this document in full.

3. Points to remember during the discussion

To make a good discussion possible at the workshops please read and remember the following:

a) Small group allocation

- You have been allocated to one of two small discussion groups based on the answers you gave when you were recruited to take part in the discussion.

b) Confidentiality

- Points made during the small group discussions will be recorded on flip charts and parts of the session will be recorded on a voice recorder. At the end of each session, we will have gathered information on all the views expressed but not who said what. The recorded views will form the basis of a findings report which will be shared with participants after the event. Voice recordings will be deleted after the analysis phase. However, transcripts of the recordings (which will not identify the individuals speaking) will be archived at the UK Data Archive for future use by social scientists and policy makers.

c) What we'll be talking about

- Over the two sessions we will be talking very broadly about sport, culture and wellbeing. If there are any words or phrases used during the presentations or discussions that you do not understand please let your facilitator know. They will work with you to make sure everything is as clear as possible.

d) Making the conversation easier

- It is helpful if people are positive in their comments (even if you disagree with someone) – constructive criticism is often very effective in an open discussion.
- Understand that everyone's input is equally valuable, and the facilitators will record everything that informs the discussion.
- Please allow all those around you to have a fair and equal opportunity to speak and try not to interrupt. The facilitators will note that you are trying to make a comment and give you time as appropriate.
- Please do not take part in side conversations as it makes it harder for everyone to hear and take part.
- Do remember that there are no 'stupid' questions or comments, we're all here to learn, understand and express our views.
- Please come from breaks promptly and help the facilitators to stick to time.
- Please do not use mobile phones during the discussions as it can be distracting for the group. You may wish to check a fact on the phone during the discussion, but we will have a number people in the room who will be able to help you with that so do ask your facilitator if you need to know more on the issue at hand.

e) Your facilitator

- The facilitator is the person who helps your group with the discussion. Please remember that the facilitator is there to ensure we have covered all important points, keep discussion to time, give everyone a chance to make the comments they wish to make and to record all relevant discussion. So do turn to anyone on the facilitation team for advice if you need more support to make a comment.

f) Topic specialists

- During the sessions we will have help from people who work on programmes about work, learning and wellbeing. They are there to answer questions and to clarify things. They will not join in with the small group discussions, except when invited to do so by participants or facilitators, but they will listen to what is being said.

g) Observers

- Representatives from the organisations involved will be present to observe the process. They are not in the room to take part in the discussion so please don't worry if they don't make any comments, they are listening to what takes place to understand the views of the public on this subject.
- In addition an independent evaluator from Ursus Consulting will be present at some sessions. They will be testing the extent to which the discussion meets the project objectives. Ursus Consulting will ask members of the group to take part in short evaluation activities. They will invite people to do so at the session.

3.2 Programmes

A Public Dialogue on Work, Learning and Wellbeing

Discussion 1: Saturday 5 September

The Cardiff Story Museum, The Old Library, The Hayes, Cardiff CF10 1BH

The Falkirk Wheel, Lime Road, Tamfourhill, Falkirk FK1 4RS

This document describes what will happen during this session. This programme should be read with the *Help Points* document being sent to you separately.

Programme

- | | |
|-------|--|
| 09:30 | Arrivals and sign in
Participants are asked not to arrive before 9:30 or after 10:00am |
| 10:00 | Welcome, introductions and purpose
All those present will be introduced and their role described. The purpose of the dialogue, this workshop and how it will run will be explained. |
| 10.30 | Discussion in small groups: the best things this week
During this session small groups of participants will get to know each other and their facilitator. |
| 11:05 | Coffee break |
| 11:20 | Presentation: work, learning and wellbeing - an introduction
A brief explanation about we are talking about work and learning in relation to wellbeing in this dialogue. |
| 11:55 | Discussion in small groups: exploring good jobs/ learning experiences
Participants will discuss all the ways in which work and learning might affect wellbeing |
| 13:00 | Lunch |
| 13:45 | Small group discussion: achieving what is important to us in our lives
Discussion on how the elements of a good job / learning experience can help people achieve what is important to them in their lives |
| 14:30 | Small group discussion: messages for employers
An exploration of the ideal work situation for maintaining a good quality of life including recommendations to employers and work, learning and wellbeing. |
| 15:10 | Break |
| 15:20 | Plenary discussion: sharing our findings
Participants will share the discussions they have had on the impact of work and learning on wellbeing |
| 15:35 | Concluding plenary
A reflection on what has been discussed today and what the next steps are. The session is evaluated. |
| 16:00 | Thanks and close |

3.3 Process Plan

Public Dialogues on Community Wellbeing

Final Process plan for Round 1 Workshops

24/08/15

Locations & Venue	Teams	Roles
Falkirk The Falkirk Wheel, Lime Rd, Tamfourhill, Falkirk FK1 4RS https://www.scottishcanals.co.uk/falkirk-wheel/plan-your-visit/getting-here/	Henrietta Hopkins (HH) Hally Ingram (HI) Mamun Madaser (MM)	Lead Facilitator Facilitator Event Administrator
Cardiff The Cardiff Story Museum, The Old Library, The Hayes, Cardiff CF10 1BH http://www.cardiffstory.com/content.asp?nav=178,246&parent_directory_id=2	Anita van Mil (AvM) Mike King (MK) Tisna Westerhof (TW)	Lead Facilitator Facilitator Event Administrator
Both sessions to be held on Saturday 5 September from 10am to 4pm Note: Round 2 will be held at the same locations on Saturday 3 October		

Materials needed	
Venue	HVM to bring (see excel sheet for full list)
Cabaret style plenary room with two tables plus one additional break out space and an area for refreshments away from the discussion space	Materials to create space signage Sign-in sheet & badges
2 flip chart stands	Pre-prepared flip chart sheets
Projector & screen	Laptop with voxpops/ slides pre-loaded
Check if speakers available	If not, each team to bring speakers
Catering for arrival, morning break, lunch, afternoon break	Participant incentives (£30 x 20 = £600)/ evaluation forms/
	Facilitator back packs to include: 1. Full facilitator process plan 2. Digital recorders (2 per team) 1. Flip chart pens, tape, bands, scissors, sticky dots
	Participant/ observer packs to include: 2. Programme 3. Discussion guide 4. Pre-materials 5. Process plan (observers only)

Objectives (Why we are doing it)	Programme (What we'll do on the day)	Outcomes (What we want at the end)
<p>Overarching aim: The aim of the dialogue is to increase the effectiveness of the What Works Centre for Wellbeing by ensuring its design and policy priorities are informed by members of the public.</p> <p>Overarching objectives: To understand public views on:</p> <ul style="list-style-type: none"> ○ How people define wellbeing in the context of their own lives ○ Perceptions of whether and how individual/ government/ employer and learning provider actions can affect people's wellbeing ○ Views on direct and indirect use of the Centre by the public ○ The format, style of message, channels and messenger that they would be most and least receptive to <p>Session Aim The aim of this aspect of the dialogue is to begin to address the question: <i>How can work and adult learning contribute to wellbeing?</i></p> <p>Session objectives – policy areas to consider:</p> <ul style="list-style-type: none"> ○ An exploration of adult learning in its broadest sense ○ The intersection of learning/ skills/ work at which wellbeing can be explored ○ The effects of current management culture on wellbeing 	<ul style="list-style-type: none"> ○ Arrivals and sign in ○ Welcome, introductions and purpose ○ Small group discussion: warm-up ○ Listing activities ○ Coffee break ○ Presentation: work, learning and wellbeing an introduction ○ Exploring wellbeing ○ Improving the quality of life ○ Lunch ○ Achieving at work and through learning ○ Sharing the findings ○ Concluding plenary ○ Thanks & close 	<p>In round 1 participants will be given the opportunity to explore the relationship between work, learning and wellbeing very broadly. They will think about how they feel about the role work and learning does/ has the potential to play in improving their own wellbeing and the wellbeing of others. By the end of the session participants will have reflected on their own wellbeing and those of others in relation to work and learning. They will understand what their role is in the dialogue, what they should think about before coming back for round 2 and what will happen at the round 2 session.</p> <p>In round 2 participants will be given case studies for specific programmes in Falkirk, Cardiff and / or nationally to embed the dialogue in situations where work and learning is being used as a route to improved wellbeing. They will discuss the challenges in more detail, the barriers to people gaining wellbeing benefits from work and learning as well as opportunities for increased wellbeing. Participants will be given the space to raise specific issues around autonomy/ relatedness/ competence/ and increasing wellbeing through employment and learning. Also to consider what their life experiences tell us about how to support those who wish to gain benefits from work and learning but have not been able to do so. They'll consider what people, employers, the 3rd sector, other organisations, local authorities and governments can do locally, regionally, nationally.</p> <p>By the end of the dialogue WWCW, the evidence teams and stakeholders will have an informed understanding of public views on work and learning in relation to wellbeing</p>

