A foundation degree framework for the school workforce

Please note that this is a draft document in support of a wider consultation which runs from 28 April to 18 July 2008. Following completion of the consultation, this document will be revised to reflect comments/views from stakeholders.

The questions in the text represent the questions we would like respondents to the consultation to consider and are not part of the framework.

During the consultation period you can respond online at:

www.tda.gov.uk/fdfconsultation

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> **'The single most important factor in delivering our aspirations for children is a world class workforce able to provide highly personalised support, so we will continue to drive up quality and capacity of those working in the children's workforce. '**
>
> *The children's plan: building brighter futures - summary*, Department for Children, Schools and Families, 2007

Section I: Introduction

1.0   The Training and Development Agency for Schools

1.1   The Training and Development Agency for Schools (TDA) was established by the Education Act 2005. Its responsibilities include contributing to raising the standards of teaching and of other activities carried out by the school workforce in England, and improving the quality and efficiency of all routes into the school workforce.

1.2   The Government's white paper *Higher standards, better schools for all,* published in 2005, gave the TDA a key role in ensuring that the whole school workforce has the skills and support it needs to raise children's attainment and improve their well-being.

1.3   The school workforce has changed radically in recent years. Support staff members are increasingly taking on crucial and demanding roles, both in school management and in supporting teaching and learning. Training and qualifications for school staff need to reflect and support these changes.

1.4   The TDA is the recognised sector body for the school workforce in England, with responsibilities for developing both occupational and professional standards for school-based roles. In its three-year strategy for school support staff *Developing people to support learning,* the TDA undertook to create a coherent framework of standards and qualifications that would enable schools to develop the potential of all support staff. [1]

1.5   The TDA has consulted widely with employers, school staff and other stakeholders to develop a standards and qualifications framework that:
- reflects the common core of knowledge and skills for people who work with children
- meets employer needs, and
- ensures that the workforce has the knowledge and skills required for its role.

This framework is described in more detail in the TDA's *Sector qualifications strategy*[2]*,* which describes the key drivers for change in the school workforce, evaluates current provision and identifies future development needs.

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[1] *Developing people to support learning*, published by TDA in conjunction with its partner organisations on the School Workforce Development Board, 2006
[2] *Sector qualification strategy for the school workforce*, TDA, 2008

1.6   Each year the TDA publishes a corporate plan setting out its aims and priorities. These fall within three key areas.

- Securing the supply of the school workforce
- Supporting the development of the school workforce
- Supporting the modernisation of the school workforce

The development of a foundation degree framework for the school workforce is part of the TDA's work in supporting workforce development and is informed by the sector qualifications strategy.

2.0   Aims of the foundation degree framework for the school workforce

2.1   The Government's response to the Leitch Report[3] cited foundation degrees as an excellent example of collaboration between universities, colleges, employers and sector skills councils (SSCs), and urged employers, working with their SSCs, to articulate their priorities for high level skills and influence the development of higher education programmes to meet their needs.

2.2   Many higher education institutions (HEIs) have already developed foundation degrees for the school workforce in collaboration with employers. There are over 100 current foundation degrees in the areas of learning support and educational administration, as well as over 200 with a focus on early years and child development.

2.3   The aim of the TDA foundation degree framework is to support HEIs in developing and reviewing foundation degrees to ensure that they meet the changing needs of the school workforce in the context of integrated children's services. The framework builds on the TDA's qualifications strategy, its knowledge of the school workforce in England and the general criteria for foundation degrees to provide guidance on:

- the characteristics of the current school workforce
- current qualifications and emerging needs for higher level knowledge and skills
- the desirable common content of fit-for-purpose foundation degrees for the school workforce
- the need for flexible and accessible provision, closely linked to workplace practice and building on the knowledge and skills developed at work.

2.4   By using the framework, foundation degree providers will be able to ensure that their programmes meet identified national needs in a coherent and consistent way. Employers and learners will be able to recognise that foundation degrees based on the framework are fit for purpose and relevant to work in any school in England.

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[3] World class skills: implementing the Leitch review of skills in England:
www.dcsf.gov.uk/publications/educationandskills/docs/World%20Class%20Skills.PDF

2.5   The framework is not a draft curriculum and it is for each provider to develop their own curriculum; taking account of this framework, the specific needs of their partner employers and the learning needs and career intentions of their learners. The framework recognises that HEIs are autonomous and make their own decisions about what programmes to offer in the light of their particular strengths and missions.

        Consultation question 1: is this framework likely to be helpful to foundation degree providers?

3.0   The Children's Workforce Network

3.1   School staff form part of the wider children's workforce. The TDA is a member of the Children's Workforce Network (CWN)[4], whose members are working together to secure better outcomes for children. Being a member of this network ensures that the TDA is able to position the development of school workforce skills within an integrated approach to children's services.

3.2   The Children's Workforce Network has adopted a set of shared values for integrated working with children and young people (see Annex D). These values should underpin all higher education for the school workforce.

3.3   A number of CWN partners have already developed foundation degree frameworks for their sector (see Annex C). Higher education institutions wishing to develop multi-pathway foundation degree programmes meeting the needs of several sectors within the children's workforce will need to take account of these other frameworks. The Children's Workforce Development Council will also be exploring with key stakeholders the potential for development of an overarching framework to articulate the commonality within foundation degrees for the children's workforce, together with additional specialist elements.

3.4   Members of the CWN have been consulted on and have contributed to the development of this framework. The guidance given here will encourage foundation degree providers to take a strategic view of their provision for school staff in the light of the needs of the whole children's workforce.

        Consultation question 2: does the development of integrated children's services offer further opportunities for foundation degree development?

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[4] The full membership of the Network, which includes sector skills councils and regulatory bodies, is set out at Annex C.

4.0 The integrated qualifications framework for the children's workforce

4.1 The Children's Workforce Network is working with its partners to develop, by 2010, an integrated qualifications framework (IQF)[5] for the whole children's workforce. The vision for the IQF is to establish a framework that has acceptance and credibility across the children's workforce and:

- helps people to deliver services that improve the lives of children, young people and those who care for them
- raises the profile and status of the children's workforce, and
- meets the needs of employers.

