



Working together for Young People:
A framework for Foundation Degree
development and Higher Education Study

Foreword by ADCS

This framework is part of CWDC's Young People's Workforce Reform Programme which has been developed with support of partner organisations from the young people's workforce. The programme aims to develop a more skilled, confident workforce that works in an effective integrated way to deliver the best possible outcomes for young people

The Association of Directors of Children's Services is pleased to see that the Children's Workforce Development Council has developed this framework through consultation with employers, training providers, learners and young people. It will bring an element of commonality to the wide range of foundation degrees available for the young people's workforce, while encouraging the development and recognition of specialist skills.

The foundation degree has been developed as a flexible framework within which qualifications will sit, applicable to work in a range of situations. It describes characteristics of qualifications which support involvement, capability and capacity of employers.

Many existing foundation degrees for the young people's workforce will already fit into the framework and others are already broadly similar to the outline of the framework.

This framework emphasises the importance of the three way relationship between the employer, learner and programme provider. It will help employers in ensuring they have support for their relationships with training providers, and support skill development in a range of contexts for work with young people.

Paul Greenhalgh

On behalf of the Association of Directors of Children's Services

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Introduction

This document describes a framework for the development of foundation degrees for practitioners working together for young people within statutory, voluntary, private and independent settings. It aims to illustrate good practice in developing qualifications in higher education, based on evidence from young people, learners, employers, providers and other experts from the sector. The document has emerged from a process of consultation both before and following the 2010 General Election, enabling it to build on previous work whilst also relating to the current context of work with young people.

The most recent workforce data shows there are 775,150 paid and more than 5 million unpaid practitioners¹ who work in England with young people in diverse roles and settings. Their work can be complex and demanding and many would like to develop their skills and their future career opportunities in working together for young people. This framework responds to this need and aims to allow more consistent access to specialist qualifications across different sectors whilst simplifying learner pathways and encouraging broader learning about the different ways practitioners across the workforce work with young people.

Qualifications developed in line with this framework include the work place as a key site of learning and highlight the importance of a curriculum that enhances practice within the three areas of a) working with young people b) working together and c) developing specialist expertise. These three areas of the curriculum are in tune with the current requirements of practice. In particular, with funding becoming scarcer it becomes increasingly important to consolidate practices of working together and to embed these within quality measures.

There are four important reasons for developing this framework:

1. To support consistent quality practice with young people across sectors.
2. To clarify learning pathways for those who choose to work with young people as part of their life or career and wish to enhance their practice.
3. To provide opportunities for practitioners to consolidate and strengthen their skills and understanding of ways of working together.
4. To provide a quality measure for learning that is recognised and respected across the sector.

It is important to note that the framework has been developed not as a qualification in itself but as a frame within which qualifications might sit – a frame that encourages the practice of working with young people to remain as a central focus for learners in diverse situations. It describes characteristics² of qualifications that support:

- employer involvement
- capability and capacity
- design and delivery

¹ See *A Picture worth millions: State of the young people's workforce (2009)* CWDC

² Taken from The **fdf** Endorsement Service ©**fdf** 2009

One way of visualising the framework is as a specification against which higher education programmes and learning should be developed and evaluated. It can be used to help develop new programmes, to support the maintenance and development of those that currently exist and to judge the effectiveness of programmes on offer. Alignment with the framework will act as a quality measure across sectors – signaling that programmes and those who successfully complete them have met a common standard.

The framework ensures quality through alignment with the Quality Assurance Agency (QAA) Foundation Degree qualification benchmark³, the Integrated Qualifications Framework (IQF)⁴ and the Skills Development Framework⁵. These indicators support quality, consistency and appropriateness of learning in higher education (HE) and within children and young people’s services.

Table 1 summarises some key characteristics of the framework, outlining what it aims to achieve.

Table 1 Key characteristics of the framework

The framework does:	The framework does not:
<p>Concern those who primarily work in face to face situations with young people and use informal educational approaches</p> <p>Set out good practice in the design of HE qualifications</p> <p>Support individual learning pathways, career development and specialist learning</p> <p>Support flexibility for learners, employers and providers</p> <p>Ensure understanding of work with young people in different settings</p> <p>Promote closer working, shared skills and knowledge and quality work with young people.</p> <p>Support high quality work based learning</p> <p>Encourage a reflective approach to practice</p>	<p>Constitute a qualification in its own right</p> <p>Act as a replacement for qualifications or learning pathways that currently exist</p> <p>Prescribe a particular title for a Foundation Degree</p> <p>Prescribe a particular route into work with young people</p>

³ See <http://www.qaa.ac.uk/reviews/foundationdegree/benchmark/fdqb.asp>

⁴ See <http://www.cwdcouncil.org.uk/iqf>

⁵ For more information on the Skills Development Framework see http://www.cwdcouncil.org.uk/assets/0001/0487/Skills_Development_Framework_phase_one_24_August_2010.pdf

Why has the framework been developed?

The framework has been developed following a Children's Workforce Network⁶ sponsored feasibility study in 2009. This study found that respondents from across the sectors involved in work with young people supported the idea of a flexible foundation degree framework that would provide a shared underpinning of values, skills and knowledge for all practitioners, whilst, at the same time valuing and promoting specialist expertise. They saw the potential for this to promote quality practice, simplify career pathways and encourage the skills of working together. The study recommended the development of this framework within which foundation degrees would sit as part of a career pathway for those who work with young people.

The recommendations of the feasibility study were subsequently endorsed by the Young People's Workforce Programme Board and this framework has now been developed under the expert guidance of a reference group representing key stakeholders within the sector. The framework emphasises the importance of:

- designing flexible provision that keeps the needs of employers, providers and learners at its heart.
- providing good quality learning environments that support excellent practice.
- learning within an inter disciplinary setting alongside practitioners with different roles.
- encouraging transferability between sectors by ensuring common approaches that are understood across the workforce.

While the policy context for delivery of young people's services has changed since the General Election of 2010, the need for practitioners of different backgrounds, orientations and experience to work successfully together with young people remains as important as ever. The Young People's Workforce Reform Board therefore concluded that this flexible framework has much to offer learners, employers and training providers both now and in the future. This view was borne out in the autumn 2010 consultation and ongoing work with stakeholders in the field.

The ideas in the framework can be used by learners, employers, providers and partnerships as a guiding standard for existing and developing higher education qualifications for practitioners working together for young people. Its overall success will be judged by its ability to promote the development of flexible foundation degrees and higher education qualifications that contribute to confidence in practitioners and consistent quality practice with young people across the range of sectors working together for young people.

⁶ The Children's Workforce Network (CWN) has now been disbanded. However, whilst in existence it constituted an important strategic partnership of Sector Skills Councils, employer representatives and other major stakeholders within children and young people's services. During its four years of work the Network oversaw the development of a range of initiatives and reforms in support of working together. More recently, as this work has become embedded within other structures, the Network concluded that the changes in the workforce environment and the strength of partnerships created through CWN meant that future work could be delivered successfully through different arrangements.

How should I read this document?

This document aims to achieve a number of objectives:

- It outlines the contribution that higher education qualifications aligned with this framework can bring to quality provision for young people.
- It provides the reader with an understanding of the characteristics of qualifications in alignment with this framework.
- It gives delivery guidance for those who wish to develop such qualifications.
- It gives sample structures and learner pathways from different sectors to help illustrate how the framework can support provision across the young people's workforce.

Part 1 gives a general overview of the framework and its specification:

- Section 1.1 describes how the framework supports quality and the development of programmes.
- Section 1.2 briefly outlines the benefits for young people, learners, employers and providers.
- Section 1.3 outlines the main features of qualifications that are aligned with this framework.

Part 2 takes a more technical approach and describes how partnerships and providers might develop qualifications that meet the specification:

- Section 2.1 gives a framework for generating curriculum and designing programmes of study.
- Section 2.2 provides sample learner pathways from different sectors.
- Section 2.3 discusses good practice in relation to meeting the specification.

Part 1: General overview

Section 1.1: The framework and quality provision for young people

The Young People's Workforce and the framework

The young people's workforce is broad and diverse. It includes paid staff and volunteers who work with young people aged 13-19 (and up to 25 for young people with learning difficulties or disability). It includes practitioners for whom work with young people is their primary profession, together with a further set of job roles that combine work with young people with work to support different age groups or families, including professionals with different areas of specialist expertise such as sport, justice, health or the arts.

