



*Sheffield
Hallam University*

Mapping Qualifications and Training for the Children and Young People's Workforce

Short Report 6

Research Review

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1. Background

In December 2004 DfES commissioned Sheffield Hallam University to produce a mapping of qualifications and training developments across the children and young people's (CYP) workforce to inform the development of an integrated qualifications framework (IQF).

The project was commissioned as part of the Government's commitment to learn from the Victoria Climbié case and secure the service implementation of the Green Paper *Every Child Matters* which highlighted the imperative for children and young people's services to communicate effectively and work in an integrated way.

The DfES has, in consultation with stakeholders, developed an understanding of the skills all staff within the workforce will need to have in common to provide an effective and integrated service. The Children's Workforce Strategy consultation document (DfES, 2005) provides a vision of the approaches by which a skilled workforce for children and young people's services can be achieved and maintained. The Common Core of Skills and Knowledge prospectus for the Children's Workforce, published in April 2005, outlines the basic skills and knowledge needed by people whose work brings them into regular contact with children, young people and their families.

An integrated service depends on an integrated workforce, that is, people who share a common vision of how to provide effective services, share knowledge and information and have a common career structure that provides pathways to move vertically and horizontally so that good practice and expertise can be best shared. An effective qualifications framework is a key part of developing such a workforce.

In working to inform such a framework, the scope of this project has been extensive. The mapping covers all major occupational groups within the children's workforce, nationally available and approved qualifications from Levels 1 to 8 together with a mapping of the detailed content of significant qualifications against the Common Core. A database was constructed which could capture information about job roles linked to workforce clusters, information about relevant qualifications at individual module level, links between modules and the Common Core.

Contextualising studies undertaken in 6 Children's Trust Pathfinders (CTPs) provided indicators of the range of existing and planned training and development for all occupational groups and identified significant issues arising currently on the ground in implementation of the Children's Workforce Strategy. The 6 CTPs were Gateshead, Greenwich, North Lincolnshire, Trafford, West Sussex and Wokingham.

Finally it included discussion of major training pathways, gaps and variations in provision between different occupational sectors and some analysis of funding streams currently available or identified as possibly problematic.

2. Presentation of research and its findings

This report is an executive summary of the project as a whole and of the key findings of the research. It provides information about the overall research aims and objectives, information which contextualised the project, and research methodology including how we consulted with relevant stakeholders in the design and implementation stages of the project. Finally it details key findings and summarises the recommendations made in each of five reports outlined in Section 8 (p.20) and listed below.

Report 1	Developing and maintaining a database of qualifications for the children and young people’s workforce
Report 2	Defining the children and young people’s workforce in a changing scenario
Report 3	Qualification issues that inform the design of an integrated qualifications framework (IQF)
Report 4	The Common Core of Skills and Knowledge and its coverage by existing qualifications
Report 5	Training and qualifications issues, needs and gaps, including data from the contextualising studies

3. Aims and objectives

The aims and objectives were devised in the light of the DfES’ intention that the work should inform the creation of a Single Qualifications Framework, and with an attempt to, as far as possible, draw together data on qualifications and training for the whole of the children’s workforce.

The **aims** of the research were:

- to support the creation of a qualifications framework and structure for career progression opportunities for members of the CYP workforce
- to map the qualifications and existing training and development provision that is available, and in so doing
- to provide information on the current *take up* of key qualifications and training provision that is available both nationally and locally
- to identify specific variations and gaps in qualifications and training provision and the funding streams available to support individual members of the workforce.

The **objectives** were:

- to establish what is already known about qualification mappings across the various sector clusters and occupational groups
- to identify gaps in qualifications and/or training that have already been reported

- to explore the volume of people currently engaged in funded training through an analysis of the LSC individual learner record database (Levels 1-4) and HESES data (Levels 4-8)
- to identify and agree with relevant stakeholders a list of (a) existing occupational groups that fall directly within the scope of the Children's Workforce, (b) existing occupational groups that fall within the wider constituency of those whose work includes regular contact with children and young people (c) sector specific clusters and (d) job functions within each cluster that are required to meet the needs of children and young people
- to map required job functions to existing occupational groups and clusters, identifying gaps and overlaps.

The research was organised in two related strands, the collection and mapping of data about qualifications and training, and the exploration of training and development of the workforce through contextualising studies. These strands had additional objectives.

Specific objectives - Strand 1:

- Identify QCA approved national qualifications available, for each of the occupational groups identified in the invitation to tender and for any other roles or job functions identified in the course of the research
- Identify HE qualifications available for each of the occupational groups identified in the invitation to tender and for any other roles or job functions identified in the course of the research
- Identify the number, level (from 1 to 8) and types of qualifications available and the awarding bodies
- Use job function analysis and QCA work on sector specific clusters to classify qualifications as either core or of general relevance for each occupational group/cluster
- By combining data on volume with data on availability, identify a key list of nationally available qualifications for each occupational group
- Use the data from the LSC database and the HESES returns to identify significant local or regional qualifications
- Highlight gaps in qualifications

Specific objectives - Strand 2:

- Map existing training provision for the children's workforce in respect of the content and level of training delivered to each occupational group
- Identify training pathways and routes paying particular attention to those that span occupational group
- Identify the links between existing provision and National Occupational standards

- Identify planned training programme development for the children's workforce across a sample of 6 Children's Trust Pathfinders
- Establish the use being made of existing training provision across the sample areas and identify variation and gaps in provision
- Map the 'content match' of planned training programmes against the proposed core competencies for those working with children and young people to identify good practice models
- Identify, compare and contrast the delivery methodologies envisaged and the cost implications of each
- Identify the range of professional bodies and organisations involved in training and development and establish any variation in format of delivery and accreditation which may impact on take up and transferability.

The main research questions we are investigating are therefore:

For the CYP workforce

- What is the list of relevant subjects (from QCA framework for sectors and subjects)
- How do job roles cluster?
- What is the agreed list of job functions for each sector cluster

About qualifications

- What is the range of qualifications available in each of the clusters and occupational groups?
- What is the volume of qualifications and take up of qualifications?
- What are the constituent elements of qualifications, their commonalities and complementarities?
- What gaps are there?

About training and development provision

- What elements of existing training provision meet the skill expectations of the proposed core competencies?
- Where are the gaps in this 'match' and what would need to be developed to fill them?
- Are some occupational groups served better than others in respect of training provision allied to the proposed core competencies?
- Where does good practice in planned training programme development for the children's workforce exist and how can this be shared?

4. Context

In order to place the research in an appropriate context an initial literature review was conducted, based significantly around developments over the past few years that have had an impact on the CYP workforce in respect of recruitment, retention, training, qualification, progression opportunities, and pay. This included reference to, for example, Early Years Care and Education, Playwork, Health and Social Care, Criminal Justice, qualifications and awards, school workforce, careers and employment, guidance and leisure and the ongoing development of the sector skills councils. Appendix 1 gives details of initial sources.