4.2 The IQF aims to provide a comprehensive set of qualifications that are agreed to be appropriate for people who work with children, young people and their families, up to and including degrees and professional qualifications. It will support shared values and learning approaches across the children and young people's workforce**.**

4.3 Any qualification that is included in the IQF will be fit for its purpose, meet any relevant regulatory requirements and reflect the common core of knowledge and skills for the children's workforce, which includes:

- effective communication and engagement with children and young people
- child and young person development
- safeguarding and promoting the welfare of the child
- supporting transitions
- multi-agency working
- sharing information.

4.4 CWN partners are working together to develop qualifications and components that can be jointly supported and shared across the workforce. For example, the TDA's national occupational standards for supporting teaching and learning include units imported from other suites of standards including youth work, play work, health, and children's care and development. The IQF aims to increase the common ground in qualifications for the children's workforce, to support both integrated working and the transferability of qualifications.

4.5 This foundation degree framework has been designed to support the development of foundation degrees that will be suitable for inclusion on the IQF. Foundation degrees that meet the requirements of the framework are likely to meet the IQF requirement of fitness for purpose in the schools sector.

Consultation question 3: is endorsement of foundation degrees by one or more sector bodies and inclusion on the IQF likely to be valuable to foundation degree providers?

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[5] www.cwdcouncil.org.uk/projects/integratedqualificationsframework.htm

Section II: foundation degrees

5.0   Characteristics of foundation degrees

5.1   A foundation degree is a vocationally focused higher education qualification that integrates academic and work-based learning (WBL) through close collaboration between employers and programme providers. It is designed in partnership with employers and is intended to equip learners with skills and knowledge relevant to their employment.

5.2   Foundation degrees are designed to be accessible to all adult learners and the delivery mechanisms are flexible. They may be taken full-time or part-time, and typically take two years full-time (or the part-time equivalent) to complete. Foundation degrees provide the learner with the opportunity to apply in the workplace the skills and knowledge learnt, as well as providing opportunities for learning in the workplace.

5.3   The defining characteristics of a foundation degree are:
- *employer engagement* in the design, review, delivery and assessment of the programme
- *accessibility* and participation through the provision of opportunities for learners who would not necessarily have otherwise engaged with higher-level study
- *articulation and progression* to enable students to take responsibility for their own learning and to prepare them to engage in lifelong learning, including progression to at least one Honours degree programme
- *flexibility* in terms of responsiveness to changing employment patterns, modes of attendance, progression routes and admission requirements
- *partnership* arrangements between awarding institutions, other providers, employers, sector skills councils and professional bodies.

5.4   Section IV (paragraphs 12 to 16) explores the application of these characteristics to the school workforce in more detail.

6.0   Vocational and academic level of foundation degrees

6.1   Foundation degrees combine the development of practical and academic skills alongside the acquisition of knowledge and understanding and therefore relate to two frameworks: the national qualifications framework (NQF) and the framework for higher education qualifications (FHEQ). Table 1 below summarises the levels of each framework and shows where current TDA-supported qualifications and training provision for the school workforce fit in. (Fuller details of school workforce provision are in paragraph 9.)

National qualifications framework (NQF)	Framework for higher education qualifications (FHEQ)	Current TDA-supported qualifications and training provision for the school support workforce
8	**D** level – Doctoral	
7	**M** level - Masters	
6	**H** level – Honours	
5	**I** level – Intermediate	Diploma in School Business Management (National College for School Leadership) Foundation degrees
4	**C** level – Certificate	Certificate in School Business Management (NCSL) Higher Level Teaching Assistant status (TDA)
3		Level 3 National Vocational Qualifications (NVQs) based on National Occupational Standards (NOS) for supporting teaching and learning (STL) (TDA/awarding bodies) Level 3 Support Work in Schools qualification (SWiS) (TDA/awarding bodies)
2		Level 2 NVQ STL Level 2 SWiS
1		
Entry		

Table 1: Vocational and academic qualification frameworks and current TDA-supported provision for the school support workforce

6.2   Foundation degrees are located at intermediate level in the FHEQ, which is equivalent to Level 5 within the revised NQF. Holders of qualifications at this level will have developed a sound understanding of the principles in their field of study, and will have learned to apply those principles more widely. Through this, they will have learned to evaluate the appropriateness of different approaches to solving problems. Their studies may well have had a vocational orientation, enabling them to perform effectively in their chosen field. They will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.

6.3   A foundation degree is a stand-alone qualification, but it provides opportunities for further (life-long) study, which could take a number of different forms, including progression to at least one articulated and appropriate honours degree programme. Foundation degree programmes may also offer a certificate of higher education award at the end of the first year or part-time equivalent.