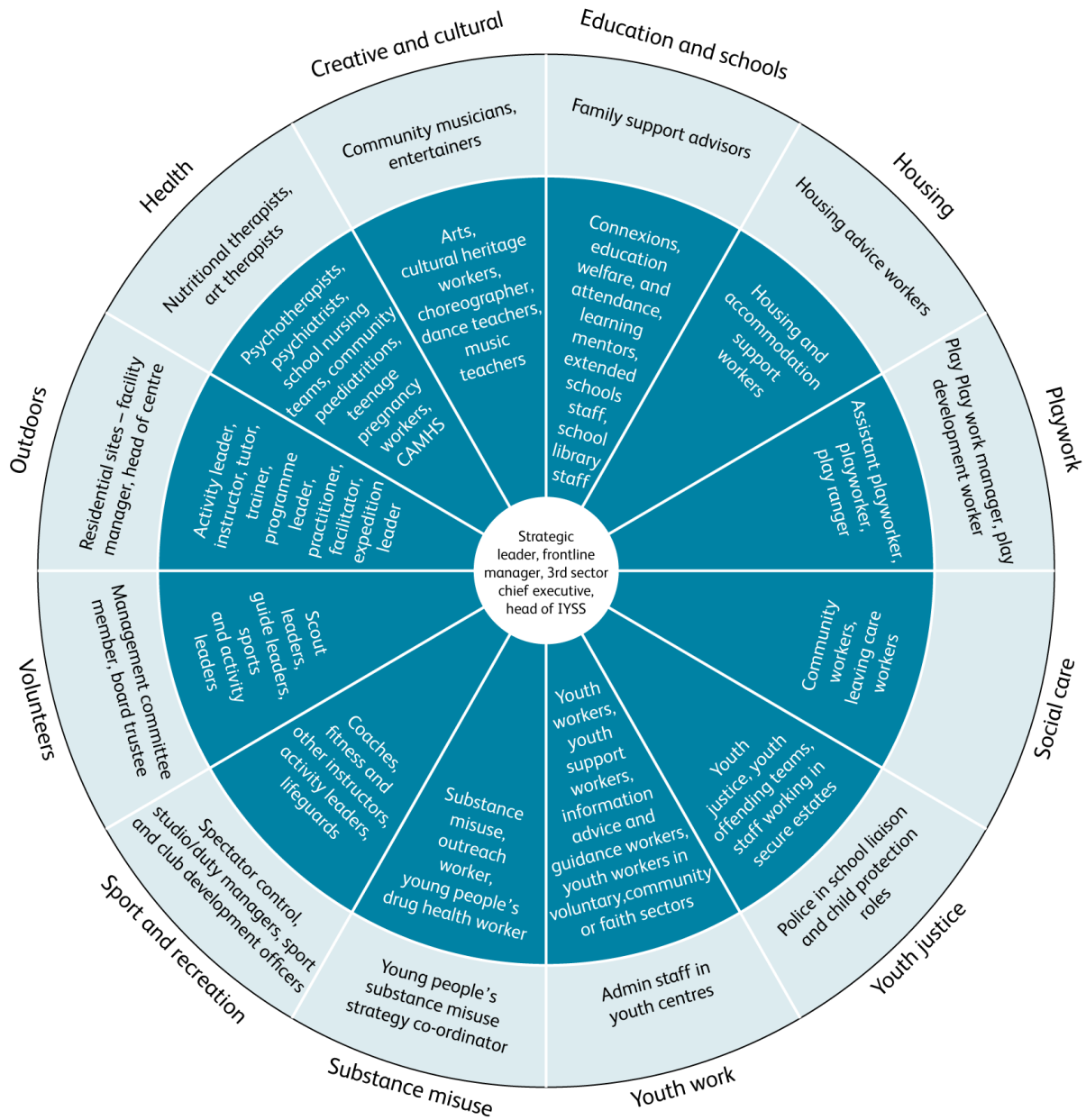
Diagram 1 establishes the scope of the Young People's Workforce⁷ and describes the range of practitioners within it. Although workers represented within the diagram are situated within widely differing contexts, the framework can contribute to the career development of many of them – particularly those in the core young people's workforce in the darker blue segments. These are the practitioners whose primary role is to work together for young people.

Practitioners in different sectors often wish to pursue specialist learning as defined by their particular sector or profession. It is important that they are able to do so and provision will continue to be available to support this. However, these practitioners also have common requirements in relation to working together with young people and this framework offers an educational approach that recognises this. It encourages the incorporation of principles of social pedagogy⁸, a holistic approach to work with young people where practitioners work with others to put the life, concerns and interests of young people at the centre of their practice.

⁷ Taken from *A Picture worth millions: State of the young people's workforce (2009) CWDC*
http://www.cwdcouncil.org.uk/assets/0000/7827/Executive_summary_SYPW_report.pdf

⁸ For more information on social pedagogy see Petrie et al (2009) *Pedagogy – a holistic, personal approach to work with children and young people, across services*, Briefing Paper – Update 2009 Thomas Coram Research Unit http://eprints.ioe.ac.uk/58/1/may_18_09_Ped_BRIEFING_PAPER_JB_PP_.pdf

Diagram 1 Overview of the breadth of the current young people's workforce



- Leaders and managers of frontline services for young people.
- Wider young people's workforce – work which sometimes involves young people.
- Core young people's workforce – involved in the holistic development with young people. Their role mainly involves face-to-face contact with young people.

How the framework supports the development of programmes

The framework provides information for those who currently offer programmes for the young people's workforce and those developing new qualifications. It is primarily concerned with higher education study at Levels 4 and 5 on the Framework for Higher Education Qualifications (FHEQ)⁹. Whilst emphasising that study and qualifications at this level are significant in their own right, the framework situates programmes within broader academic and professional development. This demonstrates how qualifications can support progression from the start of a career with young people to professional and leadership roles.

The framework acts as a quality standard explaining how programmes can support consistency across institutions whilst retaining the individuality of provision and partnership arrangements. It encourages a diversity of approaches alongside collaboration to support flexibility, quality and choice for learners and employers. Consistency of approach and educational experience is ensured through the incorporation of the Refreshed Common Core of Skills and Knowledge for the children and young people's workforce¹⁰ and alignment with the Skills Development Framework¹¹. This consistency, particularly if it is recognised through an award of a certificate for successful study at Level 4, will help learners to move between provider institutions and specialisms, giving greater flexibility for them and their employers. Features of the framework that support learners include:

- Clear study progression pathway.
- Supervised and assessed work based learning throughout the programme.
- Learning and understanding that is shared with and preferably studied alongside others within the young people's workforce.
- Potential to change specialism.
- Option to bring in relevant prior credit.
- Potential for a break during study.
- Possibility of movement between programmes and institutions.

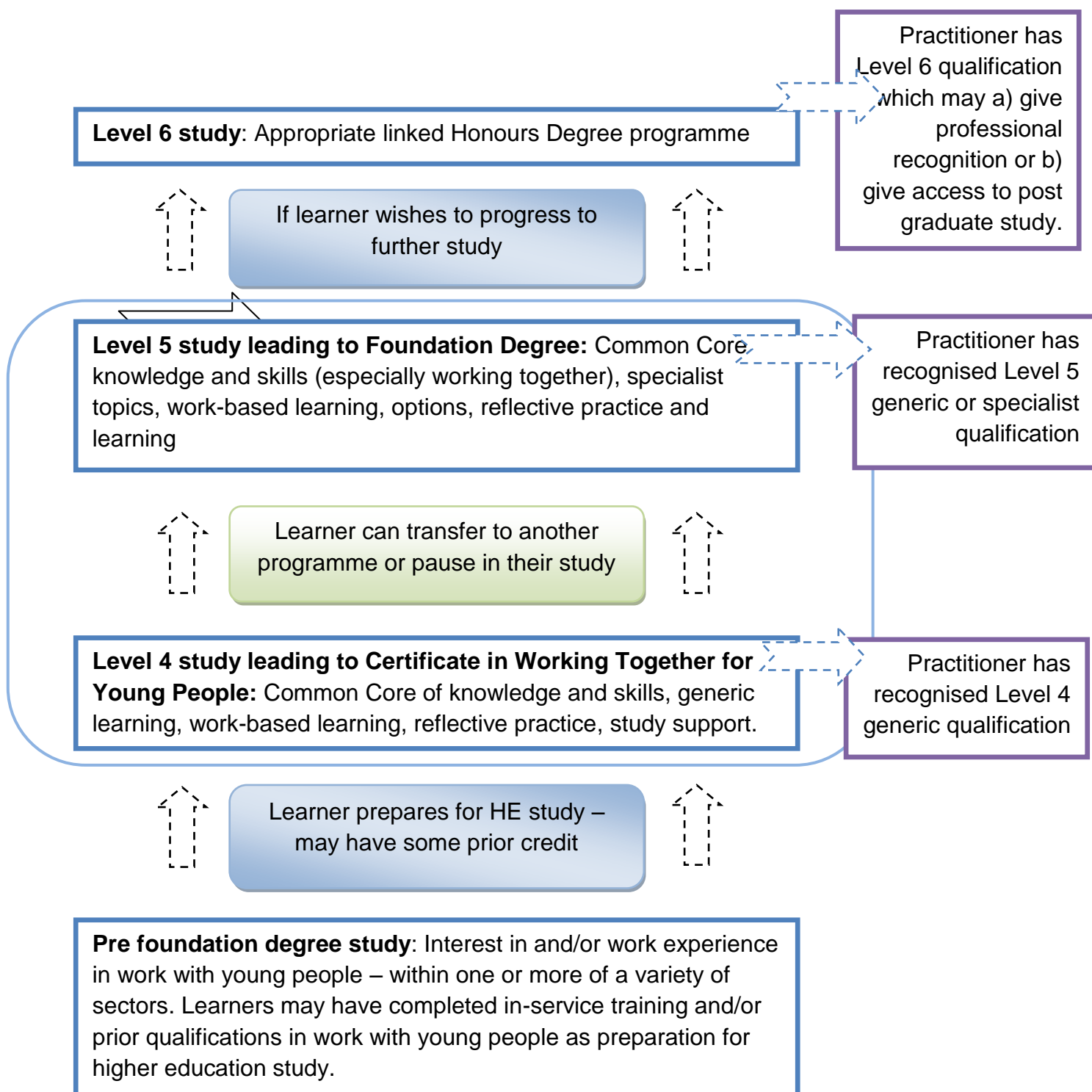
These features are illustrated within Diagram 2 on the next page.