<ul style="list-style-type: none"> ○ Messages to use with employers to encourage them to contribute more to the skills environment ○ Resilience – particularly in times of transition in to and out of work / learning (R2 focus) 		
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Time	Agenda	Process	Who	Outputs/outcomes	Materials/notes
8:00	Set-up	HVM team to set up the room(s) Cabaret style plenary 2 facilitation work stations set up with pre-prepared flipcharts	HVM teams	Ready to go	Facilitation kits x 2 Prepared flips Presentations on laptop Voxpops
9:30-10:00	Arrivals & registration Briefing for specialists/ observers	<p>Sign-in sheet to be completed & participants sign-posted to refreshments/ loos/ table allocation & given their badge and the printed packs</p> <p>Lead Facilitators will brief specialists & observers in the room.</p> <p>Notes for observers:</p> <ol style="list-style-type: none"> 1. Work – we are considering paid/ unpaid and voluntary work within the scope of these discussions. 2. Learning - we are considering learning in its broadest sense. It includes learning in and outside work which has a structure. Some of this learning will lead to a formal qualification, other learning will not. We will include in the discussion informal learning which includes on-line courses and skill acquisition. 3. Facilitators will be aiming to weave in discussion of how best to support the wellbeing of people in paid work/ unpaid work and volunteering throughout the discussion. They will bring observers in to help with this. 	MM/TW HH/AvM	<p>Everyone signed in</p> <p>Everyone knows what they are doing and where they should be</p>	<p>Registration sheet</p> <p>Table allocations</p> <p>Badges</p> <p>Sticky dots (blue/ red)</p>

<p>10:00-10:35</p> <p>10:00-10:03 (3 mins)</p> <p>10:03-10:06 (3 mins)</p> <p>10:06-10:10</p>	<p>Welcome & introductions</p>	<p>1. Housekeeping</p> <p>2. HVM introduction LF & team – we are not the experts in work, learning & wellbeing. We have people in the room who are - round the room introductions made.</p> <ul style="list-style-type: none"> Introduce specialists, all observers, evaluator (when present) <p>Introduce help points / ground rules - hard copy in your participation packs, highlight:</p> <ul style="list-style-type: none"> Interested in a range of views Respect other people's views (even if not your own) Everyone is listened to and recorded There are no stupid questions / comments - we're here to learn, understand and move the discussion forwards Come back from breaks promptly and help us stick to time No mobile phones during the discussions Don't interrupt when someone is speaking Use the facilitators – how? <p><i>You may find the way we work a bit different from other public meetings you might have attended. But we'd like you to enjoy the session and would like to stress that you are here because we are really keen to hear and discuss your views.</i></p> <p>3. HVM Slides are shown:</p> <ul style="list-style-type: none"> Brief introduction to what we are doing together over next two sessions Specific objectives of this session (context setting, information provision and discussion on work & learning in relation to wellbeing). Make sure it is clear that we are talking 	<p>HH/AvM</p>	<p>What we are doing together is clear to participants. It is clear who is in the room and what their role is. Participants understand what the What Works Centre does and why this discussion is important.</p>	<p>Welcome slide on screen plus additional slides Participant materials</p>
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10:10-10:25 (15 mins)		<p>broadly today about these issues, we'll focus in on the detail the next time we meet.</p> <p>3. The voxxpop work, learning & wellbeing film will be played – why it's important to talk about these issues with you today.</p> <p>4. The WWCW is a new organisation. As we've said, it wishes to develop what it does informed (from the very beginning) by the views of the public. The WWCW film will be shown http://whatworkswellbeing.org/about/</p> <p>5. Clarification questions on purpose of the dialogue/ WWCW only. Stress that they will have lots of opportunity to discuss this is just to make sure everything is understood.</p>		Questions are recorded & dealt with during the session or noted to come back to in R2.	HI/ MK to record key questions/ comments on flip chart
10:25-10:30 (5 mins)	Move to small groups	<p>HH/ AvM – Blue group</p> <p>HI/ MK – Red group</p>	HVM teams	Everyone is in the right place	Room signage Dots on badges
10:30-11:00 10:30-10:35 (5 mins)	Warm-up session	<p>Facilitator to introduce the recorder: <i>All recording is anonymous and no comments whether written or recorded will be attributed to a named individual in the report. We are interested in what you are saying not who says what. We use recording to back up the notes being made on the flip chart and to help us write a report on what people have said to us.</i></p> <p>Ask if anyone objects. In which case the recorder will be turned off when they are speaking.</p> <p><i>We also have other ways of making sure we've really captured what you have to say. We use post-its to give you</i></p>		Everyone is clear about how the session is recorded.	Audio recorders Any other thoughts cards Post-its Flip chart stands and paper

10:35-10:50 (15 mins)		<p><i>time to think something through. These will be collected up by the facilitator. We also have any other thoughts cards. You can write on these at any time, with any comment, thought or question you have on the issue at hand. Post the card in the box and your comment will be reviewed with the rest of the report material. Any questions you raise today will be answered as far as possible at the next session we have together.</i></p> <p>Talk to the person next to you:</p> <p>Introduce yourselves to each other</p> <p>Q1: Ask them <i>What is the best thing that's happened to you this week?</i></p> <p>Record their answers to the question on a post-it</p> <p>RECORDER ON (with reminder that we are not noting the names when we transcribe)</p> <p>Back in the group:</p> <p>Introduce the person next to you and tell the group what is the best thing that has happened to that person today?</p> <p>Facilitator to collect up post-its and group them on the flip chart under themes which might include (but are not restricted to:</p> <ul style="list-style-type: none"> ▪ Home ▪ Work ▪ Family ▪ Friendships ▪ Social life ▪ Learning 		Get to know each other. Begin to build trust and model how the dialogue will work throughout the sessions.	Post-its grouped on flip chart
10:50-11:05 (15 mins)					

		RECORDER OFF		which to begin the discussion.	
11:50-11:55 (5 mins)	Move to small groups	HH/ AvM – Blue group HI/ MK – Red group	HVM teams	Everyone is in the right place	Room signage Dots on badges
11:55-12:30 11:55-12:15 (20 mins)	Exploring good jobs/ learning experiences	<p>Q1) What makes a good job?</p> <p>Discuss in pairs all the components of a good job: Write each of these components on a post-it (one aspect of a good job per post-it). Write as many things down as you can.</p> <p>Facilitator to do an initial grouping of the post-its on the flipchart as they are produced, without comment or discussion at this stage.</p> <p>Q2) What makes a good learning experience?</p> <p>Think about learning in its broadest sense:</p> <ul style="list-style-type: none"> ▪ at work/ outside of work ▪ learning as an individual or in groups ▪ working towards a qualification or in any other structured learning activity <p>Discuss in pairs all the components of a good learning experience: Write each of these components on a post-it (one aspect of a good learning experience per post-it). Write as many things down as you can.</p> <p>Facilitator to do an initial grouping of the post-its on the flipchart as they are produced, without comment or discussion at this stage</p> <p>RECORDER ON</p>		The group has explored the ways in which your job/ learning experiences could help you to live your life well	One flip headed <i>Elements of a good job</i> A second headed <i>Elements of good learning</i>