Section III: School workforce and its development needs

7.0   The changing school workforce

7.1   Schools deploy their support staff in different ways according to their circumstances and use a range of different job titles, but most roles can be grouped into broad categories as set out in Table 2 below.
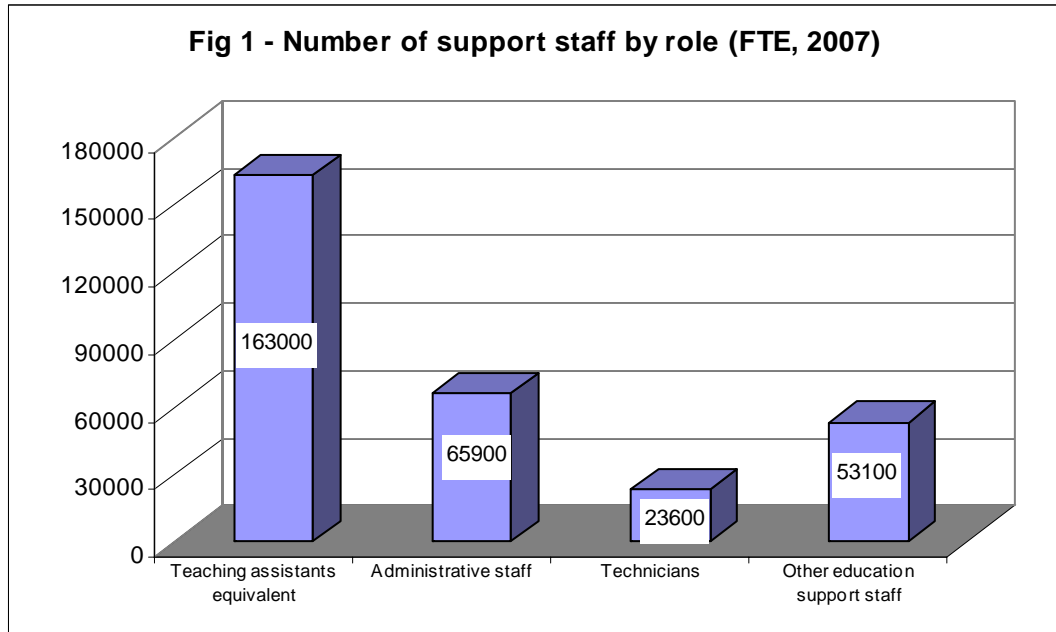
Role Group	Job roles	Example job titles
Site staff	Site staff	Cleaner Caretaker Premises supervisor Site manager
Catering staff	Catering staff	Catering assistant Assistant cook Cook Catering manager
Administration	General administration	Clerical assistant Receptionist Office manager School business manager SIMS/Data manager HR manager
	Finance/Business management	Finance officer School Business Manager
	Examination officer	Examinations officer Examinations invigilator Examinations manager
	Extended services	Extended service coordinator Extended services manager
Specialist and technical	ICT	ICT technician Network manager
	Science/design and technology	Science technician Laboratory technician Design and technology technician Food technology technician Textiles technician Art and craft technician
	Librarian	Library assistant Librarian
Pupil support	Behaviour/guidance/support	Learning mentor Behaviour mentor Home/school liaison officer Parent support advisor
	Care staff	Welfare assistant Healthcare assistant School nurse

	Midday supervisor/playworker	Lunchtime supervisor Playworker Out-of-school care worker/manager Extended school club worker/manager
Learning support	Early years	Nursery nurse Early years assistant Foundation stage assistant
	Teaching assistant/bilingual support	Teaching assistant Classroom assistant Learning support assistant Bilingual support assistant Higher level teaching assistant
	Special needs	Special needs assistant Learning support assistant Teaching assistant special needs
	Cover supervisor	Cover assistant Cover supervisor
	Sports coach	Sports coach

Table 2: the range of job roles in schools

7.2   The number of support staff in schools has more than doubled in the last ten years to over 305,500 full-time equivalent staff (excluding premises and catering staff)[6]. As many support staff work part-time, the actual head count is likely to be more than half a million for total support staff, which is broadly equivalent to the number of teaching staff.

7.3   The distribution of school support staff by occupational role (excluding premises and catering staff) is shown in figure 1 below. The largest single group is made up of teaching assistants and equivalent staff, followed by administrative, other education support staff and technicians.

[6] *The deployment and impact of support staff in schools and the impact of the national agreement* (DISS), Institute of Education, University of London Strand 1, Wave 2 - 2006

Fig 1 - Number of support staff by role (FTE, 2007)

Role	FTE
Teaching assistants equivalent	163000
Administrative staff	65900
Technicians	23600
Other education support staff	53100

7.4   All categories of support staff have shown considerable growth over the last ten years. The greatest increase is in the number of staff supporting teaching and learning, which has grown from some 60,000 in 1997 to nearly 163,000 in 2007, as figure 2 below shows.

Fig 2 - School workforce trends

Legend: Teachers, Total Support Staff, Teaching Assistants
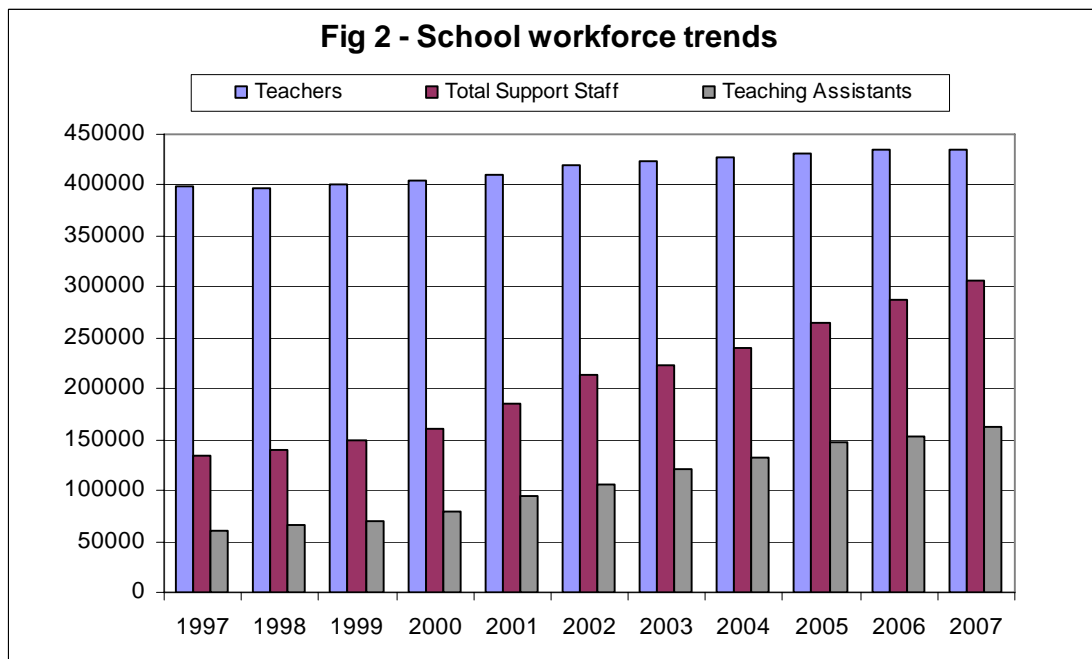
Years: 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007

7.5   Figure 3 below shows the current composition of the workforce by gender, age, ethnicity and experience of working in a school. The majority of current support staff is female (89 per cent), of white ethnic background (97 per

cent) and over 36 years old (90 per cent). There was a statistically significant increase in the average age of support staff over the last decade.

