



eBulletin

Issue 14 January / February 2009

Introduction from the Chair

Since the last CWN eBulletin, the [2020 Workforce Strategy](#) has been published. The strategy gives further weight to move towards integrated workforce planning, and reflects the growing consensus across the world of children's services that this is the right direction of travel.

The Strategy also begins the process of reshaping the landscape of workforce reform, with a series of reviews, all intended to provide a clearer workforce reform system. So the National College of School Leadership (NCSL) is given an expanded role, in partnership with colleagues, to drive forward leadership and management reform. The remits of CWDC, the Training & Development Agency, the General Teaching Council, and the National Academy for Parenting Partnerships, are all being reviewed together. The remits of the sector skills councils are being reviewed, to see if they can be reshaped in any way to bring more of the children's workforce under one sector skills council. And DCSF are giving fresh thought to the future role of regulators in our sector.

At the same time, a new National Partnership for Workforce Reform is being established, advising Ministers across Government. The role and membership of this group is soon to be announced, but it will assume some of the roles previously held by the Children's Workforce Network on a voluntary basis.

As all these developments roll out, CWN will be considering the impact on our own role. CWN was initially established in order to promote the greater integration of approaches and agencies; we seek to lead on work when it crosses the boundaries of several agencies, and we seek to develop the conditions where joint working can be more effective. So we gladly hand over some aspects of our work programme when it no longer requires a voluntary partnership but can be delivered by one agency. As each of you will know when working on the ground, partnership working can bring great benefits when it merges the expertise of different people sectors, but it is most effective when the partnership working itself leads to a change in the way the work is done; when the nature of the job has been changed by the way in which people have worked together.

Over the last few years this bulletin has constantly thrown up examples of how local services have been more integrated than the national structures set up to support you. That might be about to change, as the national structures catch up with the best of local practice. Watch this space to see how CWN adjusts over the coming year.

Paul Ennals
Chair, CWN

Induction

CWN case studies of good practice in induction

The Children's Workforce Network (CWN) recognises the importance of good induction programmes to ensure that those working with children, young people and their families have the right skills and knowledge to improve outcomes for children and young people. With this in mind the CWN has developed a series of nine case studies that show examples of emerging good practice in induction.

These case studies have been provided from a range of organisations and local authorities from across the network. Several highlight good induction practice across the range of services and the opportunities for integrated induction programmes. The case studies also identify the way in which different induction models are mapped to the Common Core of Skills and Knowledge. They are useful for any organisation who is looking to develop or review their existing induction programmes and for staff who want to know what they can expect from good induction.

The nine case studies include:

- An integrated workforce approach to induction
- Induction of Youth Offending Staff – an example of a multi-disciplinary team
- Induction of staff working with children and young people in custody through the Juvenile Awareness Staff Programme
- Induction of creative practitioners within and beyond the arts and creative and cultural sector
- Induction of school lunchtime supervisors, school administrators and teaching assistants
- Induction of newly qualified teachers (NQTs)
- Induction of teaching assistants
- Supporting induction with online assessment
- Induction of activity leaders at outdoor activity centres

They can be downloaded from the CWN website www.childrensworkforce.org.uk

Integrated working

New and updated factsheets available

CWDC and DCSF have published four updated and two new factsheets on the different elements of integrated working:

- Integrated Working overview
- Lead Professional (LP)
- Common Assessment Framework (CAF)
- Information Sharing
- Leading Integrated Working (NEW)
- Common Core (NEW)

Two factsheets on the CAF and LP in schools are also available to download, and a ninth factsheet looking at Safeguarding and Integrated Working will be published in early 2009.

Integrated working factsheets are available to download on the Every Child Matters website.

Publication on practice guidance

“Making sense of Every Child Matters”

The Policy Press has published a new book, *“Making sense of Every Child Matters: Multi-professional practice guidance”*, edited by Richard Barker. This title is sure to be of interest to members of the [Children's Workforce Network National Reference Group](#).

The book considers the implications for practice of the ‘Every Child Matters’ (ECM) agenda for working with children, analysing the key issues from the perspective of the different professions that make up the ‘new children’s workforce’. With so much currently in the news about working with children, it seems particularly relevant at the moment.

For more information or to purchase the book with a 20% discount, please visit www.policypress.org.uk.



Health workforce

Help identify priority health workforce issues for children, young people and their families

Skills for Health would like to know the views of CWN colleagues on the priority health workforce issues for children, young people and their families. They are currently gathering evidence to inform the next stages of their work programme and are keen to hear your views to ensure the work programme is focused on service need.

You are invited to respond to the following question:

“What in your opinion are the priority health workforce issues for children, young people and their families?”