This project sits within a wider context of public sector workforce modernisation. It relates therefore to other developments in workforce strategies and qualifications frameworks. It is important to note that during the course of the project a wide range of developments have taken place across the workforce. These include:

- Launch of the Children's Workforce database on the DfES website
- The development and publication of the Common Core of Skills and Knowledge (DfES, April 2005)
- The development and publication of a Children's Workforce Strategy (DfES, September 2005)
- The reorganisation of Sector Skills Councils (Ongoing and supported by the publication of *Skills: Getting on in business, getting on at work* (DfES, March 2005))
- Publication of new occupational standards for a number of roles within the workforce and ongoing development of others
- The establishment of the Children's Workforce Development Council (CWDC) and the Children's Workforce Network (CWN) (April 2005)
- The development of the Common Assessment Framework (CAF), to which this project has sent data on professional qualifications
- Extensive development work by the Training and Development Agency for Schools (TDA) on the wider school workforce. This has also most recently included a draft list of qualifications for the wider school workforce and the production of modules for the Common Core
- Work by the Qualifications and Curriculum Authority (QCA) on credit rating of qualifications and the Framework for Achievement (FfA)

Within the context of the Children's Workforce, it is also important to note the significance of projects already existing such as Sure Start, Excellence in Cities [EiC] and New Deal. These have had more of an impact on this work than we at first envisaged. For example the development of new integrated roles has already taken place in many Sure Starts.

Defining the Children's Workforce

Defining the main roles within the Children's Workforce has not proved to be straightforward. This project dealt initially with a DfES list of roles within the

workforce (See Appendix 2) which defined a set of central roles and a set of related roles, each of about 20.

Early in 2005, the DfES shared a review of the composition of the Children's Workforce¹. This highlighted the volume of staff involved in the Leisure and Sports Workforce, whose work involved children. This group was subsequently incorporated into the brief for the project.

Subsequent initiatives around work with families, parents and carers is still relatively new although some roles in this area have been included within the scope of the project.

Data has been collected on about 125 roles across the workforce, although the research team is well aware that this does not include all roles. In particular, a number of roles within the wider school workforce have been omitted as parallel work is being conducted at the TDA.

The team is also aware of the wide range of roles within Health where contact with children and young people is common. Many of these roles have not been included, particularly at higher professional levels. Again, there is parallel work being conducted within the NHS to examine career pathways for staff working with children using approaches highlighted in delivering the *NHS Improvement Plan: The Workforce Contribution*, published by the Department of Health in November 2004.

Within Children's Trust Pathfinders there are emerging new roles, which will potentially lead to the disappearance of some current roles and their replacement by new roles.

As with all studies involving workforce debates, there are no consistent job titles. Also, any one individual may hold several job roles. However, the notion of job role is becoming more universally acknowledged as a common language to describe the essential features of a particular occupational function. For example, the NHS National Workforce Data Definitions; Job Role Definitions document, published in May 2005 includes job roles with a brief description of those roles and an indication of the main training requirements for NHS roles including those emerging from their Changing Workforce programme.

Roles examined were clustered into workforce sectors. The allocation of a role to a workforce cluster has varied over the duration of the project as new Sector Skills Councils and their scopes have been formally defined. Data has been collected so that it is possible to vary cluster allocation according to chosen criteria.

Occupational standards, role standards and functional analysis.

Initially it seemed appropriate to consider the detailed job functions for each role within the workforce as a means of determining which qualifications and training were appropriate. However, as the number of roles increased from 25 or so to more than 100, and as other work to develop occupational standards for new roles

¹ Cooper, A (January 2005) The children's workforce in England: A review of the evidence Version 1.0 DfES internal document

progresses, this did prove a helpful activity in establishing either roles or qualifications appropriate for given roles.

In the widest context, the attempt over the past 15 years or so, to articulate good professional and vocational practice through a detailed analysis of job functions and an identification of expected standards of competence within each of those functions, has led to the definition of National Occupational Standards and the development of associated vocational qualifications which enable practitioners to demonstrate competence and have that acknowledged.

This work, together with the restructuring of the Sector Skills Councils, is leading to the creation of occupational and qualification frameworks within each of the separate skills sectors that make up the Children's Workforce. So, for example, the Youth Justice Framework is being developed to support career pathways and qualification development within the Community Justice Sector.

Qualifications

Current policy to raise the status of vocational qualifications and to enhance advanced skill development has led to a review of the national qualifications framework (now Levels 1 to 8), the emergence of the (Advanced) Vocational Certificate of Education (VCEs and AVCE's) to support the 14 -19 agenda, and Foundation Degrees to support increasing participation in HE and raising the expected standards of practice. Within Higher Education, there has been a recent growth in the number of Foundation degrees related to work with children. There have also been recent revisions to the standards for Social Work, for Youth Work and there are further planned changes to the standards for qualified teacher status. The role of Professional Bodies in the approval of HE courses in professional areas and their relationship to Sector Skills Councils is important for higher level qualification development.

QCA is currently re-levelling all qualifications on the National Qualifications Database (NQD) and in particular there is ongoing work to re-assign National Vocational Qualifications (NVQs) which were previously assigned to either Level 4 or to Level 5 in the previous framework to levels within the new framework.

During this period, the Learning and Skills Council (LSC) has been working with the QCA to begin to develop a new Framework for Achievement (FfA). A consultation was launched in November 2004 about this framework which aims to provide:

- A clear structure for recognising learning and qualifications
- Smaller packages of learning units that can be accumulated and transferred easily between qualifications and awarding bodies
- The potential for employers to gain recognition for in-house training programmes
- A distinctive suite of qualifications which denote competence in specific occupations
- Levels and 'credits' which define the standard and the volume of learning

- Standard definitions of terms such as 'award', 'certificate' and 'diploma'.

As will be seen, many of the findings of this project echo the need for such a framework to meet the needs of the Children's Workforce. The timescale for completion of FfA is 2010. Any integrated qualifications framework will need to work within such an FfA.

5. Research methods

Stakeholder consultation

Given the remit of the project to support joint and integrated working across the CYP workforce, it was imperative to consult and collaborate with key stakeholder groups which had an interest in developing a mapping of significant qualifications and training. To this end we established a Local Advisory Group made up of members from organisations such as Sheffield Children's Trust, Sheffield LEA and Workforce Development Confederation, Sure Start and South Yorkshire Open College Network who have assisted us in piloting materials and providing feedback on research instruments.

DfES also established a Virtual Advisory Group (Appendix 3) to support the work of the project and, later in the project; it was possible to use the Children's Workforce Network as a further source of advice and consultation.