⁹ For more information on the Framework for Higher Education Qualifications in England Wales and Northern Ireland (FHEQ) see <http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI08/FHEQ08.pdf>

¹⁰ For more information on the *Refreshed Common Core of Skills and Knowledge for the Children and Young People's workforce* see http://www.cwdcouncil.org.uk/assets/0000/9289/CWDC_Refreshing_Common_Core7.pdf

¹¹ For more information on the Skills Development Framework see http://www.cwdcouncil.org.uk/assets/0001/0487/Skills_Development_Framework_phase_one_24_August_2010.pdf

Diagram 2 Learning within the framework



Section 1.2 Benefits of the framework

This section briefly outlines some of the benefits of working with the framework – benefits that follow from flexibility, simplification of career pathways and an emphasis on quality work based learning. These are discussed more fully in Appendix 1.

Benefits for young people

- Social pedagogy is at the centre of the curriculum – this puts young people at the heart of practice and encourages practitioners to work with others to provide holistic support to young people.
- Practitioners develop skills and qualities that are valued by young people such as listening, tolerance, mutual respect and the ability to have fun¹².
- Practitioners learn through direct experience of working with young people.
- Practitioners develop skills in safeguarding and confidentiality.
- Provision for young people is more consistent as it is clearer to employers what skills and knowledge a practitioner can bring.
- Practitioners learn alongside others from different backgrounds and gain a broader understanding of young people.
- Young people are involved within the delivery.
- The framework facilitates easily understood learning pathways so that a career within the field becomes more attractive. This may be particularly true for young people starting out on their career.

Benefits for learners

- The framework supports practitioners in the development of specialist expertise and 'day to day' skills required for their current role.
- Practitioners can gain relevant qualifications within the context of a clear learning pathway. The framework describes easily recognised steps on the career ladder and broadens future career opportunities.
- The framework facilitates learning that suits the pace of the individual and transfer between different roles within the young people's workforce.
- For learners who are paying for their own study, the framework can significantly reduce costs as it lessens the likelihood of duplicating study.
- Individuals develop greater confidence as practitioners and learners.
- Learners develop more awareness of relevant theory and different approaches to practice.

¹² Qualities highlighted within the consultation with young people held in December 2010. Feedback suggests that young people could see a range of benefits of the framework, many of which are reflected in this section.

- Learning may take place alongside people from different backgrounds and work settings. The framework develops the capacity to work with others and supports dialogue and mutual understanding.
- It helps practitioners prepare for current or future leadership roles.
- Practitioners/learners have the opportunity to progress to higher levels of study either within academic or professional fields.
- Employers are engaged in the development of programmes and support individual learners.

Benefits for employers

- The framework provides an opportunity to develop capability within the workforce with practitioners learning within the work place.
- It supports the development of a common underpinning of knowledge and skills for all practitioners working with young people thus contributing to a flexible workforce.
- It encourages the skills and practices of multi agency working.
- Programmes can be tailored to meet specific employment needs.
- Programmes can be designed so that they provide opportunities for continuing professional development for staff.
- There is the opportunity for 'bite-sized' chunks of learning reducing significant periods of staff release and giving more flexibility in planning.
- Flexible programmes can reduce the cost of learning and be more responsive to local needs while retaining quality measures.
- Employers can develop partnerships with further and higher education with the potential for further development of learning within the workplace.
- The framework provides opportunities to network with other employers.
- The framework encourages new people into the sector through the provision of clear career pathways and recognised qualifications.

Benefits for providers

- The framework provides an opportunity to deliver attractive higher education qualifications that have credibility with employers.
- The framework offers simplified career pathways (and qualifications) for working together for young people with the introduction of a single starting point within higher education.
- The framework can help to widen access within an institution and thereby contribute to strategic organisational targets.
- There is the opportunity for articulation with other programmes thus helping to support registration across faculties.
- The framework provides opportunity for innovation, new directions and knowledge generation and exchange.
- The framework describes the potential for local agreements and collaboration between employers, learners and providers.

Section 1.3: The main features of qualifications situated within this framework

This section gives a practical overview of the specific features of the framework. To assist with comparability across frameworks, we describe the features under the headings from the FDF¹³ endorsement guidance.

- employer involvement
- capability and capacity
- design and delivery

These headings reflect and have evolved from the generic defining characteristics and pedagogy of foundation degrees as specified within the QAA Foundation Degree qualification benchmark: employer engagement, accessibility, participation, articulation and progression, flexibility and partnership.

The features are summarised as a specification in Diagrams 3 and 4 on pages 20 and 21.

Employer involvement

1. The framework recognises the importance of and ongoing assessment of local supply and demand for practitioners working with young people and recommends a collaborative approach to the meeting of identified need.
2. The diversity of the young people's workforce suggests that it will be difficult to recruit enough learners for a large number of specialist programmes in any one institution or small locality. Rather than each institution trying to cater for all specialisms or simply responding with generic provision, the framework recommends the formation of consortia in local areas involving a range of employers and providers. This could be facilitated through the collaborative partnerships that HEIs will have established if they were part of a Lifelong Learning Network with partners offering routes that fit with their interest and expertise. This will increase the extent of choice and range of opportunities for learners as they can look for the most appropriate provider within their 'region' (this might include national distance learning providers) and will be able to move between providers if they wish to switch specialism or mode of learning.
3. The framework also suggests that partnerships work together to help learners prepare for their study in the workplace – either through preparatory study or apprenticeships at Levels 2 and 3 on the Qualifications and Credit Framework (QCF)¹⁴ or by offering opportunities to cover learning at Level 4 in the

¹³ See <http://www.fdf.ac.uk/>

¹⁴ See <http://www.qcda.gov.uk/qualifications/60.aspx>

workplace – learning which could later be counted towards their foundation degree study. This would allow partnerships to combine study towards qualifications with more flexible opportunities for short courses and continuing professional development dependent on the needs of learners and/or employers. Partnerships should also consider the possibility of linking the foundation degree with a Higher Apprenticeship at Level 5.

4. An important feature of the framework is work based learning that is integral to the programme of study and that is assessed and supervised or mentored within the workplace.
5. Learners suggest that thoughtful support within their setting is one of the most important aspects of their study – particularly when it is provided by a professional colleague whose knowledge and skills they respect. This requires a commitment from employers to work with learners as they make links between their taught programme and their learning and practice within the work setting. The framework recognises that most employers are willing to take on this role but may need support to achieve this. Partnerships and providers are therefore asked to offer networking and development opportunities for employers (for example, briefing sessions, written guidance or supervision/mentoring training) and also to consider mechanisms to support collaboration between employers so that learners receive the best possible learning experience.

Capability and capacity

6. It is important that providers, employers and learners are included within governance arrangements for foundation degrees and related provision. Partnerships should be involved at every level of development, design, delivery, review and assessment of impact. Opportunities for the involvement of young people should also be considered.
7. Programmes that align with this framework need well qualified teaching staff who understand the sector within which learners are working and studying. They should have opportunities for staff development, scholarship and links with practice to help keep their skills up to date and fit for purpose. Employers, those who are currently engaged within the workforce and young people all have an important role to play in delivery of programmes both within the work place and within the taught elements of delivery.
8. It is possible that different qualifications aligned with this framework may offer a variety of career outcomes and progression opportunities for learners. For example, some programmes may be designed in accordance with particular professional or sector requirements. It is of prime importance that all partnerships liaise with professional bodies and Sector Skills Councils so that

they can be clear about potential professional and academic progression routes. They should then make clear to learners before registration the range of career opportunities that will be available to them on completion of their programme. In addition they need to ensure that learners, once registered, are advised to follow a pathway that meets their individual long-term career expectations and takes into account professional qualification requirements, such as those recognised by the Joint Negotiating Committee (JNC) for youth and community work¹⁵. For example, where relevant, they need to explain clearly which module or work based learning choices are necessary for professional or sector endorsed progression to be possible. This will help to prevent learners unnecessarily repeating study at a later date.

Design and delivery

9. Foundation degree programmes must encompass 120 CATS (Credit Accumulation and Transfer Scheme) points at each of FHEQ Levels 4 and 5. Partnerships and providers are encouraged to offer a Certificate in Working Together for Young People on successful completion of Level 4 of their programme. The aim is to offer consistency of learning across programmes at this level so that learners can take credit from one programme to another. It makes it easier for learners to take a break from learning and importantly, makes a significant contribution to transferability within the sector for a learner who wishes to move from one specialism to another or from one institution to another. The inclusion of the shared practices of social pedagogy, the centrality of the Refreshed Common Core of Skills and Knowledge and alignment with the Skills Development Framework all ensure that consistency of learning outcomes is in place.
10. The framework encourages partnerships and providers to consider exemption from some study where a learner has previous experience or qualifications that match some of the learning within their programme – accreditation of prior learning (APL). For example, the framework suggests that those who have completed the CWDC induction programme at Level 3/4 on the QCF should be exempted from part of the Level 4 study. Accreditation of prior experiential learning (APEL) can be more complex to evidence than accreditation of certificated learning; however, providers are encouraged to plan creatively for this possibility where there is evidence that learning outcomes have been met.
11. The framework encourages delivery via whichever mode or modes make sense within the locality – bearing in mind that a mixed economy can be

¹⁵ For information on professional youth work qualifications and the Joint Negotiating Committee (JNC) see: <http://www.nya.org.uk/workforce-and-training/want-to-work-in-youth-work>

beneficial for learners. Delivery can be within the workplace, college or university or via distance learning, e-learning or some combination of these.