Please send your responses to Pam Truman, Programme Manager - Children, Skills for Health, pam.truman@skillsforhealth.org.uk, explaining what you think the priorities are and who you represent. Skills for Health value your opinion and input, and hope that you will take this opportunity to help by ensuring that your views are considered.

Youth workforce

CWN Youth Workforce Reform Programme

Contractors have been appointed to deliver several of the projects in the Youth Workforce Reform Programme and have moved into implementation phase, as follows:

Leadership and Management development programmes

FPM Training Consortium are designing and delivering three training programmes for current leaders (300 places), emerging strategic leaders (150 places) and front line managers (5000) across the youth workforce.

The first courses are planned to begin in late February 2009 and are expected to run until March 2011. To find out more about these programmes please see www.fpmonline.co.uk/cwdc.

Third sector capacity building programme

UK Youth are carrying out feasibility work to identify the most effective ways to deliver training to improve the skills of Third Sector workers who work with and for young people. Their report is expected in spring 2009.

Common apprenticeships

Atkin Associates are currently carrying out a feasibility study into the demand for a common apprenticeship across the youth workforce. Their report is expected in spring 2009.

Common foundation degree

Open University is carrying out a feasibility study into the demand for a common foundation degree across the youth workforce. Their report is expected in spring 2009.

State of the Youth Workforce report

LMW Research is collating existing data on the youth workforce to produce the first of three annual state of the youth workforce reports to map the youth workforce. Their first report is expected in spring 2009.

Integrated Youth Support Services grant

A grant has been offered to 150 local authority areas to help them take early advantage of the forthcoming Integrated Youth Support Services workforce development programme and to support integrated working and the Children's Workforce Framework and tool. Please contact your local authority for further information on how they intend to use the grant.

Other projects

Development work on the Graduate Recruitment Scheme, Skills Development Framework and Youth Professional Status is continuing. More details will appear in the next eBulletin.

For further information on the programme please email youthworkforce@cwdcouncil.org.uk.

New leaflets

New leaflets are available, on the CWDC website, aimed at engaging strategic leads and frontline workers:

The Youth Workforce Reform Programme: Improving careers for those who work with young people

The Youth Workforce Reform Programme: Working together to improve the lives of young people

Workforce reform in schools

Ofsted report on the deployment, training and development of the wider school workforce

This is one of four Ofsted studies that evaluate the effectiveness of workforce reform on schools. The study outlines the findings from inspectors who visited 10 secondary and 13 primary schools in England.

Key findings from the report suggest that learning mentors and higher level teaching assistants are among the roles that have made a positive impact on pupils' achievement, especially among those likely to truant, underachieve, or be excluded from school. The report is available via the following link:

[*Ofsted report on the deployment, training and development of the wider school workforce*](#)



Integrated Qualifications Framework

Interim evaluation

The Children's Workforce Network commissioned PricewaterhouseCoopers (PwC) to conduct an evaluation of the pilot phase of the IQF in May 2008. The overall aim of the evaluation was to assess how well the IQF project is working towards achieving its objective of developing a qualification framework that will make a positive difference to the children's workforce and the outcomes for children and young people.

The evaluation was completed in November 2008, and acknowledged the commitments and excellent progress made by CWN partners to date, and made a number of suggestions to ensure its smooth and effective implementation.

The IQF project board has agreed a set of actions to take forward the recommendations made in the evaluation report, which will be completed over the coming months. The main recommendations and subsequent actions include

working with qualification leads in each CWN organisation to ensure the IQF principles and process are fully embedded across CWN; working closely with Government departments to ensure the IQF is seen as a priority for children and young people's workforce qualifications; and prioritising the development of an IQF online portal.

Specific work to complete the actions includes publishing guidance documentation for standards and qualifications staff, Higher Education Institutions and awarding bodies to assist them in using the IQF process; developing communications targeted at each CWN sector to assist in engaging the relevant Government departments; and improving the usability of the IQF collaboration forms.

The evaluation has provided extremely useful information for the further development of the IQF, and will help inform the forthcoming project stages.

Skills for Justice: Restorative practice

Consultation on new qualification and NOS review

Skills for Justice, as part of its plan for the children's workforce, is looking to review the restorative justice National Occupational Standards (NOS) and develop a new award in restorative practice. The aim of the project is to create a set of standards and an award which can be used across the children's workforce in a variety of restorative practice settings, for example, justice, health and schools.

During 2006-07, Skills for Justice developed a number of units in restorative justice as part of the youth justice suite of standards. The units need to be reviewed to ensure that they are fit-for-purpose for all the areas which use restorative practice. A demand has also been identified for a competency based award. The new award will be submitted for inclusion on the Integrated Qualifications Framework.

Consultation on the units and the proposed qualification structure is a critical part of the development process. It is extremely important that as many people as possible comment on the draft standards.