<p>12:15-12:40 (25 mins)</p>		<p>Discussion with group:</p> <ol style="list-style-type: none"> Are there themes emerging in the kinds of things you've identified for a good job/ a good learning experience? Let's move the post-its around on the job sheet first – Can we put them together under themes/ headings? <p>Prompts:</p> <ol style="list-style-type: none"> Tell me more about this What is your personal experience of this [element of a good job/ good learning experience]? Let's move the post-its around on learning sheet now – Can we put them together under themes/ headings? <p>Prompts:</p> <ol style="list-style-type: none"> If not brought up already – how much does the method of delivery for the learning experience contribute to whether it was a good experience (face-to-face versus online or remote learning for example) <p>Having discussed the sheets – to what extent are the elements of a good job/ learning experience similar. Shout out the post-its which are the same on both sheets.</p> <p>Facilitator to link the elements that are the same (lines/ colours). So we can see that [this] and [this] are both elements of a good job and a good learning experience.</p> <p>To what extent can we say that the elements we haven't linked are only specific to either work or learning?</p>		<p>Clearly marked on the sheet the intersection between a good job and a good learning experience – testing the cross-over between work/ learning & wellbeing.</p>	
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12:40-12:50 (10 mins)		<p>Continue to discuss the elements of a good job/ learning experience:</p> <p>Facilitator to draw out/ prompt for any things that haven't been mentioned so far – <i>To what extent does having this in place at work have an effect on:</i></p> <ul style="list-style-type: none"> Physical health? Mental health? Social contacts? Pride in your achievements? Pride in the achievements of someone else at work? Self-esteem? Self-respect Widening perspectives? Feeling part of something/ belonging? <p>Summarise:</p> <p>Facilitator to work with the group to summarise their findings:</p> <ol style="list-style-type: none"> key elements of a good job/ learning experience where elements between work/ learning intersect <p>RECORDER OFF</p> <p>Time for lunch. Please come back to the plenary area at 1.45</p>			
13:00-13:45	Lunch	<p><i>2 Facilitators work together with the summaries to produce up to 6-8 heading sheets to discuss in the roving ideas storm after lunch. Then with EA set up the plenary area with the discussion stations.</i></p>			
13:45-15:00 13:45-13:50 (5 mins)	Achieving	<p>LF to explain the Roving Ideas Storm to the group:</p> <ol style="list-style-type: none"> We have [6/8] sheets around the room each with a heading drawn from the elements of a good job/ learning experience 5 minutes at each area – in relation to the heading: 		Testing for how the elements help people to achieve/ hold them back from achieving.	<p>6-8 heading sheets</p> <p>Flip chart pens in each area</p> <p>Group to bring chairs as necessary</p>

<p>13:50-14:30 (40 mins)</p>		<p>Q: How does this element help you to achieve what is important to you in your life?</p> <p>Q: How would not having this in place hold you back from achieving what is important to you in your life?</p> <p>2. We'll move around the room as a group making comments and then adding to the comments of the previous group</p> <p><i>Facilitator note:</i> achieving isn't necessarily taken to mean achieving in the sense of through promotion at work.</p> <p>RECORDERS ON</p> <p>Facilitators to take their group to a station, after 5 mins at one station swap to the other group's sheet so that inspiration can be drawn from their comments.</p> <p>LF to time keep (bells). 5 mins per sheet plus flexi-time depending on the number of heading sheets.</p> <p>RECORDERS OFF</p> <p>Groups to return to their small group areas.</p>			
<p>14:30-15:00 14:30-14:45 (15 mins)</p>	<p>Messages for employers (broader messaging to other key agencies tested in R2)</p>	<p>In pairs: discuss what employers are doing/ could be doing/ should be doing to encourage people to have the best experience at work.</p> <p>Q: What is the ideal work situation for maintaining a good quality of life:</p> <p>Having discussed this using the cards draw an image / write words to describe/ illustrate the ideal.</p> <p>RECORDER ON</p>		<p>A consideration of the role of employers in improving quality of life</p>	<p>Coloured pens A5 cards</p>

14:45-13:00 (1 min per person, 10 mins, plus 5 mins prompting) 15:00-15:05 (5 mins) 15:05-15:10 (5 mins)		Describe your image/ words to the group. Facilitator to stick the cards on the flip chart <i>Prompts:</i> 3. Tell us more about that 4. What makes that an ideal situation? 5. What is your own experience of this situation? Q: What would you like to recommend to employers about work, learning and wellbeing? 1. How does your experience of management influence what you are saying here? Prepare a summary sheet together, what are the 4 things the group would like to say to employers about work/ learning/ wellbeing? Option for one of the group to report back in the plenary session. Please return to the plenary area after the break. RECORDERS OFF			
15:10-15:20	Quick break	Facilitators to bring their group's sheets to the plenary area. Prepare for reporting back on their group's discussion after the break. Share findings.			
15:20-15:35 15:20-15:35 (15 mins)	Final plenary discussion	Each facilitator/ or a group member to report back on their group's responses to the session before the break RECORDER ON LF to ask whole group:		Everyone has a good understanding of what each group discussed. Group explores what makes an ideal	LF / F record any key points on the flip chart for everyone to see they are being taken seriously.

		<p>Q) What are the similarities between what the groups have been discussing in your view? What are the differences?</p> <p>Q) What about learning when you are not at work. Who is responsible for this going well/ improving quality of life?</p> <p>Whole group discussion on the similarities and differences and responsibilities Prompts dependent on feelings of wellbeing expressed.</p> <ul style="list-style-type: none"> What are your views on the ideals/ the feelings being expressed Who else is involved here? <p>We are going to come back to this discussion when we meet again on 3 October.</p> <p>RECORDER OFF</p>		<p>work/ learning situation</p> <p>The thinking is set up for R2 when this is explored further</p>	
<p>15:35-16:00 15:35-15:45 (10 mins)</p> <p>15:45-15:50 (5 mins)</p>	Concluding plenary	<p>RECORDER ON</p> <p>2 Specialists from each location give their first thoughts on what they have heard to participants:</p> <ul style="list-style-type: none"> This is what I've heard & why it is important This is what I'll reflect on as I leave the room <p>RECORDER OFF</p> <p>Explain the next steps (headline findings – path to the report) Don't forget we're half-way through! Please meet back here on Saturday 3 October. Please arrive promptly for a 10am start.</p>	<p>Falkirk: 2 observers/ speakers</p> <p>Cardiff 2 observers/ speakers</p> <p>HVM LFs</p>	<p>Specialists and observers will have heard the findings from R1 and reflected what they have heard back to the group demonstrating the session's importance.</p> <p>Participants will be clear on next steps</p>	<p>Evaluation forms Incentive envelopes Incentive receipts</p>

15:50-16:00 (10 mins)		<p>In the meantime could you keep your ears and eyes open for stories in the media (newspapers / tv / internet) about quality of life/ wellbeing/ work and learning. Please bring at least two items back to the next session. These can be press-clippings, something you have noted from the radio, information from the internet.</p> <p>Final thanks and explain evaluation process (or hand over to Ursus if present) Evaluation forms Incentives.</p>	HVM EAs		
16:00-16:30		HVM teams pack all materials, flip chart sheets.			

3.4 Presentations

What Works | Wellbeing

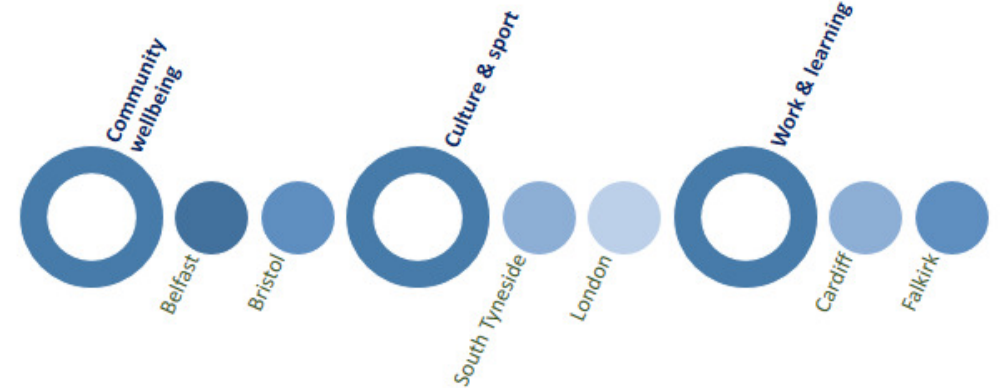


Creating Connections
Hopkins Van Mil

A public dialogue on work, learning & wellbeing
held in Cardiff and Falkirk

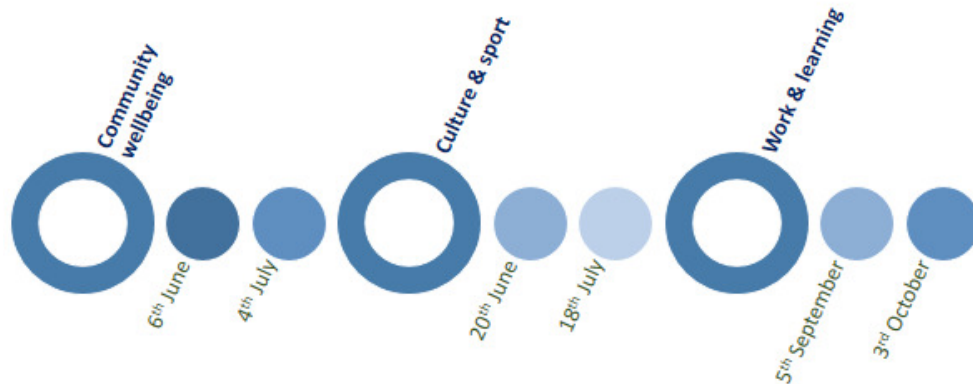
Welcome

Part of a larger wellbeing dialogue



2

Part of a larger wellbeing dialogue



Aims of the overall dialogue

To increase the effectiveness of the What Works Centre for Wellbeing by ensuring that the work it does is informed by the views of members of the public.