12. Partnerships and providers need to ensure that there is at least one appropriate linked honours degree that learners can progress to at the end of their Level 5 study. They are also encouraged to facilitate progression to professional programmes wherever this is possible.
13. Opportunities for work based learning as described within this framework assume consistent support within both the workplace and the taught programme to enable good connections between the two to be made. This helps to keep in line with the spirit of the QAA Foundation Degree qualification benchmark:

... 'working' is in itself not sufficient. Work-based learning requires the identification and achievement of defined and related learning outcomes.
14. In line with guidance from FDF the framework suggests that work based learning should constitute 50% of the programme. This means that 50% of the programme should be concerned with the development of skills and expertise in the practice setting supported by reflection and evaluation in relation to theoretical perspectives.
15. The framework supports the FDF notion of foundation degree study as a pedagogy (or process of learning) that puts reflection upon work based learning at its heart. The framework builds on this idea and requires that reflection should take place within the context of assessment and supervision within the workplace as evidence suggests that these processes support high quality learning within this field. In addition the framework requires learners to develop practical understanding of more than one setting, normally by spending at least one sixth of the work based learning in an alternative workplace at some point within the programme.
16. The content and learning outcomes of qualifications are expected to incorporate the Refreshed Common Core of Skills and Knowledge and the skills knowledge and understanding identified at Levels 4 and 5 within the Skills Development Framework. The content should also reflect the Children's Workforce Network Statement of Principles and Values¹⁶ and awareness of the aspirational nature of the Youth Professional Standards¹⁷. Finally, content

¹⁶ See Appendix 2 of this document

¹⁷ See <http://www.cwdcouncil.org.uk/young-peoples-workforce/common-platform-of-skills-and-competences/yps>

will include learning based on principles associated with social pedagogy whilst the design of specialist learning pathways will take into account relevant National Occupational Standards and professional requirements.

17. The framework concerns qualifications for 'Working Together for Young People'. It therefore strongly recommends that learners study actively with others and engage in debate with learners and practitioners from their own sector and with those from different parts of the young people's workforce.

Diagram 3 Foundation Degree Framework Outline – curriculum

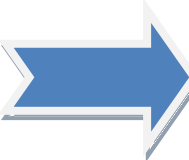
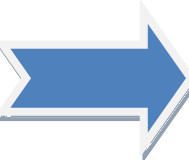
Specification - Curriculum		Detail
<p>Learning (to include work related and work based learning) that gives 120 CATS (Credit Accumulation Transfer Scheme) points at each of FHEQ Levels 4 and 5 based on a curriculum derived from:</p>		<ul style="list-style-type: none"> • <i>The CWN Statement of Values and Principles</i> • <i>The Refreshed Common Core of Skills and Knowledge for the children and young people’s workforce</i> • <i>The skills, knowledge and understanding (associated with working together) at Levels 4/5 within the Skills Development Framework</i> • <i>Reflection of the aspirational nature of Youth Professional Standards</i> • <i>Knowledge, skills and practices associated with social pedagogy</i> • <i>Specialist learning as appropriate</i>
<p>Work based learning with young people that is supervised/mentored and assessed. The work based learning should encompass 50% of the programme at each of Levels 4 and 5</p>		<ul style="list-style-type: none"> • <i>One sixth of the work based learning normally in an alternative setting</i> • <i>Support to be offered to employers to ensure a quality work based learning experience for learners</i>

Diagram 4 **Foundation Degree Framework Outline – delivery and design**

Specification – delivery and design
Evidence that learners study alongside and engage with practitioners from across the sector
Curriculum at FHEQ Level 4 to be comparable with that in other programmes to encourage transferability
Opportunities for progression to at least one (preferably more) related honours degree programme
Opportunities for accreditation of prior learning – for example, credit associated with the Common Induction at Level 3/4
Opportunities for articulation with local learning opportunities at Levels 2/3/4 and 5 on the QCF
Programmes developed and managed within inclusive partnerships between learners, employers and providers
Involvement of young people within the delivery and management of the programme
Processes in place for staff who contribute to learning and teaching to update their knowledge and skills and to participate within local and wider networks

Part 2: Planning programmes for Working Together for Young People

Section 2.1: Developing the curriculum

This section considers how to develop a curriculum in support of the specification.

Content

Programmes in Working together for Young People aim to support practitioners in meeting recognised objectives in the young people's workforce:

- Enable and support young people in their holistic development.
- Work with them to facilitate their personal, social and educational development.
- Enable them to develop their voice, influence and place in society
- Support them to reach their full potential.
- Help to remove barriers to young people's progression and to achieve positive outcomes and a successful transition to adult life¹⁸.

The framework suggests that these objectives are appropriately met through a curriculum that puts the practice of social pedagogy at its heart.

Generating learning outcomes

Learning outcomes for qualifications within this framework will be in line with generic higher education learning descriptors as described by the FHEQ. In terms of content they will be applied and multi-disciplinary in nature and are expected to draw in particular on the disciplines of psychology, education, social care, health, sociology, social policy and management. Specific ideas to support working together can be derived from the Refreshed Common Core of Skills and Knowledge for the children and young people's workforce and the skills, knowledge and understanding at Levels 4/5 outlined in the Skills Development Framework. To underpin this learning, the curriculum will need to include material that:

- demonstrates how values are applied in practice.
- supports the development of understanding and skills in relationship building with young people.
- considers a range of informal education approaches.
- introduces social, psychological and cultural perspectives on being young.
- considers the social context and history of work within the particular sector being studied.
- applies issues of equity and diversity to work with young people.
- equips learners with skills for effective study and reflective practice.

¹⁸ CWDC, 2009 See <http://www.cwdcouncil.org.uk/young-peoples-workforce/who>

For the development of specialist material, reference to specific National Occupational Standards and QAA subject benchmark statements¹⁹ may be useful.

Level 4 study should normally meet consistent learning outcomes that are comparable with those in other institutions so that learners can transfer to another provider or specialism without the requirement to repeat study. Close alignment with the Skills Development Framework will support this consistency. In broad terms Level 4 study will equip a practitioner to:

- engage with and make purposeful relationships with young people and colleagues.
- reflect on practice.
- understand approaches to work with young people in different sectors and settings.
- understand how different perspectives (for example, psychological, sociological or health) contribute to the experience of young people and different forms of practice.
- understand the importance of values and principles and how these translate into safe ethical practice.

Specialist learning outcomes at Level 4, where learning may be framed largely within generic modules to support consistency, can be achieved through the application of ideas to specialist situations in for example project work and the work place. In order to achieve this learning, it is important for specialist support to be available through tutoring, supervision or mentoring.

Work based learning

It is recommended that work based learning (as previously defined on page 18) constitutes 50% of learning at each academic level. It should normally take place in more than one setting and should offer suitable alignment with the taught programme so that learners can transfer ideas and theories between the two situations. This process should be facilitated by:

- supervision or mentoring within the workplace.
- the encouragement of a reflective approach to learning.
- assessment of the practice.
- clearly defined relationships (for example, via a learning agreement) between the workplace, the learner and the provider institution.
- practical support for employers from the provider institution.

At Level 4 work based learning should allow practitioners to work directly with young people. At Level 5 there will be further direct contact with young people and work

¹⁹ See <http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp>

based learning will also demonstrate responsibility for particular pieces of work and working in partnership.

Role of employers in supporting work based learning

The role of employers is crucial for work based learning – whether in the learner’s ‘normal’ workplace or a voluntary ‘placement’. Employers (the word is used here to denote a more senior and/or qualified person within the ‘employing’ organisation, although it is recognised that they may themselves be a volunteer) are asked to support the learner through regular individually focused mentoring or supervision and in most cases will contribute to the assessment. The detail around this will be a feature of the particular qualification and dependent on the sector within which it is placed. However, collaboration between employers, such as the swapping of work based learning situations or the provision of supervision by a large employer to help a small employer, will greatly enhance the learner experience and the success and quality of qualifications for Working Together for Young People.

Structure

The structure of different programmes will vary depending on local circumstance and the chosen mode of delivery. In Diagram 5 on page 25 we show a sample structure with basic building blocks of study at the different levels with suggested progression opportunities through FHEQ Levels 4 and 5 to Level 6. All learners will need to demonstrate readiness for higher education study at entry to Level 4 and can prepare for this individually (for example, through school or college) or receive support from their employer to achieve qualifications equivalent to QCF Level 3.

Learners then progress through work related and work based learning to achieve 120 CATS points at Level 4. This gives them a Certificate in Working Together for Young People. They then progress through further learning of 120 CATS points at Level 5 before achievement of a Foundation Degree. This gives them access to Level 6 study if they wish to achieve an Honours Degree, which may equate to a professional qualification in some areas of work.

The work based learning is an integral part of the programme of study running alongside and connecting with the work related taught programme. The two parts of the programme may take place simultaneously or sequentially but the connection between the two is a central part of the learning.

Accreditation of Prior Learning

Accreditation of prior learning where learners are exempted from some learning on submission of evidence of earlier achievements is an important part of this framework. It facilitates individual learning pathways and helps to avoid duplication of study. A variety of potential options is illustrated and discussed on page 26.