Next Steps: Skills for Justice is looking for practitioners who have current operational experience to view the NOS and the proposed qualification structure, in order for a sector wide consultation to take place. A working group will be established to take the work forward. Further information will shortly be available on the Skills for Justice website www.skillsforjustice.com.

A working group to review the standards and qualification structure was held in January and Skills for Justice will be holding an online consultation in late February/early March.

If you would like to be involved in the project or would like more information about the project, please contact Linda Millington, Programme Lead for the Children's Workforce.

email: linda.millington@skillsforjustice.com
tel: 07795 815781

Parent support workers

The Parent Support Qualifications and Training Group (PSQTG)

Children's Workforce Development Council (CWDC), National Academy for Parenting Practitioners (NAPP), the Training and Development Agency for Schools (TDA) and Lifelong Learning UK (LLUK) are working in partnership to consider the development of training and further qualifications for Parent Support workers through the construction of a coherent qualifications and training framework drawn from the Working With Parents National Occupational Standards

(WWP NOS), but also drawing in units from related occupational standards as required.

The PSQTG is the working group created to progress this work. It has meetings scheduled from December 2008 until July 2009 in the first instance. It is currently facilitated and chaired through TDA's Parent Support Adviser Project (PSA) project team. The membership and lead responsibility for various agenda items will be kept under review in keeping with organisational responsibilities for developing qualifications and training for different occupational groups within the parent support workforce.

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Parent support workers

Progress and planned activity

PSQTG expects to bring early clarity and flexibility regarding current level 3 qualifications (*Support Work in Schools (Parent Support)* and *Working With Parents* qualifications) and to develop qualifications at level 4 and above, building on the current level 3 provision. It plans to consider Vocational Qualifications, Foundation Degrees and other Higher Education (HE) options as appropriate for the broad parent support workforce. The Group acknowledges that proposals for qualification development will need to be linked to related qualifications where necessary.

It is anticipated that, following appropriate procedures, any new qualifications will not be available until at least autumn 2009.

It is intended that, with reference to due processes, a broader qualification and progression framework, recognising "specialist roles" will become progressively available through the work of the PSQTG, LLUK (as a member of the PSQTG) and the support of CWN. It is intended any provision would sit in the new Qualification and Credits Framework and the Children's Workforce Integrated Qualifications Framework (IQF). The group will keep CWN informed and involved.

Foundation degrees

Publication of foundation degree framework

Following extensive consultation with higher education institutions (HEIs) and other stakeholders, the TDA has published a foundation degree framework for the children's workforce in schools.

The framework aims to help HEIs and their partners develop foundation degrees that meet the changing needs of school staff in the context of integrated children's services. It provides an overview of the changing school workforce and its development needs, together with guidance on the structure and content of foundation degrees, relevant national occupational standards and other useful sources of information.

TDA are grateful for the advice and support of Foundation Degree Forward, the Quality Assurance Agency for Higher Education, the Higher Education Funding Council for England, the Children's Workforce Development Council, Edge Hill University, and all the individuals who responded to the consultation on the draft framework.

You can download the framework from the foundation degree framework pages of the website www.tda.gov.uk.

TDA will shortly be consulting on a proposed new approval procedure for putting foundation degrees and other higher education qualifications for school staff on the Integrated Qualifications Framework for the children's workforce, see www.iqf.org.uk. The proposals will be published on the TDA website. If you would like to join a focus group to discuss these proposals, or receive individual notification when the consultation goes online, please email tdafdf@tda.gov.uk with your name, position, work address and email address.

Diplomas

Diploma in Society, Health and Development (SHD)

The Project Team for the SHD Diploma Development Partnership are currently undertaking the quality assurance process for the 87 applications received in 2008 from learning consortia for Gateway 3. As with previous submissions, consortia still appear not to fully appreciate the breadth of this Diploma, and consistently interpret the children and young people's workforce as early years, and community justice as being covered by a mock magistrate's court. The team are working hard to ensure that the assessors identify this issue when carrying out their Gateway Assessments.

With the help of CWDC, the team have just embarked on a project with Connexions Nottingham to support the delivery of high quality Information, Advice and Guidance (IAG) to potential learners and their parents/carers. The project outcomes will include:

- An identified progression framework for students in Nottingham consortia, including progression to Higher Education
- A training programme for 'non-diploma' teaching staff to ensure that they fully understand the potential of the diploma and what it can bring to learners. This should address the problem of such staff undermining the Diploma with comments such as "you don't want to do that – stick to A levels"

- An approach that addresses gender stereotyping in the recruitment of learners to the Diploma in SHD
- Use of Connexions Nottingham to support applied learning as part of the children and young people's workforce through work placements, employer talks, work based projects/assignments, among other activities

This is an exciting development for the Diploma in SHD.