Objectives – to understand public views on:

- How people define wellbeing in the context of their own lives
- Whether and how individual, employer, learning provider and government actions can affect wellbeing
- Views on the use of the What Works Centre by the public

What we will be focusing on today:

The things that are needed for:

- A good quality of life
- At every stage of life
- Your own experiences

You'll hear the words

- Work
- Learning
- Wellbeing

In addition to the welcome slides HVM produced a film of stakeholders in the dialogue explaining to participants why it is important to talk to them about work, learning and wellbeing. This film can be accessed here: http://bit.ly/Stakeholders_WLW

The What Works Centre for Wellbeing have produced a short film to introduce their work. This was also played to participants in the introductory session for the work, learning and wellbeing dialogue and can be accessed here: <http://whatworkswellbeing.org/about/>

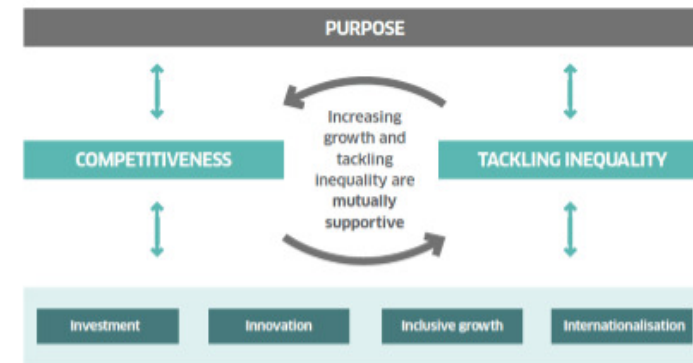
What Works | Wellbeing



Cabinet Office



Scottish Government Economic Strategy



2

A Stronger Scotland

The new Programme for Government focuses on four themes.

- A Stronger And Fairer Scotland
- A Strong, Sustainable Economy
- Protecting And Reforming Our Public Services
- Strengthening Our Communities

Fair Work

- Cabinet Secretary for Fair Work, Skills and Training, Roseanna Cunningham MSP, appointed in November 2014
- Fair Work Convention established in April 2015
- Convention will report with a blueprint for Fair Work in March 2016.
- Government continuing to support activity in other areas:
 - Increasing the payment of the Living Wage
 - Tackling Occupational Segregation and Gender Pay issues
 - Promoting the Scottish Business Pledge

Smarter

Effective skills use

- Workforce development
- Skills awareness
- Meaningful/ appropriate
 - Encouragement
 - Opportunity
 - Support
- Developing the Young workforce
- National training programmes
- Career information and guidance
- Information on who is doing what to support skills development



Healthier

To help people to sustain and improve their health, especially in disadvantaged communities, ensuring better, local and faster access to health care.

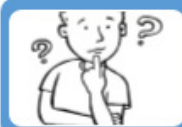
Outcome:

We live longer, healthier lives



6

Wellbeing



Autonomy

- Freedom to take part in things you want to do
- Learn in the ways you want to learn



Relatedness

- Feeling connected to others in a meaningful way
- Having shared values with others who are significant to you



Resilience

- Being able to adapt to challenging situations
- Having the internal resources to cope

What Works | Wellbeing



Cabinet Office



How can work and adult learning contribute to well-being?

5th September 2015

Cerys Furlong
Director

NIACE CYMRU
The National Voice
for Lifelong Learning | Y Llais Cenedlaethol
dros Ddysgu Gydaol Oes

1

What do we want out of life?



NIACE CYMRU
The National Voice
for Lifelong Learning | Y Llais Cenedlaethol
dros Ddysgu Gydaol Oes

2

What is adult learning?



NIACE CYMRU
The National Voice
for Lifelong Learning | Y Llais Cenedlaethol
dros Ddysgu Gydaol Oes

3

“Learning can mean practising, studying or reading about something. It can also mean being taught, instructed or coached. This is so you can develop skills, knowledge, abilities or understanding of something. Learning can also be called education or training. You can do it regularly (each day or month) or you can do it for a short period of time. It can be full time, or part time, done at home, at work, or in another place like a college. Learning does not have to lead to a qualification”

NIACE CYMRU
The National Voice
for Lifelong Learning | Y Llais Cenedlaethol
dros Ddysgu Gydaol Oes

Why do adults learn?

- Our lives change over time
- We want to make positive change in our lives
- We want to get a job, or change jobs
- We want to earn more
- We want our children to have a different life to ours
- We want to improve our confidence

NIACE CYMRU
The National Voice
for Lifelong Learning | Y Llais Cenedlaethol
dros Ddysgu Gydaol Oes

Population change

- Wales has the highest median age within the UK (41.7 years)
- The population in Wales is aging and growing (90% of growth is in adult age groups due to migration and increased life expectancy).
- In Wales, the over 65 year old age group is expected to rise from 20% in 2014 to 26% of the population in 2035.
- The 16-64 age group is expected to fall from 62% to 57% from 2014-2025.
- The number of people aged 85 and over in the UK (1.4 million in 2012) is predicted to double in the next 20 years and nearly treble in the next 30.

NIACE CYMRU
The National Voice
for Lifelong Learning | Y Llais Cenedlaethol
dros Ddysgu Gydaol Oes

Working life changes

- Expectations of working lifespan are increasing in line with life expectancy.
- The state pension age should hit 70 by 2063 under current estimates.
- The growing economic value of older people must be acknowledged.
- Exit from employment is phased - prolonged economic participation

Working life changes

- Shift in work: FT to PT; or change occupation (current average is 7 careers)
- Change in family responsibility: from childcare to eldercare
- Longer working hours
- Increased female economic participation
- Lack of time is major declared barrier to learning in UK

So, are we.....?



4. Round 2 Materials

4.1 Programme: Cardiff & Falkirk

A Public Dialogue on Work, Learning and Wellbeing Saturday 3 October

The Cardiff Story Museum, The Old Library, The Hayes, Cardiff CF10 1BH

The Falkirk Wheel, Lime Road, Tamfourhill, Falkirk FK1 4RS

- 09:30 Arrivals and sign in
Participants are asked *not* to arrive *before* 9:30 or *after* 10:00am
- 10:00 Welcome, introductions and purpose
All those present will be introduced and their role described. The purpose of the dialogue, this workshop and how it will run will be explained.
- 10.30 Discussion in small groups: reminders of the last session
During this session small groups of participants will share what they have been thinking about work, learning & wellbeing since we last met.
- 10:50 Discussion in small groups: learning outside work
Participants will discuss learning in its broadest sense.
- 11:15 Coffee break
- 11:35 Presentation: work, learning and wellbeing case studies
Two organisations will present their work to improve the wellbeing of people through either work or learning.
- 12:00 Discussion in small groups: exploring emerging from difficult times
Participants will note work and/ or learning events that have happened in their lives.
- 13:00 Lunch
- 13:45 Plenary discussion: Our findings
Each group will present their findings from before lunch and they will be discussed by the whole group.
- 13:55 Small group discussion: Thriving and key messages
An exploration of what we need to thrive through work and learning. Each group will devise key messages for individuals and organisations on the issue.
- 15:10 Break
- 15:20 Plenary discussion: sharing our findings
Participants will share the discussions they have had on the impact of work and learning on wellbeing.
- 15:45 Concluding plenary
A reflection on what has been discussed today and what the next steps are. The session is evaluated.
- 16:00 Thanks, evaluation and close