Diagram 5 Study and Progression through the Foundation Degree

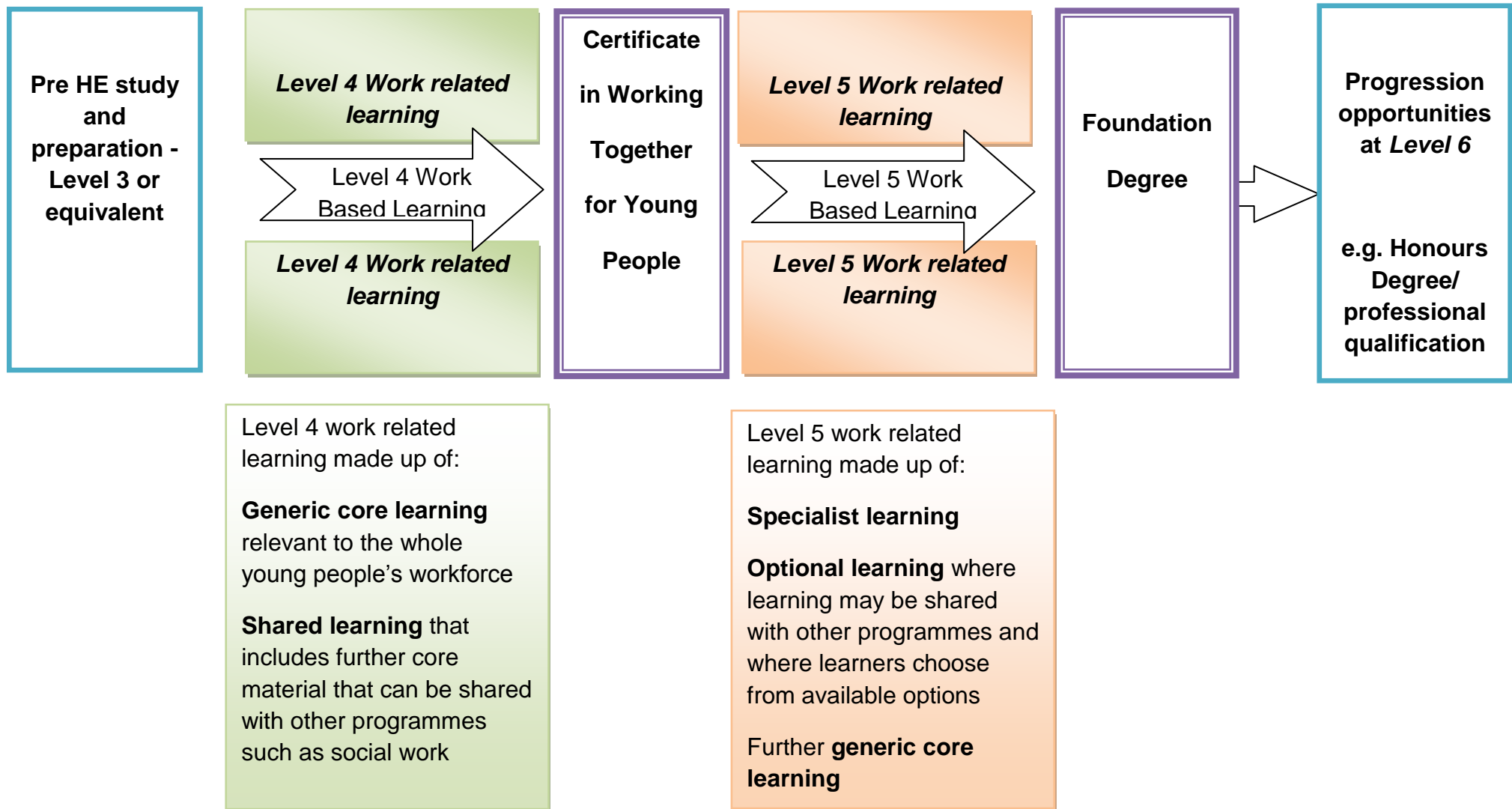


Diagram 5 includes opportunities for sharing learning with other programmes at both Levels 4 and 5, gives space for specialist learning at Level 5 and also allows learners to have some choice of study. It allows for different learning pathways to be present within the same institution or programme. If specialist learning is required at Level 4, this can be achieved through supported work based learning in appropriate settings and projects within generic core learning blocks that have specialist significance. The core learning at Level 4 will allow learners to achieve a transferable certificate.

There are also opportunities for accreditation of prior learning. These might include:

- Successful completion of the CWDC Induction programme at Level 3/4 QCF giving exemption from some Level 4 generic core learning.
- The Certificate in Effective Practice (Youth Justice) - 60 CATS points at higher education Level 5 - giving exemption from specialist learning at Level 5.
- The Learning Development and Support Services (LDSS) Diploma at Level 5 QCF giving exemption from Level 4 and parts of Level 5 study²⁰.
- Certificate in Working with Vulnerable Young People at Level 4 QCF giving exemption from some Level 4 learning.

Providers should also be aware of the opportunities for linking entry into higher education with the range of Level 3 Diplomas and Advanced Apprenticeships²¹ that are available. In addition, Higher Apprenticeships can be linked with learning at Levels 4 and 5. The next section demonstrates how learner pathways might be constructed to meet different outcomes for different practitioners/learners.

²⁰See Appendix 4 for a discussion of qualification levels

²¹ <http://www.apprenticeships.org.uk/Be-An-Apprentice/Levels-of-Apprenticeships.aspx>

Section 2.2: Sample learner pathways

This section includes case studies to demonstrate some of the learning pathways facilitated by the framework

Case study 1

Steven has been working as a learning mentor within a school for the last five years. During that time he has achieved the Learning Development and Support Services Diploma now mapped against the QCF at Level 5. Steven worked with his line manager to complete the evidence for the diploma and this gave him opportunities to demonstrate his competence and to reflect on his achievements so far within his role. Steven enjoys working with young people and is interested in progressing his career and enhancing his practice. He would also like to have more choices of work role in the future. His local university offers those with the LDSS Diploma the option of exemption from Level 4 of the Foundation Degree Working with Young People and will take Steven directly into Level 5 study. Once accepted he has the opportunity to swap role with another learner who works within a community setting with young people. This gives him experience of a different environment and also regular supervision from his new line manager. At the end of his foundation degree study, he decides to progress to the Honours Degree in Working with Young People and starts to look for employment within settings where he will act as a link between school, community and family.

Case Study 2

Jagori is a housing support worker who chooses to do a Foundation Degree Supporting Youth Practice because she wants a greater understanding of her work with young people. The programme is delivered in one day each week and fits with her hours of work, being flexible enough to meet her employer's requirements as well as her own needs.

At Level 4 Jagori undertakes a compulsory set of topics and modules based around the Common Core of Skills and Knowledge. Her learning is grounded in practice through her work based learning. At Level 5, Jagori studies two compulsory modules around integrated working and evidence based practice and then is free to choose a number of modules of her choice. Jagori focuses on the modules entitled substance misuse, managing difficult situations, mentoring and group work as she feels these are relevant within the housing sector. In addition, she spends some of her work based learning within a youth offending team, an environment that contributes to her ability to reflect on theory and practice. At the end of her foundation degree, Jagori takes a break from study to concentrate on developing her practice and then returns to study Level 6 of a BA Working with Young People.

Case Study 3

Jagori's friend Amanda is studying on the same course but wants to keep open her options in relation to professional youth work. Consequently she does placements with professionally qualified youth work supervisors – one in a school based setting and one in a runaways project. To keep in line with professional youth work requirements, Amanda studies four core modules at Level 5: evidence based practice, youth work theory, group work and integrated working. In addition she chooses two optional modules. On completion of Level 5 Amanda decides that she has made the right choices and continues on to Level 6 of an Honours Degree in Youth Work at the same university (this would need to be a JNC-recognised qualification in order to make Amanda a JNC-qualified youth worker).

Case Study 4

Ediri has two 'A' levels and has participated in a youth forum. He applies to the same university as Jagori and Amanda although he is not currently working with young people. His goal is to be a substance misuse worker and the university places him in such a service. Ediri chooses modules suited to his aim – health practice, substance misuse, the helping relationship and supporting vulnerable people – his placement helping him to apply this learning. As Ediri is interested in health and education, he works in his second placement as a school nurse assistant within an educational setting. This gives him a new perspective on young people and health and he finds that his developing knowledge about substance misuse and vulnerable young people is relevant in the new setting. Later in his career, Ediri applies for an Honours Degree in Counselling and Young People and is awarded credit (APL) for his previous study on the foundation degree.

Case Study 5

Sonja volunteers in sports development with children and young people in the voluntary sector. She has taken the opportunity to gain accreditation at Level 3 on the QCF as part of her work and has completed part of the Diploma for the Children and Young People's Workforce and also the Certificate in Higher Sports Leadership. She applies for a Foundation Degree in Young People and Sport at her local university and successfully completes the first year. At this point Sonja decides to have a break as she is pregnant with her first baby. When her child is a little older, Sonja decides to return to study. Her career interest has changed in the meantime as she would now like to work in a school setting because the hours fit more easily with bringing up a family. She is accepted at Level 5 entry on a Foundation Degree Working with Young People and Young People's Services at a nearby university and completes a placement as a learning mentor in a secondary school. On successful completion of Level 5, she manages to secure a pastoral role within the school where she has been carrying out her placement.

Section 2.3: Good practice in relation to the delivery of qualifications for Working Together for Young People

The final section of the framework considers arrangements for delivery that need to be considered in the development of qualifications that meet the framework outline specification. Alongside the arrangements there are some recommendations for good practice that are distilled from the experience of employers, learners and providers within the sector whilst encompassing the characteristics within the QAA Foundation Degree benchmark and the criteria for FDF endorsement.

Arrangements that need to be considered to meet the specification	Recommendations for good practice
Governance and management of programmes and partnership between learners, employers and providers including the roles that each takes in design, delivery, assessment, management and evaluation	Partnerships will need to consider the involvement of different partners within validation, management and consultative committees and in particular give space and emphasis for the voice of the learner. They will need to consider the nature of the relationship between the learner, the employer and the provider – perhaps with the use of learning agreements to support work based learning or the programme overall. Partnerships will also need to consider responsibilities in relation to assessment – particularly assessment of work based learning and access to student submissions and results.
The appointment of appropriately qualified staff who are available to deliver programmes and who have opportunities for staff development and updating	Partnerships will need to ensure that programmes are delivered by a range of suitably qualified and experienced staff. These people need to understand the practice environment and ideally have experience of working with young people within the settings considered within the programme. Staff teaching on the programme can be employed by the provider or one or more employers and should have opportunities for staff development that contribute to the quality of their teaching and research in this curriculum area.