Fig 3: Diversity of the school support workforce

Gender	Age	Ethnicity	Experience
Male 11%	under 36 10%	Othes 3%	16 yrs or more 20%
			9 - 15 yrs 25%
Female 89%	36 & over 90%	White 97%	4 - 8 yrs 30%
			3 or less yrs 25%

Legend:
- 16 yrs or more
- 9 - 15 yrs
- 4 - 8 yrs
- 3 or less yrs
- Othes
- White
- under 36
- 36 & over
- Male
- Female
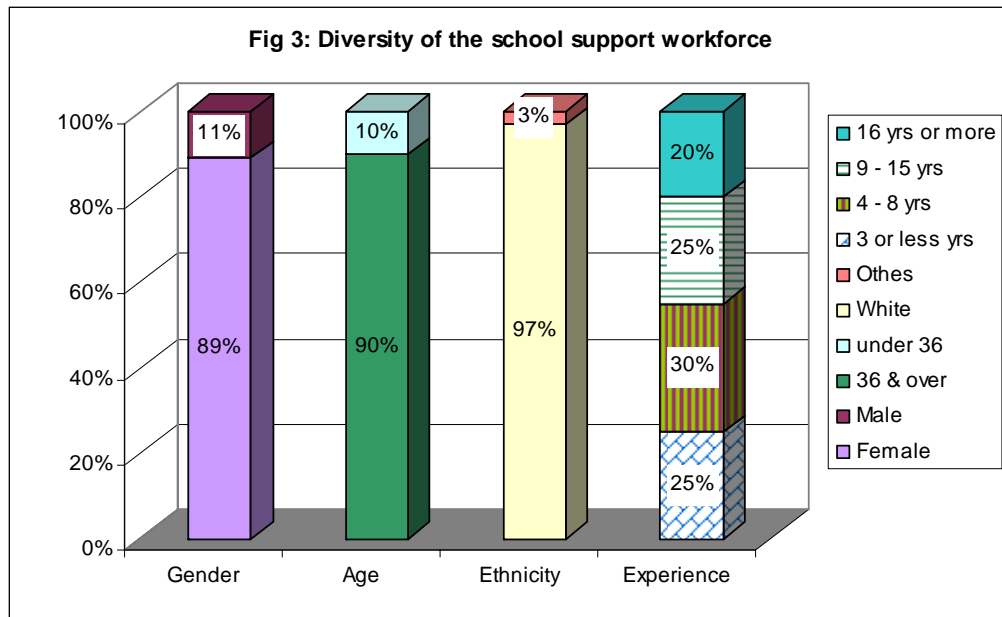
Source: DISS Report on findings from the 2ⁿᵈ National questionnaire survey of schools, support staff & teachers 2006

7.6   There was an even spread in the amount of experience respondents had in their support staff role, with a quarter of them fairly new to the post, nearly a third with four to eight years experience, a quarter with nine to 15 years and a fifth with 16 or more years experience.

7.7   Ofsted[7] found that workforce reforms had resulted in a revolutionary shift in the culture of the school workforce. They made the following key findings.
- Teachers' time and work are now focused more directly on teaching and learning
- The substantial expansion of the wider workforce at all levels is allowing the schools to extend the curriculum, provide more care, guidance and support for pupils, and use data more effectively to monitor pupils' progress
- Many of the schools saw significant benefits as a result of workforce reforms. However, few were evaluating the impact of their actions on raising standards and in contributing to the five outcomes of *Every Child Matters*
- Pupils benefited from increased support from members of the wider workforce. Deploying adults with different skills allowed the schools to improve care and guidance for vulnerable pupils and those at risk of exclusion

Consultation question 4: does this picture of the school workforce match your own experience?

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[7] Ofsted report ' *Reforming and developing the school workforce'*, October 2007: www.ofsted.gov.uk/portal/site/Internet/menuitem.eace

8.0 The qualifications held by the current workforce

8.1   The deployment and impact of **support staff** (DISS) study found that 63 per cent of the support staff surveyed said they did not need specific qualifications to be appointed to their post, but 61 per cent said they had a qualification that was linked to their role. Only 10 per cent said they had no qualifications and over a third (38 per cent) said they had qualifications at level 2 or above.

8.2   Technicians were the most highly qualified, with 31 per cent having a degree. 58 per cent of support staff said they had a mathematics qualification at level 2 or above and 71 per cent said they had an English qualification at the same level.

9.0 Current qualifications available for the school workforce

9.1   A study by Sheffield Hallam University for the TDA in 2005[8] found that there were over 600 different qualifications available for school support staff, although few of them had been designed to meet the specific needs of schools. In 2006, therefore, the TDA produced a career development framework (CDF)[9] to support local authorities and schools in identifying appropriate training and qualifications for school support staff. All the qualifications on the CDF are either accredited to the national qualifications framework (NQF) or are nationally recognised in other ways, and have been found to be useful by schools and local authorities. Higher education institutions can use the CDF as a source of information on the qualifications that candidates for foundation degrees may have.

9.2   The TDA is also directly involved in training and qualifications for school staff, as summarised in Table 1 above. A number of these are available at NQF level 3 and above and could therefore potentially provide a basis for admission to a foundation degree including admission with advanced standing:

9.2.1   *Level 3 Support Work in Schools (SWiS) qualification***:** mainly for staff not directly supporting teaching and learning in the classroom, this provides learners with training and recognition of skills relevant to their role in school. The SWiS is made up of units from a range of suites of NOS relevant to the roles of school staff, including specific pathways for catering staff and parent support advisers. The TDA provides funding for the SWiS through local authorities.