4.2 Process Plan

Public Dialogues on Work, Learning & Wellbeing

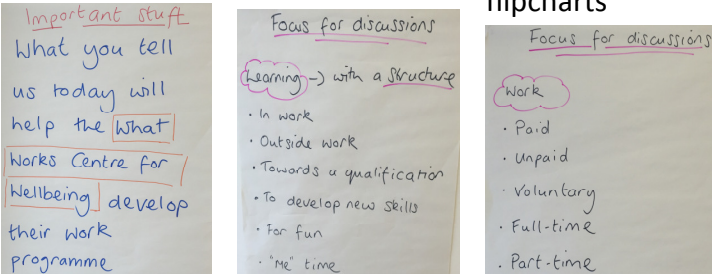
Final Process plan for Round 2 Workshops

Locations & Venue	Teams	Roles
Falkirk The Falkirk Wheel, Lime Rd, Tamfourhill, Falkirk FK1 4RS https://www.scottishcanals.co.uk/falkirk-wheel/plan-your-visit/getting-here/	Henrietta Hopkins (HH) Hally Ingram (HI) Mamun Madaser (MM)	Lead Facilitator Facilitator Event Administrator
Cardiff The Cardiff Story Museum, The Old Library, The Hayes, Cardiff CF10 1BH http://www.cardiffstory.com/content.asp?nav=178,246&parent_directory_id=2	Anita van Mil (AvM) Mike King (MK) Tisna Westerhof (TW)	Lead Facilitator Facilitator Event Administrator
Both sessions to be held on Saturday 3 October from 10am to 4pm		

Materials needed	
Venue	HVM to bring (see excel sheet for full list)
Cabaret style plenary room with two tables plus one additional break out space and an area for refreshments away from the discussion space	Materials to create space signage Sign-in sheet & badges
2 flip chart stands	Pre-prepared flip chart sheets
Projector & screen	Laptop with voxpops/ slides pre-loaded
Speakers (if necessary for case studies)	Falkirk speakers required
Catering for arrival, morning break, lunch, afternoon break	Participant incentives (£100 x 20 = £2,000 in each location)/ evaluation forms/
	Facilitator back packs to include (see detailed checklist): 2. Full facilitator process plan 3. Digital recorders (2 per team)/ 1 camcorder & tripod (Falkirk only) 4. Flip chart pens, tape, bands, scissors, sticky dots
	Participant/ observer packs to include: 5. Programme 6. Discussion guide 7. Pre-materials 8. Process plan (observers only)

Objectives (Why we are doing it)	Programme (What we'll do on the day)	Outcomes (What we want at the end)
<p>Overarching aim: The aim of the dialogue is to increase the effectiveness of the What Works Centre for Wellbeing by ensuring its design and policy priorities are informed by members of the public.</p> <p>Overarching objectives: To understand public views on:</p> <ul style="list-style-type: none"> ○ How people define wellbeing in the context of their own lives ○ Perceptions of whether and how individual/ government/ employer and learning provider actions can affect people's wellbeing ○ Views on direct and indirect use of the Centre by the public ○ The format, style of message, channels and messenger that they would be most and least receptive to <p>Session Aim The aim of this aspect of the dialogue is to begin to address the question: <i>How can work and adult learning contribute to wellbeing?</i></p> <p>Session objectives – policy areas to consider:</p> <ul style="list-style-type: none"> ○ An exploration of adult learning in its broadest sense ○ The intersection of learning/ skills/ work at which wellbeing can be explored ○ The effects of current management culture on wellbeing ○ Messages from the public to employers to encourage them to contribute more to the skills environment 	<ul style="list-style-type: none"> ○ Arrivals and sign in ○ Welcome, introductions and purpose ○ Small group discussion: warm-up ○ Learning outside work ○ Work, learning and wellbeing case studies ○ Emerging from difficult times ○ Thriving ○ Who should do what to support people's work, learning and wellbeing needs ○ Concluding plenary 	<p>In round 2 participants will be given case studies for specific programmes in Falkirk, Cardiff and / or nationally to embed the dialogue in situations where work and learning is being used as a route to improved wellbeing. They will discuss the challenges in more detail, the barriers to people gaining wellbeing benefits from work and learning as well as opportunities for increased wellbeing. Participants will be given the space to raise specific issues around autonomy/ relatedness/ competence/ and increasing wellbeing through employment and learning. Also to consider what their life experiences tell us about how to support those who wish to gain benefits from work and learning but have not been able to do so. They'll consider what people, employers, the 3rd sector, other organisations, local authorities and governments can do locally, regionally, nationally.</p> <p>By the end of the dialogue WWCW, the evidence teams and stakeholders will have an informed understanding of public views on work and learning in relation to wellbeing</p>

<ul style="list-style-type: none"> ○ Messages to others – individuals/ policy makers/ government/ learning providers ○ Resilience – particularly in times of transition in to and out of work / learning – what people can do for themselves 		
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Time	Agenda	Process	Who	Outputs/outcomes	Materials/notes
8:00	Set-up	<p>HVM team to set up the room(s) Cabaret style plenary 2 facilitation work stations set up with pre-prepared flipcharts</p>  <p>Time line areas</p> <p>Plus posters above in each break out space (add employed/ self-employed to work sheet)</p>	HVM teams	Ready to go	<p>Facilitation kits x 2 Prepared flips Presentations on laptop Cards/ pens 3 Posters: WWCW Work focus Learning focus</p>
9:30-10:00	<p>Arrivals & registration</p> <p>Briefing for specialists/ observers</p>	<p>Sign-in sheet to be completed & participants reminded where refreshments/ loos/ table allocations are, given their badge and the printed packs</p> <p>Lead Facilitators will brief specialists & observers in the room.</p>	<p>MM/TW</p> <p>HH/AvM</p>	<p>Everyone signed in</p> <p>Everyone knows what they are doing and where they should be</p>	<p>Sign-in sheet Table allocations Badges Sticky dots (blue/ red)</p>
10:00-10:15	Welcome & introductions	1. Housekeeping	HH/AvM	What we are doing together is clear to participants.	<p>Welcome slide on screen Participant materials</p>

10:00-10:05 (5 mins)		<p>2. HVM introduction LF & team – we are not the experts in work, learning and wellbeing – but we do have people in the room who are - round the room introductions made.</p> <ul style="list-style-type: none"> Specialists, observers, evaluator to introduce themselves <p>Reminder of help points - hard copy in your participation packs, highlight:</p> <ul style="list-style-type: none"> Interested in a range of views Respect other people's views (even if not your own) Everyone is listened to and recorded There are no stupid questions / comments - we're here to learn, understand and move the discussion forwards Come back from breaks promptly and help us stick to time No mobile phones during the discussions Don't interrupt when someone is speaking Use the facilitators – how? <p>Falkirk only – vox pop recordings. Explain the process and ask everyone to consider volunteering.</p> <p>HVM slides</p> <ul style="list-style-type: none"> Brief introduction to what we are doing today Specific objectives of this session STRONG REMINDER ABOUT THE WHAT WORKS CENTRE FOR WELLBEING Summary of headline findings from R1 		It is clear who is in the room and what their role is. Participants understand what the What Works Centre does and why this discussion is important.	
10:05-10:15 (10 mins)					
10:15-10:20 (5 mins)	Move to small groups	HH/ AvM – Blue group HI/ MK – Red group	HVM teams	Everyone is in the right place	Room signage Dots on badges
10:20-10:50	Warm-up session	Facilitator to remind everyone about the recorder : <i>All recording is anonymous and no comments whether written or recorded will be attributed to a named</i>		Everyone remembers how	Audio recorders Any other thoughts cards Post-its

10:20-10:22 (2 mins)		<p><i>individual in the report. We are interested in what you are saying not who says what. We use recording to back up the notes being made on the flip chart and to help us write a report on what people have said to us.</i></p> <p>Ask if anyone objects. In which case the recorder will be turned off when they are speaking.</p> <p>Remind everyone about AOT cards/ post-its and flip chart recording</p>		the session is recorded.	Flip chart stands and paper
10:22-10:30 (8 mins)		<p>Go round the table, after you have reminded us of your name say how you felt on leaving the session last time and how you felt about coming back this time.</p> <p>In Pairs: Talk to the person next to you about what you've been thinking about since we last met. Did you:</p> <ul style="list-style-type: none"> ▪ Hear or see anything (on the news for example) about work, learning and wellbeing that you've brought back to the session? ▪ Did you talk to your friends/ family about the session? What did they say? ▪ Take part in any learning activity since we met? 		Reconnect with each other. Get back in the room. Re-build trust with the facilitators	
10:30-10:40 (10 mins)		<p>In pairs use post-its to note down the things that you heard/ saw (one thing per post-it)/ did. Show the person you are working with any press cuttings, material taken from the Internet or any other information that caught your eye since we last met and you've brought in this morning.</p> <p>Facilitator to gather up the post-its as they are completed and group them on the flip chart sheet</p>			Post-its grouped on flip chart