Arrangements that need to be considered to meet the specification	Recommendations for good practice
Encouraging access for a diverse group of learners including promotion, employer/provider relationships, pre-entry support, study skill support	Many programmes will attract people who have little previous study experience and may lack confidence. Partnerships need to consider how they will reassure learners. Some ideas to consider are: appropriate and encouraging promotion materials, prior contact between employers and providers with possible joint preparatory activity and delivery that engages with people's experience and that is easy for learners to physically access. Partnerships may also wish to consider how they will encourage younger learners – perhaps through relationships with schools and colleges. Once registered on a programme, many learners will appreciate a sensitively delivered programme of study support.
The development of flexible provision including consideration of mode of delivery, delivery location, timing and interim awards such as a certificate	One of the key characteristics of qualifications within this framework is their flexibility which aims to encourage potential learners and meet the requirements of employers wishing to up-skill their workforce. Partnerships need to consider how their delivery arrangements support this aim: for example through a mix of delivery modes (part time, distance learning, virtual learning environments) or through delivery in work locations. Partnerships should also consider interim awards and whether they can offer delivery in 'bite size chunks' so that length of study for particular learners can vary. Partnerships could also offer some modules as 'stand-alone' options for those learners who would like to update or to gain specific skills.
Opportunities for accreditation of prior learning (APL) leading to exemption from some learning	There is an increasing number of qualifications being developed across the sector that partnerships can consider for exemption from part of the learning. Some of these are referred to earlier in the document but the list is not exhaustive. Whilst partnerships need to ensure that all learners meet stated learning outcomes, opportunities for APL will be important as the funding of higher education changes.

Arrangements that need to be considered to meet the specification	Recommendations for good practice
<p>Articulation with pre-entry, vocational, higher education and professional qualifications that allow learners to generate individual learning pathways</p>	<p>The opportunity for individuals to generate their own learning pathways is a key feature of the framework. Partnerships are encouraged to consider a range of potential progression opportunities that will give learners options. At the same time, partnerships should make learners and potential learners aware of requirements for professional practice in different sectors and how this framework relates to these requirements. In general, it would be helpful to offer at least one professional progression opportunity and one academic opportunity at Level 6. It would also be helpful to learners and employers to understand entry requirements and in particular, which prior qualifications are welcomed. Partnerships may also be able to negotiate some local arrangements with partners and others within their area.</p>
<p>Ensuring employer capacity to deliver supervision and support within the workplace</p>	<p>It is mutually helpful for partnerships to produce guidance for work place support and supervision training where appropriate. Partnerships also need to consider how they will support learners within small organisations – perhaps through partnership arrangements with larger organisations where practitioners offer their services as supervisors or workplace supporters.</p>
<p>Quality assured assessed supervised work-based learning with young people; including the nature of learning agreements that support this</p>	<p>The inclusion of good quality assessed and supervised work based learning is a central characteristic of this framework. This can, at times, be difficult to achieve but was seen as essential by respondents on the feasibility study.</p> <p>It is important that learners are aware of work based learning requirements before they register for a programme and they may need some help in negotiating work place support to ensure that they get the most from their work based learning. A learning agreement that supports and monitors learning and arrangements that support reflection on practice are two mechanisms that have been found to support quality learning on programmes.</p>

Arrangements that need to be considered to meet the specification	Recommendations for good practice
<p>Learners, under normal circumstances, to experience practice with young people in more than one part of the young people's workforce</p>	<p>Programmes in alignment with this framework are intended to provide learning across the spectrum of working with young people and it is important that learners have practical experience of a setting other than the one in which they work on a day to day basis. The framework suggests that learners normally spend at least one sixth of their work based learning within a setting which will give them a different experience, preferably within a different part of the young people's workforce. All parties within the partnership will need to be encouraged to support this arrangement.</p> <p>For example, a learner may secure a short term or part time job which would fulfil this requirement; or employers may be able to help by agreeing to job swaps or by moving a practitioner between departments. The provider may have a wide range of relationships and be able to make arrangements for a learner. In the unusual situation where these arrangements are not possible then partnerships need to consider how else learners might demonstrate understanding of practice within another setting. For example it may be possible to achieve this through assessments that include research or project work that crosses boundaries.</p> <p>One possible way of working is for one of the learner's 'employers' to be designated as a 'lead employer'. This 'employer' could be responsible for coordinating work based learning settings and perhaps provide induction and supervision. They could also ensure that child protection training is provided and that the student is clear about reporting processes in instances of safeguarding. Providers could provide guidance for employers on the lead employer role.</p>

Arrangements that need to be considered to meet the specification	Recommendations for good practice
<p>Enabling transferability for learners – particularly any local collaboration that they have developed or local relationships they have in place</p>	<p>Transferability at the end of Level 4 is an important part of the framework as this will enable people to move more easily within the young people’s workforce. The award of a certificate with 120 CATS points will help learners, employers and other providers recognise the equivalence of credit and it is possible that this could have professional currency for practitioners (advancement on a pay scale, for example). In addition, partnerships could consider how transferable the study at Level 5 is. For example, could there be local arrangements whereby learners with a foundation degree in one specialism could take a shortened programme of specialist modules in another area leading to further areas of expertise? Alternatively could someone transfer within their study of Level 5 without repeating all the modules?</p>
<p>Organisation of the curriculum so that learning outcomes of the appropriate level and nature are in place</p>	<p>Partnerships need to keep the practice of social pedagogy at the heart of the curriculum and map content and learning outcomes of modules against the various resources and frameworks:</p> <ul style="list-style-type: none"> • QAA Foundation Degree qualification benchmark • QAA Framework for Higher Education Qualifications • Refreshed Common Core of Skills and Knowledge for the children and young people’s workforce • Skills Development Framework • CWN Statement of Values and Principles <p>In addition specialist programmes may wish to consider:</p> <ul style="list-style-type: none"> • Relevant National Occupational Standards • Relevant QAA subject benchmarks

Arrangements that need to be considered to meet the specification	Recommendations for good practice
Demonstration of alignment with the skills, knowledge and understanding at Level 4/5 within the Skills Development Framework	The Skills Development Framework includes skills of working together and outlines the underpinning knowledge needed to achieve these skills. Alignment with these indicators will ensure that the curriculum across different programmes within different institutions is comparable. As the Skills Development Framework becomes increasingly embedded within working and training practices it will also help learners and employers to relate to the language and expectations within programmes aligned with this framework.
Incorporation of the Refreshed Common Core of Skills and Knowledge and, in particular, exemption for the CWDC induction programme.	The Refreshed Common Core is particularly important for ensuring transferability of foundation degrees and compliance with the Integrated Qualifications Framework. This, in turn, is an important indicator of quality and relevance and gives qualifications currency and credibility for employers. The CWDC induction programme is now widely available and covers some of the Level 4 material that is likely to be present in generic core modules. Partnerships are advised at planning stages to build in the potential for exemption from some learning for those who have completed the CWDC Induction Programme
The introduction of underpinning values congruent with those in the CWN Statement of Values and Principles	The feasibility study emphasised the importance of a curriculum that is underpinned with values. The CWN Statement of Values and Principles provides a good starting point for this and partnerships can use this to consider how the curriculum and learning and teaching approaches encourage the development of these values. For example, learning approaches that encourage the value of listening and sharing and/or understandings about confidentiality or self awareness will be congruent with the statement.
Reflection of the aspirational nature of the Youth Professional Standards	Youth Professional Standards have been developed in partnership with the sector and offer a 'beacon of excellent practice' within working with young people. Partnerships should be aware they are equivalent to Level 6/7 but they can serve as both an aspiration and an inspiration for practitioners and those developing programmes at different levels of study.

Arrangements that need to be considered to meet the specification	Recommendations for good practice
The provision of opportunities for learning alongside and engaging with practitioners from across the sector	Meeting and sharing with other practitioners is an important part of learning how to work together. Partnerships need to consider how this is to be encouraged. The meeting and sharing can be face to face within the classroom or within the workplace but much useful discussion and sharing can take place within virtual environments and partnerships may consider how they might encourage this.
The embedding of a reflective approach to learning and practice within the programme	Work based learning is a fundamental part of the curriculum described within this framework; partnerships will need to consider mechanisms for encouraging reflection on practice so that learners make the connections between theory and practice and start to develop their own theories-in-use. Reflection can be encouraged in a number of ways. Some examples are through supervision within the workplace, through reflective writing for assessment or for an e-portfolio, through professional development portfolios or learning journals. Reflections can be personal or shared depending on how they are used within the programme.
Inclusion of specialist material and reference to any particular professional or other requirements that are necessary	<p>Programmes that wish to articulate with particular professional programmes or requirements will need to liaise with appropriate professional bodies and Sector Skills Councils and consider the implications for programme design in depth so as to ensure clarity and ease of progression for learners. For example, it might be important to include the study of particular modules or to meet particular learning outcomes within work based learning. This would apply, for example, for programmes supporting a career in youth work or play work.</p> <p>Appendix 1 of the Skills Development Framework has examples of specialist knowledge and understanding and may be helpful for the design of specialist material.</p>
Involvement of young people within the governance and delivery of the programme.	Partnerships are encouraged to consider how they might involve young people within their programmes. Young people may be able to deliver certain sessions, for example, or they may be able to act as a shadow advisory group.