9.2.2   *Level 3 National Vocational Qualifications (NVQs)* for teaching/classroom assistants: these have been available since

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[8] Sheffield Hallam University research report, December 2004: www.dfes.gov.uk/research/programmeofresearch/projectinformation.cfm?projectid=14841&resultspage=1
[9] TDA Career Development Framework: www.tda.gov.uk/support/careerdevframework.aspx

2002. More than 30,000 support staff have now achieved NVQs at levels 2 and 3. The TDA has recently worked with partners to revise and broaden the scope of the national occupational standards (NOS) on which these NVQs were based. New NVQs based on these revised NOS - known as NOS for supporting teaching and learning in schools (STL) – are now available and may be taken by people in a broad range of pupil support roles. A third of the units that make up the new NOS are borrowed from other suites of NOS developed for the wider children's workforce, including play work, youth work and early years. The revised NOS reflect the common core of skills and knowledge for the children's workforce. These NOS will be particularly relevant to any foundation degrees intended for staff who support teaching and learning in schools.

9.2.3   *Advanced Apprenticeships* for teaching assistants: the programmes are underpinned by NOS and include an NVQ3, technical certificate and key skills. They enable individuals to develop knowledge and skills within the sector whilst being paid a training wage. The TDA's apprenticeship framework is being reviewed during 2008 to encompass the new STL NVQs. So far school take-up of apprenticeships has been limited but this route into the workforce may develop further in the future as a link between 14-19 diplomas and foundation degrees.

9.2.4   *Higher Level Teaching Assistants (HLTA) Status*: HLTAs play a vital role in supporting teaching and learning in schools. Over 21,000 people have achieved the status so far. Those with HLTA status have demonstrated that they can teach whole classes as well as small groups, under the overall direction of a qualified teacher. Learners are assessed by TDA-approved providers of training and assessment against a set of professional standards. The HLTA standards reflect the same overall structure as the standards for qualified teacher status (QTS). The original HLTA standards have been revised to reflect the common core. All HLTAs are required to demonstrate that they have sufficient knowledge and understanding in an area of expertise to support learning. Secondary mathematics and science have been identified as priority areas of expertise for HLTAs. Subject knowledge training can be provided to candidates en route to gaining HLTA status or as part of ongoing CPD once status has been achieved.

9.2.5   *Certificate and Diploma of School Business Management (CSBM & DSBM)*: the National College for School Leadership (NCSL) piloted the CSBM in 2002 and introduced the DSBM in the following year. More than 5,000 people have now completed or are currently enrolled in the training programmes. The CSBM and DSBM are externally accredited by the Institute of Administrative Management (IAM). Learners receive dual awards:

- NCSL CSBM and the IAM Diploma in Administrative Management, equivalent to the first year of a first degree course (NQF4)
- NCSL DSBM and the IAM Advanced Diploma in Administrative Management, equivalent to the second year of a first degree course (NQF5).

9.3   In addition, higher and further education institutions have developed a range of foundation degrees for learners from the children's workforce including school support staff. At present there are over 200 foundation degrees in early years/care and development focus and over 100 in learning support.

10.0   The sector's view of current provision

10.1   In 2006/7, the TDA carried out extensive consultation on how well the current range of qualifications met the needs of the sector, and where there were existing or anticipated skills gaps and shortages. The consultation included school leaders, local authorities, school staff, and sector skills councils and sector bodies with responsibilities for one or more occupational roles found in schools.

10.2   The responses raised a number of key issues about the size and shape of current provision of training and qualifications for school staff, in particular:
- the large number of qualifications available for teaching assistants
- the degree of overlap between qualifications, which led to staff repeating learning when training to do a different, but related, role
- the need for opportunities for support staff to achieve recognition for the skills and knowledge that they had acquired through formal and informal development and on-the-job learning. Overwhelmingly, people wanted to see an incremental framework put in place that allowed school support staff to build their skills over time from initial training to full occupational competence, with full recognition of prior achievement.

11.0   The changing needs of the school workforce

11.1   Other findings from TDA's consultation showed how Government policies for the children's workforce in schools were impacting on training needs.

11.2   First, workforce remodelling under the National Agreement on teachers' workload had led to the creation of new roles in the school workforce (eg. cover supervisor) as well as the expansion or refocusing of existing ones, such as teaching assistant. Stakeholders felt that the current range of qualifications did not reflect the changes in schools over the past few years or support the training of people in new and emerging roles.

11.3   Those consulted also felt that recent and proposed changes meant that there was a much greater need for higher level skills (NQF3 and above) amongst support staff. These included:

11.3.1 increased subject knowledge for teaching assistants, in particular to support a more personalised approach to learning. *The Children's Plan: building brighter futures* [10] reinforces the government's commitment to personalised education

11.3.2 more staff coming into schools with vocational expertise to support the introduction of diploma lines and to provide specialist support to teachers. *The Children's Plan* proposes additional diploma lines for the future and the extension of education, including vocational options, to 18

11.3.3 more support staff with an increasingly specialised knowledge of special educational needs (SEN) and specific learning difficulties to support the SEN coordinator (SENCO). *The Children's Plan* gives further commitments to supporting children with SEN

11.3.4 more behaviour and attendance specialists amongst support staff. Again, *The Children's Plan* includes further emphasis on behaviour

11.3.5 more pastoral and welfare staff to free teachers to concentrate on teaching: for example, non-teaching heads of year, assistant SENCOs and people trained to work with families and carers. *The Children's Plan* highlights the need for additional support for families

11.3.6 more support staff able to take on coordination roles, in particular in liaising with other organisations and agencies (extended service provision in schools, which includes a commitment to supporting swift and easy access to other services, and the introduction of 14-19 diplomas were particularly cited here). Continuing work on the integration of all children's services under *The Children's Plan* will reinforce the need for schools to work effectively with other services

11.3.7 more support staff taking on line and team management responsibilities

11.3.8 an increased need for school business managers to enable teachers to re-focus their role on leading learning and curriculum development, especially with the move to extended services. *The Children's Plan* announced that the government has asked the NCSL to run 24 demonstration projects testing new roles of Advanced School Business Manager (ASBM) and School Business Director (SBD).