10:40-10:50 (10 mins)		<p>without comment (to allow people to carry on talking to each other). Start to stick press cuttings/ other information up on a flip chart too.</p> <p>RECORDER ON</p> <p>Back with whole small group: Briefly share with the whole group the points you’ve made.</p> <p>Facilitator:</p> <ul style="list-style-type: none">▪ <i>Why did that remind you of the last time we met?</i>▪ <i>Why did you notice that?</i>▪ <i>Tell us more about why you wanted to bring this here this morning.</i>▪ If you took part in any learning who organised it? How did it go? <p>Facilitator to add additional points to the flip or additional flips as necessary. Ensure the flip chart presentation is self-explanatory for the coffee break.</p> <p>RECORDER OFF</p>		Exploration of what caught peoples’ eyes and why.				
10:50-11:15 (25 mins – less/ more with flexi-time if previous)	Learning outside work	<p>Whether you do any learning outside work at the moment or not (remember learning focus – very broad):</p> <p>Q: How important is to you to do learning outside work?</p> <p>Group to put a dot (blue group using blue dots/ red group using red dots) in the place appropriate for them on the flip chart.</p>		We think specifically about learning done outside work	<p>Prepared flip on wall</p> <table><tr><td>Un- important</td><td>Neither unimportant or important</td><td>Very important</td></tr></table>	Un- important	Neither unimportant or important	Very important
Un- important	Neither unimportant or important	Very important						

session under/ over-runs)		<p>Group discussion:</p> <p>Q: Why did you put your dot where you did?</p> <p>Remember that last time you said that learning (at work or outside of it) should be interesting/ inspiring/ fun/ a change to interact with others)</p> <p>Q: What would encourage you from doing learning outside work? <i>Brainstorm – facilitator to list all the things that would encourage them to learn outside work</i></p> <p>Q: What would discourage you from doing learning outside work? <i>Brainstorm – facilitator to list all the things that would discourage them to learn outside work.</i></p> <p><i>Brainstorm</i></p> <p>Q: What is different about what you get out of learning you do at work, from the learning you do in your own time in terms of the impact it has on your life?</p> <p><i>Going back to our scale</i></p> <p>Q: What sort of difference would it make to you if the learning was delivered online only? Where would you put your dot then?</p> <p>Group to take an orange dot and put it on the scale thinking about if it was online learning only.</p>		<p>Thinking further about the difference between online/ face-to-face informal learning.</p>	Blue/ red sticky dots depending on the group
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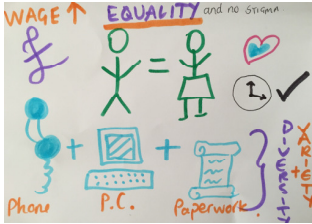
		<p>Quick brainstorm If time: Q: Why did you put this dot where you did?</p> <p><i>Explain the coffee break task:</i></p> <p>Please take 2 blue (blue group) / red (red group) dots with you now to the plenary area. On your way to coffee look at the sheets we and the other group produced with the press cuttings/ post-its on what you / the other group thought about in between this session and the last.</p> <p>Place the two dots on the two items you found most surprising/ interesting.</p> <p>Facilitators to bring the flips with the press cuttings/ post-its back to the plenary area and stick on wall/ windows for the coffee break. Plus the blue/ red dots.</p>		Understanding the surprises in what everyone has brought in.	
11:15-11:35	<p>Coffee break</p> <p>Everyone to do the dotting exercise as they get their coffee.</p> <p>FALKIRK ONLY identify who is going to do the voxpops – 3 from each sub-group/ completion of permission forms to save time in the next break.</p>				
11:35-12:00 11:35-11:45 (10 mins)	Work, learning & wellbeing case studies	<p>Two case studies are presented in each location- TBC in both locations</p> <p>Falkirk Galgael <i>YouTube video</i> https://www.youtube.com/watch?v=roGRrbixtZY</p>	Falkirk: HH presenting material prepared by	People see concrete examples of programmes focused on specific aspects of work, learning & wellbeing	PP/ verbal presentation

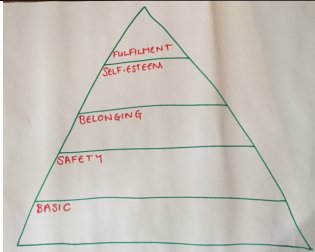
11:45-11:55 (10 mins)	<p>Highlighting their work to improve the wellbeing of men who have experienced mental health/ isolation through learning to work with wood.</p> <p>Adnams: Customer experience and employee wellbeing <i>Case study prepared by Sadie Lofthouse, Head of Human Resources, Adnams plc</i> <i>Speaker: HH</i> Summarising Adnam's focus on the physical and mental health of its workforce and the impacts this has on employee wellbeing and a positive customer experience</p>	Galgael and Admans		
11:35-11:45 (10 mins)	<p>Cardiff Kay Smith, NIACE <i>The Inspire Awards</i> Case studies about inspirational progress in learning which has had a positive impact on wellbeing.</p>	Cardiff: Kay Smith NIACE		
11:45-11:55 (10 mins)	<p>Using skills well in the workplace <i>Speaker: James Carey, Welsh Government</i> <i>Presentation prepared by Amanda Madeley, Senior Manager, Skills Policy & Youth Engagement Unit, Department for Education and Skills (DfES), Welsh Government</i> A summary of the Welsh Government's work in the construction and creative media sectors to identify where and why skills were not being used constructively and to identify solutions.</p> <p>The presentations will highlight their experience of the aspects of work/ learning which have a high level of impact for wellbeing.</p> <p>RECORDER ON</p>	James Carey, Welsh Government		
		AvM/HH	Participants can share the projects/ programmes with which they are involved	HI/ MK recording main points raised in Q&A and / or audio recorder used

<p>12:15-12:35 (20 mins)</p>		<p>Positive events on the green post-its Difficult events on the yellow post-its. Neither positive or difficult on pink post-its</p> <p>RECORDER ON</p> <p>We're going to develop a time line. (<i>This is quick – leave most of the time for discussion</i>)</p> <p>Q: (Ask both sub-groups) Of all the events that you have listed:</p> <ol style="list-style-type: none"> 1. Which one happened the longest ago? When was that? 2. Which one happened most recently? When was that? <p>Facilitator to use these dates to set the timeline start/ end points by drawing it on the prepared flips.</p> <p>Ask each group in turn to put their post-its on the time-line in a relevant place.</p> <p>As they do Facilitator to prompt as relevant/ appropriate:</p> <ul style="list-style-type: none"> ▪ Tell us more about the event ▪ What was the impact of this on you? ▪ How did you feel about the event? ▪ How long did this feeling last (minutes/ hours/ days/ months/ years)? ▪ How did those you/ those around you (family/ friends/ colleagues/ co-learners) feel about the event? ▪ How, if at all, was your perception of work/ learning changed by the event? 		<p>Testing what happens in times of transition.</p> <p>The timeline will help to draw out the views of those who have a longer career experience as well as those with less experience.</p> <p>Post-it group by participants</p> <p>Flip chart recording of key points</p>	
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<p>12:35-12:55 (20 mins, roughly 5 mins per Q)</p>	<p>Q: What was the effect of this event on other parts of your life? (prompt specifically for retirement – and how others feel about future retirement if they haven’t got there yet). This is about the spill-overs between different parts of life. Taking a yoga class could improve things at home and at work.</p> <p>Now we have all the post-its on the time-line let’s talk more about the events.</p> <p><i>General discussion</i></p> <p>Q: What, if anything, within these events was fulfilling to you as an employee/ as a learner?</p> <p>Q: What was needed to help people through the more difficult times? (for example: something that you could do yourself to make a change – take up a sport/ so that you were motivated to do something differently?, another individual who galvanised you to action?/ a sympathetic employer/ flexible working/ a place to go to learn new skills? A friend going with you to join a club)</p> <p>Q: What, if anything, holds people back from improving their work / or learning opportunities in difficult times? (for example individuals needing to stay in a job they don’t enjoy to earn essential money/ not taking learning opportunities/ taking the wrong learning opportunities for you/ not being able or given the opportunities to progress)</p> <p>Q: To what extent was your confidence/ the confidence of others described, affected by these events? (For</p>			
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12:55-13:00 (5 mins)		<p>example: people described depression in round 1 when they were in unfulfilling badly paid jobs/ or when they were not given the learning opportunities that were tailored for their needs or seemed irrelevant).</p> <p>Draw out examples from the time-line of positive/ difficult events and how help emerged/ what held people back/ how confidence grew or was challenged.</p> <p><i>Spend 5 minutes before lunch testing understanding/ checking post-its are clear, reviewing what has been said so that Facilitator can feed-back after lunch to the plenary group.</i></p> <p>RECORDER OFF</p>			
13:00-13:45	<p>Lunch – during which (in Falkirk) the LF (supported by EA) will ask up to 6 participants to film a vox pop: 1) What are your views on discussing work, learning and wellbeing in a workshop like this? 2) What do you think about the What Works Centre for Wellbeing using these workshops to inform their work? 3) What, if anything, will you think about or do differently in your life as a result of taking part? 4) What have you gained personally from the process?</p>			Facilitators to bring their group's timelines to the plenary area. Agree on reporting back.	
13:45-13:55 (10 mins)	Plenary discussion	<p>Each facilitator to report back on their group's responses to the session before lunch.</p> <p>LF to ask whole group:</p> <p>Q) What is similar/ different about:</p> <ul style="list-style-type: none"> ○ The events listed by each group? ○ How people grow from positive and difficult events? ○ How people deal with / respond to difficult events? <p>RECORDER ON</p>	HVM teams in plenary space	Everyone has a good understanding of what each group discussed before lunch. Group explores resilience, particularly in times of transition.	LF / F record any key points on the flip chart for everyone to see they are being taken seriously.