Members of the project team consulted with members of the SHU and Virtual Advisory Group throughout the project to ensure that our research and analysis was in line with what 'makes sense' on the ground. A draft list of significant qualifications was circulated widely in England for comment through the Virtual Advisory Group (see Appendix 3 for list of commentators). It seemed pertinent for us also to consult with key individuals and groups working on related projects. The work of Elaine Sauvé (Sauvé, May 2005 *Mapping of National Occupational Standards against the Children's Workforce Common Core: Final Draft*) has been particularly useful where we have been mapping the common core across modules within qualifications. Similarly, collaboration with the University of East Anglia (UEA) and the research team working on the National Evaluation of Children's Trust Pathfinders has been central to the work undertaken in contextualising studies.

Construction of the database

A database was constructed to be a flexible tool that enabled the input of and access to:

- significant qualifications and some nationally endorsed training for roles within the workforce
- the modules of those key qualifications
- the association of roles to workforce clusters and to qualifications and training
- the content of the qualifications down to module level
- the level of the qualification and module, and its awarding body

- the source documents for each qualification included
- map at module level and/or qualification level of a subset of about 200 qualifications to the Common Core

A team of staff was employed to identify and input information to the database. This required initial training and the establishment of a number of checkpoints and processes. Data collection has not been straightforward and ensuring that data was not replicated has been a particular challenge which led to a specific protocol for naming and identifying qualifications. Whether this protocol is one which the CWDC would wish to use in future requires further discussion.

Data collection has also been challenging for higher level qualifications, where it seemed inappropriate to include, for example, every occurrence of a PGCE course. In such instances, where there is a nationally agreed set of professional standards which providers must incorporate within their awards, it is the professional Standards which have been included as a 'qualification'. This then raises issues of definition which would need to be resolved for wider production of an Integrated Qualification Framework (IQF).

The project team worked to manage the tension between coverage and over-complexity. An essential part of managing the data input was the compilation of a list of roles and the identification of *significant* qualifications for those roles. Despite extensive consultation with advisory groups and expanding the number of roles, agreement about what are the significant qualifications for a given role has not been obtained in all cases. Again, this is an issue which would need further work before the publication of an IQF.

Contextualising Studies

At the outset of the project the team agreed to select some 'case study sites' which would enable them to contextualise the data they planned to collect and input to the database. The team thought it important to be able to consult a sample of Children's Trust Pathfinders (CTPs) for their responses to issues emerging from the quantitative data they were collecting and compiling on the database.

In collaboration with the UEA, and making use of the data they had collected through Section 4 of the Baseline Implementation Survey (BLIS) as part of the *National Evaluation of Children's Trust Pathfinder's*, the project team selected 6 Contextualising Studies (Gateshead, Greenwich, North Lincolnshire, Trafford, West Sussex, Wokingham). These particular CTPs were selected by making use of the categories for integration which the National Evaluation team had developed, but they also took account of urban/rural locations and geographical spread.

The UEA research identified differing levels of integration within CTPs. The team thought it would be useful for our contextualising studies to reflect differing approaches to the development of integrative services in order to be able to explore the significance of a training and qualification framework across different models of CTP organisation.

Contact with individuals or groups in CTPs centrally involved in training and qualifications frameworks was established. The purpose of initial data collection was to gain clarity on how the CTPs were organised, to flag up any specific issues relating to workforce training, and to gain insight into any specific organisational structures within the CTP which might affect workforce development. Initial interviews with a key person in each CTP with a strategic overview of training and qualifications were set up and conducted by a principal researcher within the team. The interview schedule is found in Appendix 4.

Several of the CTPs responded to the suggestion of nominating key staff to participate in a half day workshop. This enabled the team to gather data from a range of perspectives and at the same time discuss patterns and gaps in qualification and training data. Half day workshops with up to 15 people who have key roles in CTPs in respect of training and qualifications were then held in order to:

- share data collected nationally in respect of key qualifications and perceived gaps in, and blocks to, qualification pathways
- take feedback on how this data matches local experience in CTPs
- collect data about key issues facing those in CTPs in respect of qualifications and training of the CYP workforce

After analysis of this material, short follow up telephone interviews were undertaken if necessary.

6. Key findings and recommendations

This section summarises the key findings of the project and includes recommendations and questions for consideration based on these which may inform the development of an Integrated Qualification Framework. Full discussion of these sections is found in the short reports listed in Section 2 of this report. Relevant locations of further discussion have been signalled in the text below.

6.1 The database

A number of issues for consideration based on lessons learned from the construction of the database are presented. These may help inform the process of updating and maintenance. They are:

- The future management of the database is dependent on what purposes it is intended to fulfil. This means that policy decisions will have to be taken prior to or as part of discussions about the maintenance and technical adaptations of the database.
- Any development of the database to support an IQF will need to fit with QCA's FfA in the future. It is not clear currently how this would work. Qualifications currently on the QCA database do not include all qualifications appropriate for the Children's Workforce, yet there needs to be an articulation with OpenQuals.
- The estimate of costs required in maintaining a database are difficult to calculate because of the changing context. For example it is difficult to predict

how quickly rationalisation of qualifications will take place or how much work this will mean in removing from the database redundant qualifications and adding new ones.

- It is extremely important to determine at an early stage the protocols for entry of data into fields on the IQF and for effective training of data in-putters
- Information concerning significant or key qualifications is likely to remain contestable and indeterminable and the roles that comprise the CYP workforce will continually evolve.
- The number of potential progression routes through an IQF is extensive from any one starting point. Decisions will need to be made about most likely routes if the IQF is to be effectively used to support career progression.

Full details and discussion available in Report 1: *Developing and maintaining a database of qualifications for the children and young people's workforce.*

6.2 Defining the Children and Young People's Workforce

Key findings in respect of the identification of roles within the workforce and the varying qualification requirements for given roles that have merged are:

- There are continuing difficulties in arriving at a definitive list of roles within the CYP workforce. A pragmatic approach needs to be used case by case to determine a list of roles. It will therefore be a mixture of those that are well established and those that are new and they will differ in the intensity of their contact with children. A decision about boundaries will need to be made at some point. Roles and job names are subject to constant change.
- Some workers belong to strong professional communities and have strong role identity others do not.
- The differences of level and age specificity jeopardises compatibility of qualifications between roles and sectors.

Full details and discussion are available in Report 2: *Defining the children and young people's workforce in a changing scenario.*

6.3 Qualification issues

Key findings in the identification of qualifications and training and practical considerations that impact on their inclusion in the database and how this might influence the design of an IQF are:

Level - qualifications

- Confusion about levels of qualifications needs to be addressed on the ground and there is a need to support multi-level training and further exemplification of criteria that apply at each level.
- A decision will need to be made about how to represent non-levelled training on the IQF or whether to require level assignment for all training.