The team continue to work with a number of awarding bodies interested in developing the specialist learning topics for this Diploma. So far, four have agreed in principle to the development of shared common units. The main concern is the cost of the development compared to the very small numbers of candidates. Only 380 students have been registered for the Higher Level Diploma in SHD this year and it is difficult to predict future numbers up to national rollout in 2013. The team are exploring the possibility of obtaining some seed corn funding from DCSF to support this important development, and are optimistic that it will progress so that there will be specialist learning in place for students from September 2009.

There is a plan to evaluate the SHD Diploma both generally and from a children's workforce perspective through a web-based questionnaire and a number of focus groups with schools. A communications consultant is currently drawing up a programme of work.

Working it out: helping to shape the future of the children's sector workforce

Book your place now on our major international conference in Edinburgh on 4 March 2009. Prices from £70. Book online at www.childreninScotland.org.uk/wio

Conference
'Safeguarding
Children: Aspiring to
Excellence in Practice'
www.plymouth.ac.uk

Who makes up CWN?

CWN brings together 12 key national agencies charged with developing different parts of the children's workforce:

- Children's Workforce Development Council (CWDC)
- Creative & Cultural Skills (CCSkills)
- General Social Care Council (GSCC)
- General Teaching Council for England (GTC)
- Improvement & Development Agency (IDeA)
- Lifelong Learning UK (LLUK)
- National College for School Leadership (NCSL)
- Nursing & Midwifery Council (representing the health regulators) (NMC)
- SkillsActive
- Skills for Health
- Skills for Justice
- Training & Development Agency for Schools (TDA)

What has brought the agencies together?

CWN members recognise that collaboration will help them achieve the more effective implementation of their individual and joint roles. Network members share a vision of a children's workforce that:

- help them achieve the more effective implementation of their individual and joint roles
- supports integrated and coherent services for children, young people and families
- remains stable and appropriately staffed, whilst exhibiting flexibility and responsiveness
- is trusted and accountable, and therefore valued
- demonstrates high skills, productivity and effectiveness
- exhibits strong leadership, management and supervision

More new appointments

All five Sector Skills Councils (SSCs) within CWN have now appointed programme managers to move forward the children's workforce agendas and priorities in their respective areas of the children's workforce.

These new roles will build on current SSC work and allow for greater involvement in the delivery of the cross sector agenda being driven by the 2020 Children and Young People's Workforce Strategy.

The five SSC children's leads are as follows:

Alvin White, Creative and Cultural Skills

Alvin.White@ccskills.org.uk

Lesli Godfrey, SkillsActive

lesli.godfrey@skillsactive.com

Mark Wright, Lifelong Learning UK

markwright@lluk.org

Pam Truman, Skills for Health

pam.truman@skillsforhealth.org.uk

Linda Millington, Skills for Justice

linda.millington@skillsforjustice.com

Getting involved

Contributing to the eBulletin

This eBulletin is published every two months. Its success depends on CWN members and Reference Group members contributing news and views. Copy for the next issues, including images and graphics, should be sent to the editor at: info@childrensworkforce.org.uk

The 2009 deadlines for copy are:

- **20 February**
Issue 15 (March-April)*
- **17 April**
Issue 16 (May-June)
- **19 June**
Issue 17 (July-August)
- **14 September**
Issue 18 (September-October)
- **23 October**
Issue 19 (November-December)

* *Please note that contributions for the March-April issue should only publicise events occurring from mid-March onwards.*

A guide for contributors to the eBulletin is available on request. Please keep contributions short and provide contact emails/web links to signpost readers interested in making further enquiries. All copy submitted is subject to editing. Any copyright issues on material submitted should be cleared in advance.

CWN website

You can view the CWN website's new look at

www.childrensworkforce.org.uk

We are continuing work on the site, feedback is welcome through the form available on the Contact us page.

How does CWN work?

CWN activity is guided by an annual work plan. CWN members come together in bimonthly Board meetings and seven Policy Groups covering integrated qualifications, leadership and management, workforce data, integrated working, encouraging mobility/pathways for progression within the workforce, youth workforce and 14-19 Diploma. Approved minutes of CWN Board meetings and the annual work plan are available on the CWN website: www.childrensworkforce.org.uk

Paul Ennals, Chief Executive of National Children's Bureau, is the independent Chair of CWN.

Circulation of the eBulletin

Please feel free to forward this eBulletin to others who may be interested in its contents. If you have colleagues who would like to be added to the core circulation of the eBulletin, please send their email address to: info@childrensworkforce.org.uk

National Reference Group

The CWN National Reference Group brings together agencies and organisations interested in the development of the children's services workforce. It is a channel for sharing information and dialogue. It has no decision making role in CWN.

If your organisation would like to join the CWN National Reference Group, please email: info@childrensworkforce.org.uk for further details.