		<p>Whole group discussion on the patterns, similarities and differences.</p> <p>Prompts dependent on feelings of wellbeing expressed.</p> <ul style="list-style-type: none"> What are your views on the feelings being expressed <p>RECORDER OFF</p> <p>Groups asked to return to small groups</p>			
<p>13:55-15:10 (1 hour 15)</p> <p>13:55-14:05 (10 mins)</p> <p>14:05-14:20 (15 mins)</p>	<p>Thriving – who should help and what should they do?</p>	<p>You have on the table cards which include the one you drew plus all the other cards in both Cardiff and Falkirk through which people illustrated their ‘ideal work situation’. Here is a flip chart summarising what Cardiff and Falkirk said last time about good learning and where work/ learning intersect.</p> <p>In pairs. Have a look at these. Put the ideal cards in priority. What things that they express are most important to you? Use post-its to add to the priority list – is there anything about ‘ideal work or learning’ which is not described on the card or on the flip charts?</p> <p>Now in 2 small groups think about:</p> <p>Q: What has to be/ should be/ could be in place to make sure make people can flourish/ have a really good quality of life through their work and learning?</p> <p>Use the post-its to record all the elements that you can think of that must/ should and could be in place to help people flourish. Think of as many things as you can and then put them on the flip chart triangle you’ve been given in the best place. <i>Reminder - build on what they said in R1, not repeat it.</i></p>	<p>A reminder of what they said last time so they can build on it/ tell us new things that haven’t been covered before</p>	<p>The group will consider what being able to thrive for work/ learning looks like. They will draw on their own examples of what works well for wellbeing using R1 discussions as inspiration</p> <p>They’ll think about basic needs</p>	<p>All the ‘ideal work’ cards from Cardiff and Falkirk like this one:</p>  <p>Will be printed on A5 cards and used as a prompt for further discussion on both work and learning. Headline findings on good learning and the intersection between good work and learning will be drawn on a flip as a reminder.</p> <p>A simplified Maslow’s hierarchy will be made x 2</p>

<p>14:20-14-30</p> <p>14:30-14:45 (15 mins)</p>		<p>Are these needs:</p> <ol style="list-style-type: none"> 1. Basic? 2. About your environment/ your safety? 3. About connecting with others – belonging? 4. About confidence and self-esteem? 5. About how you think about yourself and your own fulfilment? <p><i>Test prompt:</i> Where/ how does job security fit in to this? It was an important point you made last time. We want to be sure we understand what for you makes for good job security.</p> <p>RECORDER ON</p> <p>Each group to talk through what they've put on their triangle and why they have put it there.</p> <p>Q) What can people do for themselves when it comes to wellbeing through learning and work?</p> <p>Test thoroughly what <i>individuals can do for themselves</i></p> <p>Q) <i>Who</i> else should be trying to fulfil these needs to make sure that people can really flourish by means of the work/ learning they do?</p> <p>Plus what can be done by:</p> <ul style="list-style-type: none"> • (We talked about employers last time) • Learning providers • Local organisations 	<p>Initial brainstorm and flip recording</p>	<p>through to self-actualisation.</p>	 <p><i>Crib notes for facilitators:</i> Basic = air/ food/ drink/ shelter/ warmth/ enough sleep Safety= protection/security/ law/ limits/ rules/ stability Belonging=family/ colleagues/ friends/ affection/ people to relate to Self-esteem=achievement/ status/ responsibility/ reputation/ recognition Fulfilment=personal growth/ a situation in which a person can be everything they are capable of being.</p>
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14:45-15:00 (15 mins)		<ul style="list-style-type: none"> National support & advisory organisations Local, regional and national government Private/ commercial sectors Ask, why is that organisation/ individual is best placed to deal with this? Why is it their role? <p>Draw on the information provided in the cards. <i>Who should do what to make the image you have drew/ others drew a reality?</i></p> <p>What is the one key message you would like to give to each of the individuals/ organisations you have identified here? Even think about what you could say to yourself.</p> <p>Is there one message for the What Works Centre for Wellbeing?</p> <p>Gather the key messages on the flip chart sheet</p>			Key message flip chart
15:00-15:10 (10 mins)		<p>Work together to produce a sheet which links the key needs to the 'who'. This, together with the key message sheet, is the summary sheet for the plenary session.</p> <p>Agree on a volunteer to report back.</p> <p>RECORDER OFF</p>			Summary sheet of who linked to the needs.
15:10-15:20	Short comfort break – come straight back to the plenary area				
15:20-16:00	Concluding plenary	<p>RECORDER ON</p> <p>Volunteer(s) from each group feedback their 'Who should fulfil what needs' sheet.</p> <p>2 Specialists from each location give their first thoughts on what they have heard to participants:</p> <ul style="list-style-type: none"> This is what I've heard & why it is important 	Participants Location specialists	Specialists and observers will have heard the findings from R2 and reflected what they have heard back to the group demonstrating the	Evaluation forms Incentive envelopes Incentive receipts Fbook sign up sheet

15:30-15:40 (10 mins)		<ul style="list-style-type: none"> ○ This is what I'll reflect on as I leave the room ○ This is what action [even better if it's something you'll do on Monday morning] I'll take as a result of attending today <p>RECORDER OFF</p>	HVM LFs	session's importance.	
15:40-15:50 (10 mins)		<p>Explain the next steps (path to the report).</p> <p>One final question: If you would like to stay in touch with each other and the What Works Centre for Wellbeing via a Facebook Group or similar please leave your name on the sheet going round at the moment.</p> <p>Final thanks. Ursus to explain the evaluation form.</p> <p>Evaluation forms</p> <p>Incentives.</p>	HVM EAs	Participants will be clear on next steps	
15:50-16:00 (10 mins)					
16:00-16:30		<p>HVM teams pack all materials, flip chart sheets.</p> <p>Note: Falkirk team must leave venue by 16:25.</p>			

4.3 Presentations

What Works | Wellbeing



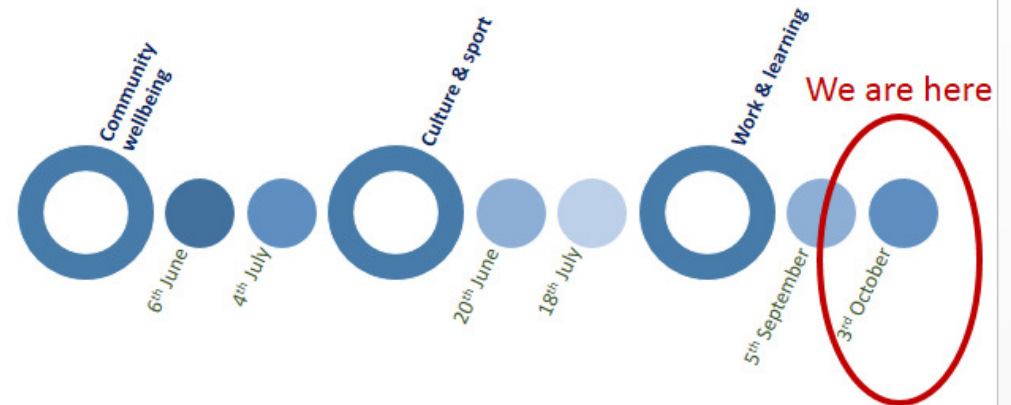
Creating Connections
Hopkins Van Mil

A public dialogue on work, learning and wellbeing
held in Falkirk and Cardiff

Round 2 - Welcome!