- There may be a need to develop further Level 1 qualifications in some workforce clusters and there appears to be a need to develop further Level 4 and 5 qualifications in some clusters.
- The CWDC may wish to advise on new qualification names to support transparency over level. This is also an aim of FfA.

Level - roles

- Some consistency over nomenclature and level assignment to roles across the different workforce clusters would be helpful.
- Whilst the distinction between vocationally related and vocational qualifications has been removed, the need to acquire both knowledge and skills remains. Will an IQF flag any distinction in types of qualification?
- How will the IQF deal with similar awards offered by different awarding bodies – as one award or as separately identifiable awards?
- There is some evidence from CTPs of the need for simple basic information about qualifications.
- Age focus of qualifications may be important in some areas. Should qualification titles indicate age focus?
- Optional modules within qualifications mean that different knowledge and skills may be achieved by individuals gaining the same qualification. Does this matter? Is it up to the employer to discern this?

Qualification requirements for specific roles

- Some roles within the workforce have mandatory qualification requirements, others do not. Should there be a mandatory requirement for all roles beyond a particular level? Would this simplify the IQF?
- There remains a different qualification requirement for some roles in different parts of the country. The CWDC may wish to provide advice on this.

Qualification frameworks within workforce sectors

- There appears to be a need to simplify some qualification sets in some workforce clusters, for example there are very many Early Years qualifications currently.
- Most workforce clusters are developing specialist qualification frameworks. This appears helpful and could lead to a simplified IQF structure.
- There are some notable gaps:
 - Qualifications in behaviour management
 - Nationally approved qualifications in areas of supporting inclusion and working with disabled children and young people
 - Middle tier qualifications in social care
 - Management/leadership qualifications for the sector at Levels 3/4/5
 - Commissioning

Transition is an area not widely addressed within qualifications
Database skills for all workforce employees
Level 1 qualifications in some clusters

Training vs qualifications vs occupational standards

- A decision about criteria for inclusion of qualifications in the IQF will need to address the issue of whether or not to include nationally endorsed training and whether or not to include occupational standards where no generic qualification exists.
- Consideration needs to be given on linking historical and international qualifications to the IQF.

Workforce progression issues

- There is a growing body of skilled teaching assistants who could perform other roles and who need progression routes other than HLTA.
- There is a need to consider progression to enhanced roles within the workforce and associated with this a need to identify other key areas for transitional qualification/module development.

Framework User Issues

- On the ground users want more than lists of qualifications.
- Easy navigation and access to any Web based IQF is essential.
- The IQF needs to link to providers in the region and information about costs in the same 'frame of information'.
- Knowledge of links between qualifications and the Common Core would be helpful.

Full details and discussion are available in Report 3: *Qualification issues that inform the design of an integrated qualifications framework (IQF)*.

6.4 The Common Core of Skills and Knowledge

Analysis of the extent to which existing qualifications cover the Common Core of Skills and Knowledge and the perceptions on the ground of the significance of the Common Core as identified within the contextualising studies revealed the following key findings:

- Awareness of the Common Core Knowledge of and familiarity with the Common Core is patchy on the ground. CTPs visited felt they had other priorities at present. However, some evidence of auditing against Common Core Knowledge and Skills was noted.
- There is a perceived conflict between the NHS Core Skills and the Common Core of Knowledge and Skills. A cross mapping may be helpful.

- Of the 200 or so qualifications mapped to the Common Core, 60% had some coverage of 5 or 6 areas.
- Communication is the area most frequently mapped (nearly half of all modules within the selected qualifications) whilst Supporting Transitions is the area least frequently mapped (less than 10% of all modules within the selected qualifications). Nearly a quarter of all modules did not map to any area of the common core.
- Modules at Level 5 are the least well mapped modules to any aspect of the Common Core.
- Health and Fitness modules are well mapped to the first 3 areas of the Common Core but less well mapped to the last 3 areas. Education and Training modules are less well mapped to Safeguarding and Welfare and Multi-agency working. Health and Social Care modules appear well mapped to the Common Core.
- There is concern about who the Common Core is actually aimed at – those in Children’s Services or all those working with children. There is also concern about consistency and ownership of the Common Core.
- CTPs visited expressed the need for CWDC to exemplify evidence for acquisition of the Common Core.
- There were good examples of ways to collect and record evidence of the Common Core, and also of multi-professional training in areas of the Common Core. The latter addressed concerns about how to ensure high level professionals had demonstrated the Common Core.

Full details and discussion are available in Report 4: *The Common Core of Skills and Knowledge and its coverage by existing Qualifications*.

6.5 Training and qualifications issues, needs and gaps

Key findings in respect of emergent issues, needs and gaps are:

Training strategies

- CTPs are at varying stages of and have varying approaches to integrated work and this impacts on training in different ways. However, CTPs acknowledge the need for a phased, incremental approach to change and the prioritising of training, which supports a multi-agency, integrated focus.
- Managers are responding to demand from colleagues working in new service contexts who want '*training that helps them do their job better and understand how their role fits with that of others*'. Identifying qualifications and training to meet this need is difficult but would provide significant economic benefits and efficiency if developed.
- CTPs questioned the focus on individual qualifications, expressing an interest in more joint -service led forms of training.

Identified needs

- Identified training needs are the additional skills that are required for people to work together more closely in either extended schools, full service hubs or in integrated services programmes.
- Inconsistency of 'levelness' between different groups within different sectors generates difficulties to be thought through.
- There is a need for training around common procedures such as the Common Assessment Framework.
- Managers at senior level are concerned that they have responsibility for the professional development of colleagues in key posts with whom they have no shared background and therefore minimal understanding of training pathways. Training to support them in this work is viewed as urgent.
- NVQ 4 doesn't always match training needs and it can also feel like a "dead end" where there are no local progression routes.
- Progression routes following a foundation degree are not clear.
- HLTA is seen as a problematic route in so far as it represents a 'status' rather than a qualification.
- Training and qualifications are needed to support professional's inability to deal with difficult and challenging behaviour.
- There are key gaps in the social care framework. Whilst there appears to be plenty of provision in social care at Levels 1, 2 and 3 there then appears to be a real gap at Levels 4 and 5, with higher level professional roles requiring a degree in social work at Level 6. Unlike support for teaching, there is no bridge to this through a parallel professionally accredited higher level social work assistant. Training to better support the creation of links into the voluntary sector was an area in need of development mentioned in all CTPs.

Training availability

- There is some difficulty in sourcing provision when it has been identified as a training need – particularly in rural areas.
- Identifying appropriate training and qualifications is time-consuming. and thus an IQF which includes an up to date service directory would provide an economic benefit to CTPs not served by provision of easily accessible training.
- National training programmes and/or networks to help CTPs learn from best practice at national level are badly needed - the CWDC could play an important and strategic role here.

Wider progression issues

- Training and qualifications for enhanced roles *within* existing professional groups are viewed as crucial.