11.4   The NCSL is developing higher level training and qualifications to support the development of the ASBM and SBD roles. The ASBM role is likely to be at Honours degree level, while the SBD role would be at Masters level.

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[10] The Children's Plan: www.dcsf.gov.uk/publications/childrensplan/

NCSL is working with the National Bursars' Association (NBA) to develop a competency framework for school business managers that would underpin the CBSM, DBSM and higher level qualifications, and the roles they reflect. HE providers may wish to follow these developments and consider how foundation degrees in related areas, such as educational administration, general management or financial management, may complement and articulate with these specialist programmes.

11.5   A large proportion of those consulted felt that skills gaps at specialist and management level could be addressed through in-house development activities but, where external training and accreditation was available, felt that HE qualifications would give support staff more credibility when negotiating with teaching staff and those in other agencies, as well as providing more opportunities for progression than vocational qualifications from the national qualifications framework.

11.6   These findings suggest that there is considerable scope for the development of foundation degrees that will meet the growing need for higher level knowledge and skills in the children's workforce. The evidence available so far suggests that those taking foundation degrees relevant to support work in schools are mainly current members of school staff, who wish to study either for personal development or to improve their career prospects. Many of these staff are part-time, have caring responsibilities and lack formal qualifications, so foundation degree provision for them needs to be flexible, work-based and designed to take account of experience.

11.7   The Government publication *Building brighter futures: next steps for the children's workforce*[11] looks forward to what the workforce will be like in 2020. Foundation degree providers will wish to keep in touch with both national and local developments to identify emerging areas of the workforce where there may be a need for foundation degree provision.

Consultation question 5: does this picture of the emerging needs of the school workforce match your own experience?

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[11] DCSF publication 'Building brighter futures: nest steps for the children's workforce: http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00292-2008&

Section IV: Applying foundation degree characteristics to the needs of the school workforce

12.0 **Employer engagement**

12.1   Foundation degrees are intended to provide learners with the knowledge, understanding and skills that employers need, so it is important that employers are fully involved in the design and regular review of foundation degree programmes. Where possible they should also be involved in the delivery and assessment of the programme, particularly in the workplace. Foundation degree learners need opportunities to learn in their work environment, to be supported in their learning at work, and to use their workplace to test out and evaluate academic concepts.

12.2   The Government's response to the Leitch review acknowledged that many HEIs already worked closely with employers but emphasised that all HEIs needed to 'grow their capacity to engage on a large scale with employers, in ways adapted to their different profiles and missions'.

12.3   Although there appear to be more than 100 foundation degrees aimed at school staff, recent research suggests that there is still little awareness amongst employers in the school and children's sectors of the potential of foundation degrees to meet their growing need for skilled and knowledgeable staff.

12.4   A Government-funded 'Gateways to the professions' project[12] on how foundation degrees are meeting the needs of children's workforce employers found that:
*   HEIs still tended to work in departmental or faculty 'silos', so that there was a lack of overall strategic approach to meeting the needs of the children's workforce
*   foundation degrees were still relatively unknown among many employers, and were not well understood among those who had heard of them
*   there was some tension between meeting the longer term needs of an integrated children's workforce, and meeting employers' shorter term needs for specific staff development
*   it was easier for larger public sector employers to take a longer term, strategic view than for smaller private, independent or voluntary sector employers
*   there were some moves to integrate foundation degrees across health, education and early years but other areas of the children's workforce, like youth justice and sport, were less likely to be included.

12.5   Recent research by Edge Hill University[13] also found that there appeared to be a lack of awareness and understanding of foundation degrees: for a

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[12] The CWDC Gateway Project:
www.cwdcouncil.org.uk/projects/integratedqualificationsframework.htm
[13] Edge Hill University, *Mapping the changes: a critical exploration into the career trajectories of teaching assistants who undertake a foundation degree,* November 2007

major new government initiative, very little was known by employers about what constituted a foundation degree, the progression routes available and how it could benefit their employees and organisation.

12.6   With over 20,000 schools in England, ranging from small primaries to large secondaries, engaging with the employers of the school workforce can be complex. Schools of all sizes may be self-governing and employ their own staff, while others are community schools where the local authority is legally the employer and may be closely involved in workforce development. Many HEIs will already have good relationships with schools and local authorities through their provision of teacher training, but this will not necessarily mean that they can ensure a critical mass of potential foundation degree learners among support staff, whose needs may be more complex and wide-ranging. Before investing in the development of foundation degrees for the school workforce, therefore, HEIs will wish to establish, through consultation with head teachers and local authorities, whether there is likely to be sufficient local demand to fill places on the programme year on year.

12.7   A useful starting point may be to establish whether any other departments or faculties in the HEI are already providing foundation degrees for the children's workforce. This may provide useful employer contacts and possibilities of creating a single cross-faculty programme with a range of different pathways within it, giving economies of scale. Where the local children's trust is involved in workforce planning, this should provide a forum for considering the development needs of the whole children's workforce.

12.8   Providers may also consider strengthening partnerships with employers by providing preparation for their employees to gain the skills to enter higher education. The TDA Skills for Life Planner may be useful here[14].

12.9   Once employers have been engaged, they need to be involved at each stage of development and delivery, including assessment, monitoring and review. Further guidance on employer involvement is given in the following sections, particularly paragraph 16 on partnership.

Consultation question 6: are there other important issues about employer engagement that this guidance should address?

13.0   Accessibility

13.1   Foundation degrees are intended to increase access and widen participation into higher education for learners from different starting points and with different entry qualifications. Many learners will already have extensive experience of working with children and young people.

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[14] TDA Skills for Life Planner:www.tda.gov.uk/leaders/skillsforlife.aspx

Foundation degree programmes should therefore be designed to build on the qualifications and experience that members of the school workforce are likely to bring with them.