Appendices

Appendix 1: Benefits of a framework for higher education qualifications in Working Together for Young People

Benefits for young people

This framework supports the development of qualified practitioners who enjoy working with young people and understand how to make meaningful relationships with them. The framework describes qualifications that are based on the principles of 'social pedagogy'²². This means that practitioners aim to work with others in a holistic way putting the life, concerns and interests of young people at the centre of what they do whether it is in a club, a school, a residential setting, the street, a community centre or a leisure centre.

Qualified practitioners will be aware of the need for safety and confidentiality and will be committed to involving young people in decisions about their own lives. When we spoke to young people when drawing up this framework they said that some of the most important qualities that those who work with young people should have are patience, listening, tolerance, and the ability to 'gain common ground' with young people in order to build good relationships. They also felt that the ability to have fun was important alongside mutual trust and respect between young people and practitioners. This framework aims to support practitioners in the development of these qualities. Young people felt that qualifications were not necessarily the most important aspect for practitioners. However, they felt that qualifications have a benefit in that they make it clear what someone knows and can do. This means that it is easier to trust their knowledge and to give them employment. They also felt that qualifications are an indicator of knowledge and skills and can help practitioners to move around in employment.

Young people felt that practitioners should have direct experience of working with young people as well as learning from books and in the classroom.

*It is easier and more fun to work with a hands-on approach because you learn more.*²³

They noted the importance of having a mentor within the workplace as this would make it easier to make mistakes while learning, as opposed to once a practitioner is qualified. This framework and the qualifications that come within it emphasise the

²² For more information on social pedagogy see Petrie et al (2009) Pedagogy – a holistic, personal approach to work with children and young people, across services, Briefing Paper – Update 2009 Thomas Coram Research Unit

http://eprints.ioe.ac.uk/58/1/may_18_09_Ped_BRIEFING_PAPER_JB_PP_.pdf

²³ Quotation from consultation with young people December 2010

need for a significant amount of study towards qualifications to take place within settings with young people and for each learner to have a mentor or supervisor within the work setting.

The framework aims to make it easier for practitioners to gain a qualification and to choose to work with young people as their first choice profession. This may be something that is of interest to young people pursuing their own career but it also encourages practitioners who have worked for years with young people to return to study. Young people who were consulted felt that there was a benefit to learning alongside practitioners and professionals from linked fields of employment such as health, social care or education. This framework encourages different people to come together for study and to share ideas about what works best for young people. When they finish they will have a better understanding of their own work, the work of others and ways to work more effectively together.

The framework also encourages the involvement of young people within the development and delivery of programmes. They might, for example, contribute to some teaching sessions or they could be involved in the management of the programme. The young people that responded to the consultation felt that the input of young people is important as they would hopefully benefit from the development of qualifications that are aligned with this framework.

Benefits for learners

This framework describes higher education qualifications that bring together the worlds of study and employment. Employers, colleges and universities are all involved in the development of programmes and one of the key benefits for the learner is that it is usually possible to continue in employment at the same time as studying, the time spent in the workplace counting towards the overall hours of study required for the qualification. In line with this thinking, programmes aligned with this framework give structured opportunities to reflect and learn from work (whether paid or unpaid) and thus take into account the experience that many learners bring to their study. It is also appropriate for those who wish to begin a career with young people and can be studied alongside a voluntary work placement. The framework recognises that learners who return to study after a long gap may lack confidence with study and builds in support to help with this transition.

Taken overall, successful study of qualifications within this framework can give:

- a widely recognised qualification.
- greater confidence in practice situations.
- greater confidence with study.
- more awareness of relevant theory and different approaches to practice.
- the opportunity to progress to higher levels of study either within academic or professional fields.
- a recognised step on the career ladder.

In particular the framework supports the provision of supervision/mentoring within the work place, experience of at least one additional work setting outside of any chosen specialism and learning that supports working with others.

Feedback from practitioners suggests that qualifications within the young people's sector can be confusing and this framework aims to introduce a more consistent and yet flexible approach. It gives one single starting point for higher education study from which practitioners can develop their career and recognises that a range of prior experiences and qualifications can prepare practitioners for study and may even contribute to the credit. The framework encourages providers to build preparation activity into their programme – short courses for example within the workplace - but also to recognise when an applicant has covered relevant material within a different qualification. For example, those who have successfully completed the CWDC induction programme may be offered exemption from some learning on the programme and this may reduce the cost of study.

The framework also allows learners to take a break from study or to move from one sector to another. Half way through the programme, the framework recommends an award of Certificate in Working Together for Young People which, as well as being a qualification in its own right, can be transferred to other training providers. This

should prevent the need to re-start study in the event of a change in specialism or a move from one area of the country to another.

Another advantage of the framework is that it encourages providers to offer flexible programmes – perhaps considering different times of day for attendance, or through the use of on-line resources or distance learning. Different learners and employers have a variety of needs and this framework aims to give learners confidence to take part in negotiating a programme that will suit them. For example, if there are a number of people in one organisation who would be interested in studying then it may be possible for practitioners to help organise sessions within that work place.

Overall, the purpose of this framework is to enable learners to have a greater sense of 'ownership' of career development through engagement with study. It aims to give ideas for more flexible and creative approaches, to ensure the provision of a quality work based learning experience and to encourage ease of access into study and ease of progression onwards within a career. Whether for a young person making an early career decision to work with young people or an experienced practitioner who would like to enhance their practice, this framework creates an avenue to future career fulfilment and potential leadership within work with young people.

Benefits for employers

Foundation degree study can provide five key benefits for employers:

- The building of capability within the workforce.
- The tailoring of provision to specific needs.
- Opportunities for continuing professional development for staff.
- Partnership with further and higher education.
- Networks with other employers.

The first benefit is concerned with the up-skilling of the practitioners who work with young people. This framework can support employers in their relationships with education providers so that they can develop the skills, knowledge and understanding that they need in their particular young people's settings. The framework provides a common grounding and quality measure for all those working with young people so that they can work more effectively together. It draws on ideas of social pedagogy – a field of practice that is attracting increasing interest with a focus on the reflective and communicative qualities of the worker and promotion of the holistic well-being of young people. The qualifications within the framework aim to enhance the quality of the day to day practice of practitioners and also to support their capacity for higher level thinking and future leadership. Whether a staff team learns in a group together or studies alongside those from other work places, they will benefit from the engagement with ideas, reflection on practice and debate that forms a central part of learning within the framework. They will also learn about workplaces in other sectors where work with young people takes place and will be encouraged to reflect on this and to consider how it might benefit practice within their own setting.

The second benefit concerns the ability of the framework to help employers receive the support for workforce development that most suits their organisation and locality. The framework encourages flexibility of design and delivery. As a key partner within the process, an employer may be able to negotiate curriculum and influence delivery arrangements, such as timing and location, to suit the requirements of their workforce. It may be possible for an employer's staff team to deliver parts of the teaching programme or for the taught programme to take place within the work place. In addition, the employer may be able to build in activity that will help people prepare for study or secure exemption for learners from some parts of the programme if there is relevant in-service training in place.

Employers may feel that their organisation needs to develop capacity for appropriate support of learners – particularly if they are within a small organisation or if working with young people is only a small part of their remit. The framework suggests that providers should work with employers to provide support and continuing professional development in, for example, supervision skills. This will give individual supervisors confidence within their role and the mutual reflection involved in the process will hopefully be enriching for both learner and supervisor with learning feeding back into

and benefiting the wider organisation. Alternatively, it may be possible, in a spirit of partnership, for larger employers to take on support roles with, for example, small private, voluntary or community organisations.

The framework emphasises the importance of a three way relationship between employer, learner and programme provider. This partnership can be rewarding for all concerned. Many employers appreciate closeness with a higher education provider where there might be opportunities for shared conferences, seminars, research or evaluation. This can be stimulating for employers and keeps the curriculum of providers up to date as it helps them to retain familiarity with the world of practice.

Finally involvement in the delivery of a programme aligned with the framework will help to develop relationships and networks amongst employers. This may help organisations achieve strategic objectives of partnership and integration on a wider scale, as well as efficiency and effectiveness.

Benefits for providers

The main benefits for providers are:

- The opportunity to deliver attractive higher education qualifications that have credibility with employers.
- The simplification of career pathways (and qualifications) for working with young people with the introduction of a single starting point within higher education.
- An opportunity to contribute to strategic organisational targets.
- The potential for innovation, new directions and knowledge exchange.
- The potential for local agreements and collaboration.
- Opportunities for articulation with other programmes within the faculty or institution.

Qualifications aligned with this framework will provide a single starting point for higher education for all those who work with young people. Many providers already offer programmes for those who work with young people. Others offer programmes where graduates may work with young people even though the programme is not promoted on this basis. A further group of providers may like to move into this curriculum area but would welcome some support.

This document presents an opportunity for all these providers to come together within a nationally recognised framework which will add credibility, promote work with young people as a career and contribute towards a quality curriculum. The foundation degree aligns with the Integrated Qualifications Framework²⁴ and the Skills Development Framework²⁵. These two mechanisms will give credibility to linked qualifications and make it more attractive to potential learners who are looking to develop their career in work with young people.

The framework aims to encourage a national network of providers who will offer programmes for different parts of the young people's sector. The network could enable providers to share practice and ideas, collaborate over new developments and make mutual agreements over transferability of credit – the sector wide nature of the group encouraging innovation and the sharing of practice. At present, CWDC convenes a small network of sector endorsed programmes and it is possible that a wider grouping might develop from this.