- There are concerns about lack of structure, qualification routes and career pathways for new workers in social care and education - mainly in the assistant social care or teacher roles.
- The possibility of movement across the workforce without *significant* retraining is going to be quite narrow. It is broadly felt that movement is easier lower down the levels as salaries become a major issue further up the scales.
- There is a need to ensure that some detailed cross mapping of salary scales and structures takes place if people are to be encouraged to participate in training which would help them move across the workforce.
- The different terms and conditions within the key professional groups. Means that there are different entitlements to training or requirements to undertake training. This creates equity issues.
- It will be important to encourage movement up through the workforce at later stages of careers and appropriate training for middle managers in respect of joint planning and commissioning is needed.
- There are large cohorts of learning support assistants who have been very well trained, and whose skill capacity considerably exceeds their level of recognition. Progression routes for these staff need urgent consideration.
- Clarity is needed in respect of where transitional modules are to be located.
- It is evident that most people want to acquire qualifications which *may* let them move across the workforce but which could equally usefully provide insight into their existing job.
- CTPs used different criteria over qualifications needed for posts at particular levels. This raises issues in terms of progression or transfer along or across professional routes within the CYP workforce.

Full details and discussion are available in Report 5: *Training and Qualifications issues, needs and gaps*.

7. Conclusions

This project has been conducted alongside many other developments relating to the Children's Workforce. It has provided a baseline of qualifications and training for the workforce which can be built upon for the future. The data has been captured in a flexible database which allows addition of roles, qualifications and training and the extension of mapping to the Common Core or to other attributes that are deemed to be necessary in future. A number of gaps and duplications have been revealed which the CDWC can take up as this work develops. The creation of the database and the conduct of the contextualising studies have highlighted a number of issues which have an impact on the creation of an IQF.

These include (a) the recording and presentation of qualifications and their constituent modules in ways that are uniquely identifiable, particularly given the huge volume, and the need to agree a definition of 'qualification' that is useable in practice (b) the need to agree about 'significant' qualifications for each sector of the workforce (c) the extent of range of the workforce itself (d) the preference on the

ground for targeted training, rather than whole qualifications and the need therefore to provide the means for individuals to gain accredited qualifications in small 'chunks' through the evidencing of learning from diverse training experiences (e) the need to address concerns about funding for training or qualifications (f) the lack of availability of training and qualifications in each geographical area (g) career progression and status issues that will need to be addressed with employers.

Ongoing work by QCA on the FfA and by the NHS on related Children's Workforce initiatives, work within individual Sector Skills Councils on sector specific qualification frameworks and work by professional Bodies to incorporate Common Core Skills and Knowledge in professional requirements are all welcome initiatives which will enable the CWDC to draw together policy and strategy over the further development of an IQF. The CWDC launch of and support for the development of Workforce Strategies within Children's Services is likely to be welcomed on the ground where the development of appropriate training and development strategies appears still in its infancy.

8. Details of project reports

Report 1

Developing and maintaining a database of qualifications for the children and young people's workforce

This report is aimed at those who will need to maintain a database of qualifications for the children's workforce. It discusses the issues arising and lessons learned from the construction of the database, updating and resource issues for maintenance.

Report 2

Defining the children and young people's workforce in a changing scenario

This report is aimed at those who are focussing on the nature and composition of the children's workforce. It discusses issues that have emerged in (a) the identification of roles to include (b) the varying qualification requirements for given roles that have merged and (c) issues on the ground about roles which emerged in the contextualising studies.

Report 3

Qualification issues that inform the design of an integrated qualifications framework (IQF)

This report is aimed at those responsible for the development of an Integrated Qualifications Framework. It discusses the issues that have arisen in the identification of qualifications and training and their inclusion in the database and which could influence any design of an IQF. It also discusses issues emerging from the research on the needs of users in relation to knowledge about qualifications and training.

Report 4

The Common Core of Skills and Knowledge and its coverage by existing qualifications

This report is for those who are concerned to progress coverage of the Common Core of Skills and Knowledge by those within the children's workforce. It discusses

the findings from an analysis of the extent to which existing qualifications cover the Common Core of Skills and Knowledge and the perceptions on the ground of the significance of the Common Core as identified within the contextualising studies.

Report 5

Training and qualifications issues, needs and gaps

This report is for those responsible for the further development of qualifications and training for the children's workforce. It identifies qualification and training needs that emerged from the contextualising studies and provides information from the database and from an analysis of the LSC Individual Learner Record of take up of qualifications within the sector.

Report 6

Research review

This report provides a summary of the research objectives, scope, methodology and outcomes.

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Appendix 1: Indicative initial literature review sources

Early Years Care and Education

(1) Early Years National Training Organisation (2001). *Sector Workforce Development Plan for the Early Years Care and Education Workforce in England*.

http://www.early-years-nto.org.uk/Workforce_Del_AW4.pdf

The NTO as required, produced its first WDP by March 2001 for consultation by the sector. Its objectives and framework follows the Common Framework for Sector Workforce Development Plans agreed by all NTOs. This framework attempts to set out an agreed structure which allows for sector comparisons to be made, whilst allowing each sector to celebrate its own uniqueness and diversity.

It is worth mentioning that the Scottish Executive is undergoing a National Review of the Early Years and Childcare Workforce. The Review is expected to be completed by summer 2005. The Review will look at 5 key areas:

- Examining and defining the role and responsibilities of staff in all areas of the early years and childcare workforce.
- Improving workforce planning, to ensure that there are adequate staff numbers in each area.
- Simplifying and modernising the early years and childcare qualifications system.
- Providing greater opportunities for staff in one area of the workforce to move to another.
- Considering the potential implications of this work for pay and conditions.

(2) Peter Moss (2003). *Beyond caring: The case for reforming the childcare and early years workforce*. Facing the Future: Policy Papers. London: Daycare Trust.

[Http://www.daycaretrust.org.uk/mod/fileman/files/Beyond_caring.pdf](http://www.daycaretrust.org.uk/mod/fileman/files/Beyond_caring.pdf)

(3) Childcare Workforce Training in Sheffield

<http://eduplugins.sheffield.gov.uk/eydcp2003/childcare-workforce-training.htm>

Describes the DfES Strategic Target 12 (To ensure sufficient training is available so that all childcare providers can meet the national standards for under eights day care and childminding) and compares it with Sheffield's targets and progress to date.

(4) Sure Start. Qualifications in Early Years Care, Education and Playwork: Acceptability for Group Day Care Settings.

<http://www.surestart.gov.uk/doc/87-118317.doc>

The purpose of this document is to identify qualifications in early years care and education and playwork which are acceptable for employment in group care settings and which do not appear within the National Qualifications Framework (NQF). Many pre-date the development of the NQF and some have ceased to be awarded.