13.2   Providers should develop a process to determine what qualifications, skills and competences the learner already possesses and how these relate to the requirements of the foundation degree. This may allow learners to gain credit exemption from modules or units based on previous qualifications and/or experience. The higher education funding council for England (HEFCE) strongly recommends that partnerships offering foundation degrees should agree and apply common arrangements for accrediting prior experience and learning. [15] The *Quality Assurance Agency for Higher Education (QAA) guidelines on the accreditation of prior learning* may be useful to providers and the QAA code of practice section 6: assessment of students may also provide a useful reference.

13.3   Applicants for foundation degrees must have the potential to study at HE level 4 initially, so minimum entry qualification of Level 2 or equivalent might be expected in basic skills to meet the academic demands of the foundation degree. Providers may wish to consider supporting applicants to gain level 2 qualifications in maths/numeracy and English/literacy at the same time as studying on the Foundation Degree.

13.4   Providers may also consider it desirable for applicants to have a full Level 3 qualification, for example an NVQ or equivalent. The TDA's online career development framework[16] and paragraph 9 of this framework provide information on qualifications that could be considered for entry.

13.5   A further consideration is whether providers should set a minimum entry requirement of relevant experience of work within a school or setting, either as a volunteer or through employment, and consider how candidates can demonstrate their commitment to and ability to engage with the programme. For example, some foundation degree providers ask for a minimum of two years paid or voluntary experience in a relevant role in a school or setting, evidence of engagement with recent relevant continuing professional development; and a supporting statement from the employer. This may be appropriate for programmes designed for those already established in the school workforce. In the longer term, if there is a need for foundation degree routes from diplomas and apprenticeships, providers may wish to consider other ways of establishing potential learners' ability to benefit, perhaps by asking candidates what they have learned from any work placements or other experience they have had.

Consultation question 7: should this framework include any other points about how foundation degree providers might select students?

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[15] Guidelines on accreditation of prior learning (QAA 2004): www.qaa.ac.uk/academicinfrastructure/apl/default.asp
[16] TDA Career development framework: www.tda.gov.uk/leaders/supportstaff/career_development_framework.aspx
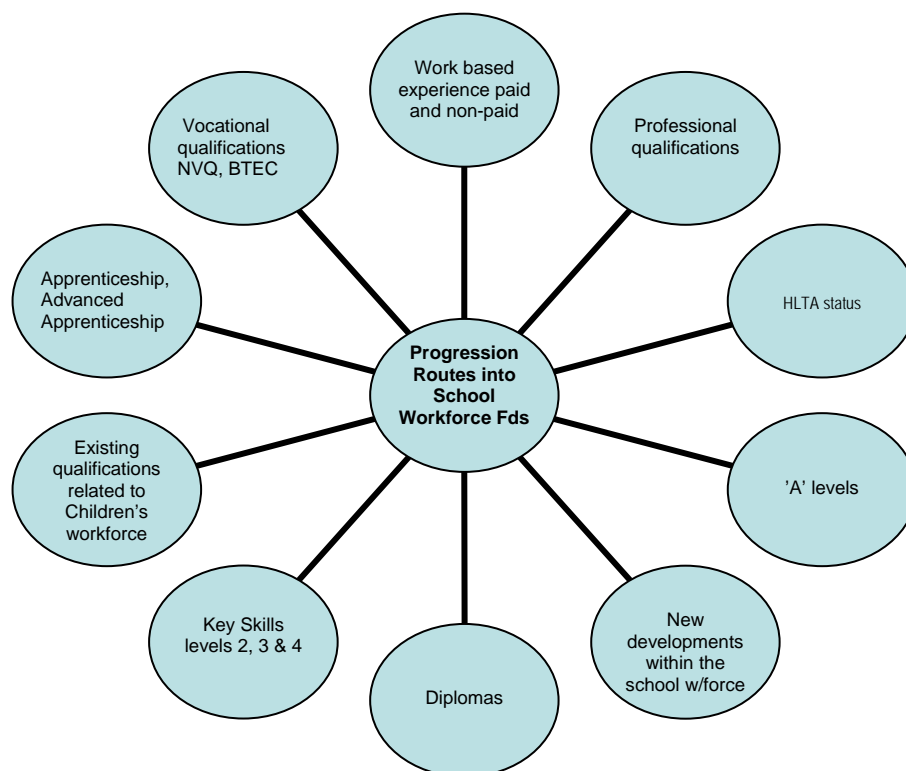
Figure 4 – Progression routes into school workforce Foundation Degrees

13.6   Providers can improve the accessibility of their foundation degree
        programmes by working with employers to provide short, accredited
        programmes of 'bite-sized' learning to develop specific areas of
        professional practice. This can help learners build up a professional
        development portfolio to support access to foundation degree provision
        and encourage learners who may be reluctant to embark immediately on
        level 4 study. It is important, however, to ensure that these short
        programmes can contribute to a coherent learning experience and that the
        learning outcomes and assessment criteria for these short programmes
        are appropriate to the level of study. Where appropriate they should also
        reflect any relevant NOS or professional standards.

13.7   Providers may wish to consider including in the foundation degree
        structure a generic work-based learning module common to foundation
        degrees that facilitates accredited prior experiential learning (APEL) and
        gives individuals the opportunity to use existing qualifications towards the
        foundation degree. For example, HLTA status is currently accepted as
        evidence of prior experiential learning for some foundation degrees.

13.8   Potential applicants for the foundation degree may be returning to learning
        after a significant break and will need flexible support mechanisms to
        enable them to complete work at higher levels. This could be, for example,
        a blend of face-to-face and online sessions, both as embedded study in
        the subject teaching and as generic modules. A personal development
        portfolio to identify learning and development needs and record progress
        should be embedded into level 4 of foundation degree programmes, but

can be usefully extended into level 5 to map student progress and aid reflection on achievement. [17]

13.9 Providers should ensure that information on routes into foundation degrees on websites and promotional materials is very clear and accessible to those who may not be familiar with higher education vocabulary. They should also make it clear to applicants that their existing knowledge and skills can be recognised for entry to the foundation degree, including entry with credit.