²⁴ See <http://www.cwdcouncil.org.uk/iqf>

²⁵ The Skills Development Framework is a model to aid the development of integrated working skills. Skills are defined progressively from Level 3 through to expert practitioner. The skills defined at each level are relevant to integrated working, regardless of the precise role or profession of an individual. See http://www.cwdcouncil.org.uk/assets/0001/0487/Skills_Development_Framework_phase_one_24_August_2010.pdf

In addition, the framework encourages innovative possibilities for working with employers and suggests a flexible and inclusive approach that will make it more attractive for those who are returning to learn, are working and studying at the same time or have domestic responsibilities. For those who have successfully achieved qualifications in the past it encourages the accreditation of prior learning and it supports articulation with other programmes to enable learners to be fully prepared on entry and to have opportunities for progression on completion. It also recognises that many practitioners working with young people meet widening access criteria helping institutions to meet strategic objectives. As these learners often lack confidence with study, the framework offers suggestions for promotion, preparation and curriculum that take this into account.

The framework also offers opportunities for providers to bring together learning and teaching that is already available within different parts of the institution – combining it to provide a cross disciplinary programme that offers a recognised qualification valued by employers and learners.

The framework suggests a transferable award of certificate representing 120 CATS points at Level 4. This may provide a staging post for some practitioners in terms of their professional career and it will also make it easier for learners to take a break or to transfer to another specialist subject in work with young people. Collaboration with other providers within a local area will help increase this transferability as it is unlikely that one provider can offer specialisms to meet the needs of all sectors within the young people's workforce but a regional 'consortium' approach will increase choice for learners. Partnership arrangements should help institutions develop local employer relationships and opportunities for knowledge exchange through research, seminars and conferences.

Finally as the framework recognises the importance of specialisms within a core programme it gives opportunities for institutions to respond to local needs and interests and to branch out into delivery of linked programmes that share modules but also deliver specialist material.

Appendix 2: Children's Workforce Network Statement of Values and Principles

Principles

- The welfare of the child and young person is paramount.
- Workers contribute to children's care, learning and development, and safeguarding and this is reflected in every aspect of practice and service provision.
- Workers work with parents and families who are partners in the care, learning and development and safeguarding of their children recognising they are the child's first and most enduring carers and educators.

Values

- The needs, rights and views of the child are at the centre of all practice and provision.
- Individuality, difference and diversity are valued and celebrated.
- Equality of opportunity and anti-discriminatory practice are actively promoted.
- Children's health and well-being are actively promoted.
- Children's personal and physical safety is safeguarded, whilst allowing for risk and challenge as appropriate to the capabilities of the child.
- Self-esteem and resilience are recognised as essential to every child's development.
- Confidentiality and agreements about confidential information are respected as appropriate unless a child's protection and well-being are at stake.
- Professional knowledge, skills and values are shared appropriately in order to enrich the experience of children more widely.
- Best practice requires a continuous search for improvement and self-awareness of how workers are perceived by others.

Appendix 3: List of footnotes in the main document

Please note that footnotes used in the Appendix are a duplicate of those that appear within the main body of the document.

1. Young People's Workforce: See *A Picture worth millions: State of the young people's workforce (2009) CWDC*
http://www.cwdcouncil.org.uk/assets/0000/7827/Executive_summary_SYPW_report.pdf
2. Impact Factors from The **fdf** Endorsement Service ©**fdf 2009**
3. Quality Assurance Agency (QAA) Foundation Degree Benchmark: See
<http://www.qaa.ac.uk/reviews/foundationdegree/benchmark/fdqb.asp>
4. Integrated Qualifications Framework (IQF): See
<http://www.cwdcouncil.org.uk/iqf>
5. Skills Development Framework (SDF): See
http://www.cwdcouncil.org.uk/assets/0001/0487/Skills_Development_Framework_phase_one_24_August_2010.pdf
6. The Children's Workforce Network (CWN) has now been disbanded. However, whilst in existence it constituted an important strategic partnership of Sector Skills Councils, employer representatives and other major stakeholders within children and young people's services. During its four years of work the Network oversaw the development of a range of initiatives and reforms in support of working together. More recently, as this work has become embedded within other structures, the Network concluded that the changes in the workforce environment and the strength of partnerships created through CWN meant that future work could be delivered successfully through different arrangements
7. Young People's Workforce diagram: Taken from *A Picture worth millions: State of the young people's workforce (2009) CWDC*
http://www.cwdcouncil.org.uk/assets/0000/7827/Executive_summary_SYPW_report.pdf
8. Social Pedagogy: See Petrie et al (2009) Pedagogy – a holistic, personal approach to work with children and young people, across services, Briefing Paper – Update 2009 Thomas Coram Research Unit
http://eprints.ioe.ac.uk/58/1/may_18_09_Ped_BRIEFING_PAPER_JB_PP_.pdf

9. Framework for Higher Education Qualifications in England Wales and Northern Ireland (FHEQ): See <http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI08/FHEQ08.pdf>
10. Refreshed Common Core of Skills and Knowledge for the children and young people's workforce: See http://www.cwdcouncil.org.uk/assets/0000/9289/CWDC_Refreshing_Common_Core7.pdf
11. Skills Development Framework: See http://www.cwdcouncil.org.uk/assets/0001/0487/Skills_Development_Framework_phase_one_24_August_2010.pdf
12. Qualities highlighted within the consultation with young people held in December 2010. Feedback suggests that young people could see a range of benefits of the framework, many of which are reflected in this section.
13. FDF: See <http://www.fdf.ac.uk/>
14. Qualifications and Credit Framework (QCF): See <http://www.qcda.gov.uk/qualifications/60.aspx>
15. Qualifications for professional youth and community work and the Joint Negotiating Committee (JNC): See: <http://www.nya.org.uk/workforce-and-training/want-to-work-in-youth-work>
16. Children's Workforce Network Statement of Values and Principles: See Appendix 2 of this document
17. Youth Professional Standards: See <http://www.cwdcouncil.org.uk/young-peoples-workforce/common-platform-of-skills-and-competences/yps>
18. Primary role of those who work with young people as defined by CWDC, 2009 See <http://www.cwdcouncil.org.uk/young-peoples-workforce/who>
19. Honours degree benchmark statements: See <http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp>
20. Comparison between the QCF and the FHEQ: See Appendix 4 for a discussion of qualification levels
21. Levels of Apprenticeships: See <http://www.apprenticeships.org.uk/Be-An-Apprentice/Levels-of-Apprenticeships.aspx>

Appendix 4: Qualification Frameworks and discussion of levels

Discussion of qualification levels can be a confusing subject for those whose day to day job is not in education or training. This appendix attempts to outline some of the assumptions that have been made within this document.

Firstly, we acknowledge that the two frameworks referred to within this document – the Qualifications and Credit Framework (QCF) and the Framework for Higher Education Qualifications (FHEQ) - both measure levels using a similar numbering system. The QCF uses Levels 1 to 8 as it is concerned with vocational qualifications. The FHEQ is concerned with Levels 4 to 8 as these are the levels of study within higher education. Some familiar qualifications at different levels include:

Level 1	NVQ1, QCF qualifications
Level 2	GCSE, Intermediate Apprenticeship, NVQ2, QCF qualifications
Level 3	'A' Level, Advanced Apprenticeship, NVQ3, QCF qualifications
Level 4	NVQ4, Higher Apprenticeship Level 4, BTEC Higher National Certificate, Certificate of Higher Education, QCF qualifications
Level 5	Foundation Degree, NVQ5, QCF qualifications, BTEC Higher National Diploma (HND), Higher Apprenticeship Level 5

Levels 6, 7 and 8 in higher education are usually known as honours degrees, master's degrees and doctorates respectively. Academic diplomas and advanced vocational qualifications can also be awarded at these levels.

This common numbering of levels between the two frameworks is helpful in judging equivalence and also in giving an idea of the conceptual understanding that an individual has achieved or that will be required for a particular qualification. However they cannot be regarded as exactly equivalent.

Firstly, a qualification achieved within the QCF may contain significant amounts of learning from a lower level than the one that describes it. For example, a qualification described as QCF Level 5 may contain units of learning from Levels 3 and 4. This means the quantity of Level 5 learning will be less than within a similarly named higher education qualification. Secondly, capability within a work setting and capability within an academic setting are not necessarily evidenced in the same way. This means that someone with an honours degree and little work experience may be less capable within the workplace than someone with a QCF Level 6 Diploma and vice versa; some one with a QCF qualification may not be well prepared for academic study. Thirdly, the amounts of credit within the two frameworks are described differently and may not represent the same amount of study.

For these three reasons, we have not always assumed equivalence between the two frameworks within this document. We suggest that individuals who already have a vocational qualification at a similar level to a higher education qualification (for example, both Level 5) may need to do further study at this same level to be better prepared for the particular demands of higher education.

The Children's Workforce Development Council leads change so that the thousands of people and volunteers working with children and young people across England are able to do the best job they possibly can.

We want England's children and young people's workforce to be respected by peers and valued for the positive difference it makes to children, young people and their families.

We advise and work in partnership with lots of different organisations and people who want the lives of all children and young people to be healthy, happy and fulfilling.

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For more information please call **0113 244 6311**
or visit www.cwdcouncil.org.uk

Or write to CWDC, 2nd Floor, City Exchange
11 Albion Street, Leeds LS1 5ES
email info@cwdcouncil.org.uk
or fax us on 0113 390 7744

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