Sure Start will shortly be launching a new website, the Children's Workforce Qualifications website which will be an amalgamation of the DfES "Acceptable List" of qualifications and endorsed playwork training and those qualifications currently on the Qualifications and Curriculum Authority's National Qualifications Framework. All courses listed on the Acceptable List above will be transferred to the new website. The purpose of the website is to provide guidance to Ofsted inspectors and employers, practitioners and others in the early years, childcare and playwork sector.

Criminal Justice

Community Justice National Training Organisation (2001). *Skills and Knowledge to Reduce Crime - a Workforce Development Plan for the Community Justice Sector in England*

<http://www.cjnto.org.uk/WORKFORCE%20DEVELOPMENT%20PLAN%20ENGLAND%20HTML.htm>

Health and Social Care

(1) John Rogers (2002). *Support Staff in Health and Social Care – An Overview of Current Policy Issues*. Institute for public policy research (ippr) paper: Future Health Worker Project

<http://www.ippr.org/research/files/team40/project13/Overview.PDF>

This paper by John Rogers sets out some of the policy issues concerning 'support' or 'non-professionally qualified' staff in health and social care. It highlights a range of different views about the role that support staff may be expected to play in future. It proposes a set of recommendations that, if implemented, could enhance the potential contribution of support workers to the NHS.

(2) Mark R D Johnson; with Judy Allsop, Michael D Clark, Carol Davies, Deborah Biggerstaff, Nicky Genders, Mike Saks (2002). *The Future Health Worker Regulation of Health Care Assistants*. Institute for public policy research (ippr) paper

<http://www.ippr.org/research/files/team40/project13/RegulationHealthCareAssis.PDF>

This paper, by Mark Johnson and colleagues from De Montfort University and the University of Warwick, considers the possible future requirement to bring in a form of regulation for non-professionally qualified staff working in the health service and sets out a range of different forms of regulation and the issues involved in their implementation.

(3) Professor Claire Hale and Kathleen Raven (2002). *Future Health Worker Project, Questioning the Conventional Wisdom*.

<http://www.ippr.org/research/files/team40/project13/Educating%20the%20Future%20Healthcare%20Workforce%20-%20Hale.PDF>

In this paper Professor Clare Hale, a leading commentator from the nursing profession, challenges what she terms the "conventional wisdom" emerging: namely that inter-professional education is inevitably the best means of reducing hierarchies and improving communication between health professionals. Highlighting the current lack of an evidence base, Hale argues that the rationale for inter-professional education must be clarified and the logistical problems of inter-professional

education confronted, before attempts to roll-out inter-professional education on a wider scale proceed.

(4) Dr Debra Humphris and Professor Dame Jill Macleod Clark (2002). *Educating the Future Healthcare Workforce, Future Health Worker Project, New Generation Project 1, Shaping a vision for a 'New Generation' workforce.*

<http://www.ippr.org/research/files/team40/project13/Educating%20the%20Future%20Healthcare%20Workforce%20-%20Humphris.PDF>

In this paper Dr Debra Humphris and Dame Jill Macleod Clark, pioneers of the New Generation programme at Southampton University, outline the changes to the education of professionals that they believe are necessary if the healthcare workforce is to be prepared for the future. Their far-reaching recommendations highlight the need for methods of inter-professional education to be fully explored and for the wider healthcare environment to be better equipped to receive professionals trained in new and innovative ways.

(5) *Visioning the Future Healthcare Workforce IPPR Workshop* (2002)

<http://www.ippr.org/research/files/team40/project13/Visioning%20Workshop%20Write-Up%202.PDF>

On July 5th 2002 IPPR organised and facilitated a one-day workshop, bringing health experts from a range of disciplines together to identify how workforce reforms might facilitate the delivery of more patient focused care. The day was structured around an examination of two patients' experiences: a young girl with a terminal condition and a patient requiring a heart valve replacement. The groups discussed and identified the ways in which workforce reforms could help to improve these patients' experiences. This document summarises the conclusions arising from the day. For further details please contact r.lissauer@ippr.org.uk.

(6) Dr Debra Humphris and Professor Dame Jill Macleod Clark (2002). *Future Health Worker Project, New Generation Project 1, Shaping a vision for a 'New Generation' workforce.*

<http://www.ippr.org/research/files/team40/project13/Newgeneration.PDF>

(7) Deborah Roche and Jennifer Rankin (2004). *Who cares? Building the Social Care Workforce*. London: institute for public policy research.

<http://www.ippr.org.uk/research/files/team40/project231/Who%20Cares.pdf>

This report surveys the ever changing demographics and highlights the challenges (such as the aging workforce, recruitment, retention, education and training, and the regulation of the social care workforce) that the social care workforce will need to face in the upcoming years. Finally, the report recommends several steps towards achieving an adequately trained and supplied workforce for social care across the spectrum.

(8) Mental Health Care Group Workforce Team (2004). *Mental Health Workforce Strategy*.

<http://www.dh.gov.uk/assetRoot/04/08/73/62/04087362.pdf>

To ensure that there are sufficient numbers of staff delivering services with the appropriate capabilities, who are well supported and led, reflecting the population they serve and delivering services that meet the needs and wishes of the people who use those services and their family and friends. The document is aimed primarily at staff working with adults of working age but is directly relevant to children and older adults.

(9) Mental Health Care Group Workforce Team (2004). *The Ten Essential Shared Capabilities: A Framework for the Whole of the Mental Health Workforce*
<http://www.dh.gov.uk/assetRoot/04/08/71/70/04087170.pdf>

The Ten Essential Shared Capabilities, developed in consultation with service users and carers together with practitioners, provide in one overarching statement, the essential capabilities required to achieve best practice for education and training of all staff who work in mental health services.

(10) Richard Brooks (2004). *Pay and the Public Service Workforce*. An ippr Publications.

<http://www.ippr.org.uk/publications/files/Public%20service%20workforce%20final.pdf>

Some of the most important political battles that continue to be fought between the main political parties concern the quality of public spending. Labour has argued that a combination of fiscal discipline, sound macro-economic management and effective labour market policies has 'cut the costs of failure', leaving more resources available to meet public service priorities. The Conservative response is partly to claim credit for a sound basis for the public finances, and partly to claim that the new spending on public services is being wasted on recruiting 'bureaucrats' and funding excessive public sector pay awards. This report aims to get to the bottom of this debate.

(11) Mary MacLeod (2004). "Family Support: A Partnership with parents? A Powerpoint Presentation at the institute for public policy research (ippr) "*all together now: the future of children's services*" on Tuesday 16th September
<http://www.ippr.org.uk/events/files/Mary%20MacLeod%20PP.ppt#257,1>,

Has an excellent diagram showing the organisation and initiatives working for parents and children

(12) Workforce Development Confederation

http://www.nhscareers.nhs.uk/nhs-knowledge_base/data/365.html

Workforce Development Confederations bring together groups of NHS Trusts, universities and colleges to co-ordinate healthcare training provision within each local area. These contacts will be able to provide information on availability of courses close to you. The site provides web links to these confederations.