1

Part of a larger wellbeing dialogue



2

Aims of the overall dialogue

To increase the effectiveness of the What Works Centre for Wellbeing by ensuring that the work it does is informed by the views of members of the public.

Objectives – to understand public views on:

- How people define wellbeing in the context of their own lives
- Whether and how individual, employer, learning provider and government actions can affect wellbeing
- Views on the use of the What Works Centre by the public

What we will be focusing on today:

The things that are needed for:

- A good quality of life
- At every stage of life
- Your own experiences

You'll hear the words

- Work
- Learning
- Wellbeing

What we will be focusing on today:

As before we are thinking about the:
What Works Centre for Wellbeing
and what will help it to plan its work bearing in mind the views of the public

What Works | Wellbeing

5



What we did at the last session together

- The best things that had happened
- Exploring good jobs/ learning experiences
- How we achieve things in our lives
- Messages for employers

6



Best things



Social: family, friends, children, grandchildren



Achievements: completing a task, breakthrough at work, getting organised



Celebrating: football, winning on the horses/ lottery, treating yourself

7



A good job

Financial/
job security

Good work
environment

Opportunity
to progress

Quality
performance



Colleagues/
managers

8

Good learning experience



9

Ideal work situations



10

Achieving what is important to you in your life



11

Recommendations for employers



12

The Adnams Customer Experience

Ahhhh.....that's better

ADNAMS
SOUTHWOLD

1

★

Ourselves?

Do we care enough to
deliver the experience our
customers demand every
single time?

ADNAMS
SOUTHWOLD

2

Employee Engagement?

Research Findings

- Strong business narrative
- Enabling Managers
- Employee Voice
- Business integrity

ADNAMS
SOUTHWOLD

3

★

Well Being

Physical – Diet, exercise, rest and
relaxation!

Mental – Diet, exercise, rest and
relaxation!

What about the tough days?

How do we get through it when the
days are not so good?

ADNAMS
SOUTHWOLD

4

★

Well Being

What can Adnams do to help?

What can your line Manager do to
help?

What do you need to do?

ADNAMS
SOUTHWOLD

5

★

Well Being

Relationships – A Two Way Thing

What can your line Manager do for
you?

What can you do for them?

ADNAMS
SOUTHWOLD

6

★

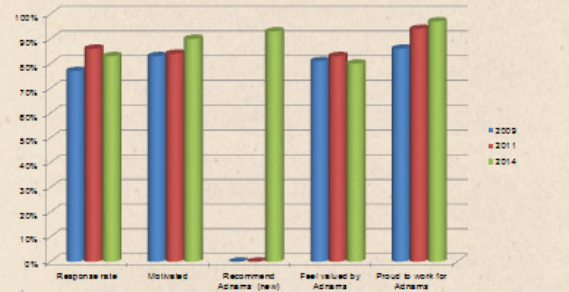
Employee Survey 2014

Now for the good news!

ADNAMs
SOUTHWOLD

7

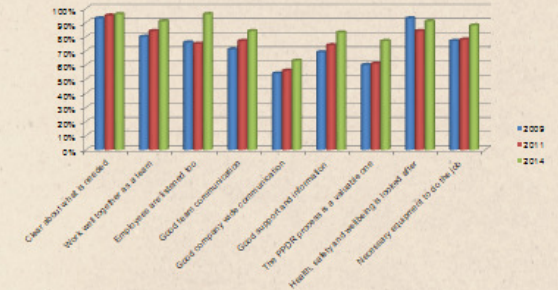
Headline Results



ADNAMs
SOUTHWOLD

8

Year on Year Improvements



ADNAMs
SOUTHWOLD

9

Postcard Home

2 Weeks – This is what I intend to do differently today

One Month – This is 'the little bit extra' I am going to do for myself or my customers this week

Three Months – This is the time to measure the effect of the changes you have made

ADNAMs
SOUTHWOLD

10

★

Why is this important?

Looking after yourself

- Take regular breaks
- Don't bottle things up
- Celebrate your achievements
- Value a good work life balance
- Know what help is out there

Looking after others

- Ask people how they are doing
- Look out for changes in others
- Avoid working in silos
- Offer support when others are busy
- Celebrate other peoples achievements
- Be informed - ask for training on Mental Health Awareness

ADNAMs
SOUTHWOLD

11



www.llyw.cymru
www.gov.wales

Using skills well in the workplace

James Carey - Welsh Government

Why is Welsh Government interested in how skills are used?

- A productivity gap exists between Wales and the rest of the UK.
- Research shows business productivity is affected by poor use of skills.
- Employers struggle to find people with the right skills.
- Being over qualified or not using skills can lead to boredom, inefficiency, lack of motivation and may affect wellbeing.



- For an employer this could mean lower productivity, low staff morale and higher staff turnover.
- This has a huge impact on the business and the economy.

Thinking about skills use: goals.

Confident, motivated and relevantly skilled individuals who are aware of the skills they possess and know how to best use them in the workplace

Workplaces that provide meaningful and appropriate encouragement, opportunity and support for employees to use their skills effectively

Increase performance and productivity, improve job satisfaction and employee well-being, and stimulate investment, enterprise and innovation.

Scottish Funding Council, Scotland's Skills Utilisation Programme: an Interim Evaluation (June 2011)

What are the potential benefits?

For employers:

- Better understanding of business needs and skills required.
- Improved productivity and efficiency.
- More committed and motivated workforce.
- Quality improvements to products and services.
- Reduced staff turnover.

For individuals:

- Better relationship with employer.
- Feel valued for their skills and trusted to use them.
- Improved motivation, efficiency, confidence and self esteem.
- Potential career development.
- Better health and wellbeing.



What are we doing?

- **Pilot projects in two sectors- creative media and construction.**
- Looking at what other places are doing e.g. Scotland, Singapore.
- Considering other business practices such as Investors in People, High Performance Working etc.
- Identifying factors which influence such as leadership, the design and organisation of a company, how a company communicates, how it recruits and promotes staff etc.
- Identifying where an employer may struggle e.g. how to identify what skills are needed (skills analysis).

Pilot Projects - key findings so far

- Interviews with employers and their staff.
- Most employers believe they know their workforce well..... but interviews suggest the opposite.
- Large companies have more formal processes than small ones.
- Some employees want promotion but won't ask!
- Managers need management and leadership training too.
- Employees often take on a task / job before being trained.
- Traditional career path doesn't suit everyone e.g. some want mix of office / site, technical specialisms.
- Companies need to think longer term with a more flexible approach.
- Tailoring of jobs and training can allow better use of skills.
- Spread knowledge via mentoring, talks etc.

Conclusions- Next steps

- Final stages of pilot projects.
- Evaluate the reports and recommendations.
- Identify similar approaches and solutions.
- Identify if further research is needed in these sectors or others?
- Explore how businesses can get involved and benefit.

The following film clips were shown in each location as case studies to inform participants of work being done locally and nationally to give people opportunities to gain wellbeing benefits from learning outside work.

Falkirk:

Galrael – a programme to give men with mental health challenges opportunities to learn a new skills

<https://www.youtube.com/watch?v=roGRrbixtZY>

Cardiff:

Case studies from the NIACE Inspire Awards to encourage adult learning

Naomi: <https://www.youtube.com/watch?v=sJOTk1y4yu0>

Scott: <https://www.youtube.com/watch?v=K1LWy1x4exM>

Lynda: <https://www.youtube.com/watch?v=Wo4POQmUv6A>



For further information on this dialogue please refer to:

www.whatworkswellbeing.org

www.sciencewise-erc.org.uk

www.hopkinsvanmil.co.uk

A film giving participant views on their experience of being involved in the dialogue can be accessed here:

http://bit.ly/SharingWorklearning_HVM

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