(13) Trent Workforce Development Confederation, Care Group Workforce Teams (2004).

<http://www.trentconfed.nhs.uk/projectsdevelopments/care-group-workforce-teams>

The site includes the Workforce Development Recommendations 2003 Reports to the Workforce Numbers Advisory Board.

(14) The Accelerated development pathway for nurses
<http://www.selwdc.nhs.uk/index.php?PID=0000000189>

The Accelerated Development Pathway (ADP) is an innovative development programme for nurses across the South East London NHS that are newly qualified, currently in post, returning to work or on adaptation programmes.

The pathway has been developed and commissioned in partnership with the University of Greenwich as a recognised provider of Higher Education. Any credits awarded will be recognised in all Higher Education Institutes across South East London Workforce Development Confederation (SELWDC). Salomons Leadership and Management Development Centre will provide the programme pre-selection process, assessment centres and mentor preparation.

(15) Agenda for Change is the NHS

A pay modernisation initiative, which was set up to ensure harmonisation of terms, conditions and pay for NHS staff. Agenda for Change is the biggest and most radical pay modernisation within the NHS for 50 years. It will apply to all staff directly employed by NHS organisations in the UK with the exception of Doctors, Dentists and the most senior managers at board level or equivalent.

Schools

TeacherNet is dedicated to information on workforce remodelling.

<http://www.teachernet.gov.uk/wholeschool/remodelling/?section=1151&CFID=22624634&CFTOKEN=2793bee-c21672a1-b657-4010-b5ea-3fa1997b19d9>

Qualifications

(1) NOCN

<http://www.ocnetwork.co.uk/pdf/June%20newsletter%202003.pdf>

On Vocational qualification framework, the NOCN have announced in its newsletter dated June 2003 that they have joined forces with City & Guilds to offer a shared vision for a creditbased vocational qualifications framework. They wrote, "The awarding bodies recently published a headline statement outlining a demand-led, flexible and responsive framework that will truly meet the needs of employers and individuals alike.

Chris Humphries, director general of City & Guilds, believes that: 'Qualifications will be supported by employers when they are clearly relevant to the industry requirements, are simple to understand, and are responsive to the specific needs of individual employers and their business model/s. They will be valued by individuals if they are accepted by employers, assure high quality and validity, and offer substantial personal progression and mobility.'

Carole Stott, chief executive of NOCN, confirms that: 'The qualifications framework must provide progressive opportunities for people to achieve qualifications over time and be designed to support maximum achievement rates without sacrificing quality or rigour.' This demand-led system of vocational qualifications would be based on a set of design principles, with units as the building blocks and credit as the key currency. These design principles will allow units and qualifications to be updated quickly to keep pace with innovation and will enable employers and learners to choose and combine units according to the skills required.

In publishing a joint paper, NOCN and City & Guilds aim to contribute to a debate on the development of a vocational qualifications framework that will command the widest possible support and engagement. The statement forms the initial thinking on the concept and design of further work being undertaken by NOCN and City & Guilds.

Further details on NOCN's comprehensive framework of units and credit-based qualifications for further education and training can be found in the above pdf document

<http://www.ocnetwork.co.uk/pdf/June%20newsletter%202003.pdf>. Also, the full statement can be viewed on the NOCN's website at www.nocn.org.uk. If interested in a detailed discussion on the NOCN's framework, we can contact Keith Mogford (tel: 0208 3422922); Sue Georgious (tel: 0247 6524728); and/or Teresa Bergin (tel: 01332 591071)

It is worth mentioning that on the NOCN website, there are several important studies and reports carried out by the NOCN (and sometimes in collaboration with other organisations such as the LSC) that are worth reviewing such as:

(i) Finbar Lillis and Katherine Gillard (2003). *The Application of Credit For Work Based Learning With reference to Entry to Employment and Modern Apprenticeships*. NOCN and LSC

<http://www.nocn.org.uk/info/Credit%20E2E%20and%20MAs%20-%20Full%20Report.pdf>

The study, which is to be completed by 2004 is attempting to survey the provision which leads to awards and which is already operating within credit-based unitised frameworks. This includes all Open College Network (OCN) accredited provision and credit-based Access to Higher Education programmes. The study aims at examining the impact of unit-based credit frameworks on progression, flexibility, and quality. While the LSC research will investigate across the broad range of credit practice, including learning at and for work, this report focuses specifically on the application of credit for Work Based Learning (WBL). Other proposals, to investigate specific areas of credit practice and potential, particular to the ministerial remit on credit given to LSC, are under discussion with LSC.

(ii) Jeff Bargh and Finbar Lillis (2004). *The Accreditation in the Adult and Community Learning Fund (ACLF) Report*. NOCN

http://www.nocn.org.uk/about/ACLF_report_-_final_version_-_220404.pdf

This study aimed at identifying the range and types of accreditation in ACLF projects, how achievement has been recognised, measured and recorded for

accredited and non-accredited learning, and the value of these accredited and non-accredited learning to learners and practitioner on the ACLF projects.

(iii) NOCN 2003 Annual Report

<http://www.nocn.org.uk/info/NOCN%20Annual%20Report%202003.pdf>

This review illustrates just some of the ways that NOCN's services and its credit framework have been put to use for the benefit of a wide variety of individuals, employers and communities.

(iv) Finbar Lillis and Marianne Sparrow (2003). *The rewards of recognition: the value of NOCN accreditation, quality assurance and development for non-accredited learning*. NOCN

<http://www.nocn.org.uk/info/The%20Rewards%20of%20Recognition%20-%20the%20value%20of%20NOCN%20Accreditation,%20Quality%20Assurance%20and%20Development%20for%20Non-Accredited%20Learning.pdf>

The research report examines government policy and analyses inspection reports of OCN projects and provision that had addressed some of the challenges and issues emerging from the research literature. Also it examines how LEAs used OCN to develop their provisions. In addition, the report examines examples of local LSC-funded OCN projects that in different ways have sought to support organisations offering non-accredited learning provision, and in some cases recognise achievements associated with non-accredited learning.

(2) The Qualifications and Curriculum Authority (QCA) for England; the Qualifications, Curriculum and Assessment Authority for Wales/Awdurdod Cymwysterau, Cwricwlwm ac Asesu Cymru (ACCAC) for Wales; and the Council for the Curriculum, Examinations and Assessment (CCEA) for Northern Ireland have revised the National Qualification Framework (NQF). For details please consult "The joint statement by the above regulatory authorities for external qualifications" at http://www.qca.org.uk/downloads/joint_statement_nqf.pdf) and the "National Qualifications Factsheet" at http://www.qca.org.uk/downloads/NQF_factsheet.pdf.

APPENDIX 2: DfES Initial list of roles within the workforce

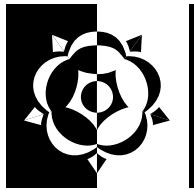
The Children's Workforce	The wider constituency of those whose work includes regular contact with children
Child Psychologists	Community Workers
Childcare and Playworkers (e.g. Full-day care; Sessional care; Out-of-school care; Holiday clubs; Child minders)	Dentists
Children's Mental Health Professionals	Drug and Alcohol Action Team (DAAT) workers
Children's Social Services	GPs
Community Paediatricians	Health visitors
Connexions Personal Advisors	Home visitors, Volunteers and other mentors
Early Years Workers	Housing Officers
Education Psychologists	Immigration Officials
Education Welfare Staff (including Education Welfare Officers)	Nannies
Foster Carers	Nurses
Learning Mentors	Police
Leaving Care Advisers	Private Tutors
Learning Support Assistants	Prison Service
Positive Activities Young People (PAYP) workers	Statutory and Voluntary Homeless agencies workers
School Nurses	Teachers and those working in the school's workforce, who are not in the other column i.e. school meals workers and midday supervisors
Special Educational Needs Coordinators (SENCO)	Those working in Children and Families Courts.
Voluntary and Community Sector Social Care Workers	University Staff where they are working with large numbers of Young People below 18

APPENDIX 3: Virtual Advisory Group

Virtual Advisory Group	
NAME	ORGANISATION
Karen Brown Elaine Wilde	QCA
Jenny Wright	DfES Local Transformation Group
Sue Tate Alison Sorlie	TTA
Gail Bailey	LSC
Mary Crowley	Parenting Forum
Paul Bonel	Skills Active
Denise Blackwell	Ofsted
Frances Evesham	Skills for Health
Maria Lagos	Skills for Care
Vicki Fitzgerald	S.Birmingham Primary Care Trust
Richard Dorrance	CACHE
Gail Rochester	NCFE National Awarding Body
Jonathan Mackey	DfES Lifelong learning
Patricia Kearney Sheila Barrett	SCIE Social Care Institute for Excellence
Sally McManus Gill O'Connell	Skills for Justice
Maureen McDaid	Youth & Community Service
Nicholas Smith	General Teaching Council England
Joan Munro	Employers' Organisation for Local Government
Liz Morrey	CWDC

Other commentators from across England on draft set of significant qualifications for the workforce		
Allison Wheeler	Sue Snell	Kathryn Kelly
Lindsey Porter	Mark Lunn	Vic Citarella
Ann Harrison	Harkitan Dogra	Nigel Mitchell
Margaret Lowe	Vicky Moss	Pauline Moignard
Peter Northrop	Lynn Morley	Liz Wallace
Nigel Carruthers	Julie Montique	Eileen Bagshaw
Fiona Turton	Frances Mills	Gordon Savage
Sylvia Ashton	Leslie Entecott	Jeanne Haggart
Melanie Stocks	Jackie Knock	Simon Mellor
Emily Wall	Lucy Williamson	Jane Roe
Susan Milnes	Allison Wheeler	Keith Bootle
Jacob Wells	Mandy Farrar	Devon County Council
Kate Quail	Gloucester County Council	

APPENDIX 4: Final combined interview schedule



Sheffield Hallam University

**Faculty of Development and Society
Faculty of Health & Well Being**

Mapping of qualifications and training developments across the children and young people's workforce

Final Combined Interview Schedule

For interviews undertaken with CTP managers, Heads of Services in Education, Health and Social Services, Workforce Training and Development Officers – whoever is identified by the CTP Manager as a key contact in respect of training.

NB. Trusts and all personnel interviewed must be made aware that participation in this exercise is entirely voluntary

TRAINING STRATEGY/PROGRAMME

1. What are the key components of your Trust's Training Strategy? *[sometimes a sub section of a Workforce Reform Plan]*
2. How was your Training programme devised? *[was it a collaborative project between training departments of each agency and staff? Was it led by one service?]*
3. How were the core competencies for those working with children and young people taken into account when developing your Training Programme? Are there any of these you feel concerned about in respect of coverage?

COMMON CORE

4. What elements of existing training provision meet the skill expectations of the proposed core competencies?
5. Where are the gaps in this 'match' and what would need to be developed to fill them?
6. Are some occupational groups served better than others in respect of training provision allied to the proposed core competencies?
7. How do you ensure your provision links with National Occupational Standards?

ORGANISATION OF TRAINING/ QUALIFICATION MONITORING

8. How do Workforce Development Partnerships work within your Trust in respect of providing training/ advising on recommended training and qualifications?

9. What training exists within your Trust to support the common assessment framework?
10. Who are the key professional bodies/ organisations you are involved with in respect of training and development? Does variation in format of delivery and accreditation impact on take up and transferability in any particular areas?

JOINT TRAINING

11. To what extent does your Trust provided joint training of staff. Can you give examples of the areas this works well in?
12. Could you tell us about the multi-agency training strategy for children's services operating within your Trust?

MOVING ACROSS THE WORKFORCE

13. Can you talk about the staff development programme organised within your Trust? How does this support staff moving from one type of role to another?
Give examples from Strand 1 to prompt
14. Can you give examples of training your Trust provides which spans occupational group...or of qualifications which you look for as applicable to more than one occupational group?

COMMISSIONING SKILLS

15. What training do you have in place in respect of developing commissioning strategies?

FUNDING

16. How does your Trust identify budgets for training? What are the key issues here? Which training is most difficult to fund?

QUESTIONS TO BE ASKED TO SPECIFIC TRUSTS ONLY

These follow on from data gathered by UEA as part of BLIS

17. Can you tell us how the development days, focus groups and workshops for workers from different staff groups work have been received within your Trust? We are particularly interested here in the 'Qualification Advice Workshops - can you talk about how these work?**[specific]**
18. Could you talk about the learning labs you are developing and about the work of the change champions in respect of training? **[specific]**
19. Can you describe ISA and TOPSS development and training work operating within your Trust? **[specific]**
20. Can you tell us about any Leadership Development Programmes within your trust - are these accredited if so by who **[specific]**

21. Can you talk to us a little about the *Youth at Risk* course within your Trust? How does this lead on to different training pathways for different staff? **[specific]**

22. Could you talk about the joint training your Trust provides with common modules [e.g. *common assessment framework, risk and protection factors, key working, community capacity building, Core Group responsibilities, information sharing.*]? **[specific]**

We note you have secured the services of independent training consultants who will be undertaking a range of training and support workshops with staff in the first phase of the Children's Trust. *What kind of brief will they work to? We note they will advise staff on relevant qualifications and training for the work they do - How will this happen?* **[specific]**