Consultation question 8: do you think there are any additional points about entry to foundation degrees, including entry with credit, that should be included in this framework?

14.0 Articulation and progression

14.1 The foundation degree should be recognised as a qualification at level 5 in its own right. This level of qualification is appropriate for many roles within the school workforce. However, foundation degree graduates may wish to progress to higher or professional qualifications.

14.2 Providers may wish to offer a certificate of higher education qualification for those who only complete the first level (level 4). This will provide more flexibility for applicants whose circumstances lead to a break in study, but it will be important to ensure that the programme is also coherent and meaningful in itself. Providers may also wish to develop cross-faculty programmes that provide for lateral or vertical progression within the wider children's workforce.

14.3 Applicants should be made aware of minimum requirements for specific progression routes out of foundation degrees. For those wishing to progress to QTS or Early Years Professional Status, or to gain HLTA status in parallel with the foundation degree, it is particularly important to be clear about their respective literacy and numeracy requirements.

14.4 For learners who wish to progress to studying at level 6, there should be a route to an appropriate honours degree within the institution. Providers should consider what 'top-ups' are available to an honours degree both within their own faculty or institution and from other institutions. Progression routes to QTS will need to provide ways of developing learners' subject knowledge and subject pedagogy. Some providers find that a two-plus-two model rather than a single additional year is more suitable for those seeking QTS.

14.5 Providers should also consider routes that will enable learners to progress to professional or higher vocational qualifications.

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[17] www.qaa.ac.uk/academicinfrastructure/progressFiles/default.asp

Consultation question 9: are there any other points about progression, interim awards or dual awards that you think should be included in this framework?

15.0   Flexibility – delivery modes

15.1   Foundation degrees are designed to enable people to develop their knowledge and skills in the workplace, and schools in particular find it difficult to release staff for off-site training. In addition to providing flexibility in entry requirements and progression routes, therefore, providers of foundation degrees for the school workforce should consider the need of potential learners for flexible delivery modes and study patterns so that they can study, within reasonable limits, when and where it best suits them.

15.2   Modes of delivery that could be considered include:
- Workplace delivery (for larger groups of students from one employer or location)
- E-learning (web based)
- Virtual learning environment
- Distance or off-site learning
- Weekend and holiday attendance
- Evening/weekend study (workshops)
- Block release
- Part-time study
- Full-time study
- Blended learning (ie. a mix of the above)

15.3   Some providers find that blended learning, combining face-to-face support with a virtual learning environment, is particularly suitable to meet the needs of school staff; who typically value one-to-one support to build their confidence as well as peer contact and the opportunity to work flexibly around their work and home commitments.

15.4   Local employer needs may influence the mode of delivery in some instances and providers need to involve employers in developing programmes to take account of this. Where it is possible for providers to work with employers at a strategic level, there may be potential benefits in arranging work shadowing, action research projects and complementary placements in different schools or settings. Where providers can work across faculties and engage with the wider children's workforce, for example by engaging with children's trusts, there may be benefits in extending such arrangements to other areas of children's services. This could, for example, contribute to learners' attainment of the common core learning outcomes in multi-agency working.

15.5   The role of the personal tutor will be an important one to support student learning, particularly in the early stages of the foundation degree. When distance learning is used, it should be combined with other modes of

learning and should be properly supported, with learners given structured access to tutors and learning resources. Support arrangements need to be in place for the duration of the programme to support these learners both in terms of study skills and personal skills.

Work-based learning

15.6   Work-based learning is a fundamental aspect of foundation degree development, so programmes should provide opportunities for learners to make links between their work-based practice and learning on the programme. Providers, learners and employers need to work together to identify structured learning opportunities – for example, through work-based projects – to stimulate critical reflection and enable learners to apply new knowledge in practice. At the development stage, providers will need to think about work-based learning in terms of: time allocated to modules; number of credits as a proportion of the award; the design of assessment to ensure that it is relevant to the workplace and current practice. An element of assessed practice is always likely to be appropriate for a foundation degree for the school workforce.

15.7   There may be sector-specific expectations for work-based learning in some instances and providers should ensure that programmes are developed to take account of these requirements. For example, HLTA status may be embedded into foundation degree provision, but providers would need to ensure that the work-based evidence aspects for claiming the status are generated through work-based tasks[18].

Developing mentors for support and assessment

15.8   It is important that training is provided for employers who are involved in assessing in the workplace and for those who will be acting as work-based mentors for learners. Guidelines on the roles and responsibilities of learner, employer and work-based mentor should be provided at the beginning of the programme and mentors should be offered continuing support[19]. If employers are to be involved in the assessment of learners in the workplace, providers need to ensure they understand the learning outcomes and assessment criteria so that assessment is reliable and consistent across workplaces.

Consultation question 10: are there any other points about flexible delivery and work-based learning that should be included in this guidance?

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[18] Refer to the TDA website for more details: www.tda.gov.uk/hlta
[19] *QAA Codes of Practice for the Assurance of Academic Quality and Standards in Higher Education; Section 9 – Work-based and Placement Learning*

16.0   Partnership

16.1   Partnerships between employers, HEIs, further education (FE) colleges
and SSCs are central to the concept of foundation degrees. Partnership
agreements should clearly identify the needs and expectations of all
parties; all involved need to recognise both the primary responsibilities of
the awarding HEI for the standards and quality of the programmes offered,
and the key importance of meeting the requirements of employers.

16.2   Learners themselves have an important part in negotiating programmes of
study to meet their own learning needs in both the work and academic
learning environments. These learning needs can be achieved, with
guidance and agreement from the institution and employer, through
learning agreements.

16.3   The learner, employer and provider should establish a tri-partite learning
agreement at the start of the programme, outlining the roles and
responsibilities of all parties. Where a number of higher education and/or
further education providers work together to deliver a foundation degree,
they must formally agree individual responsibilities for delivering learning.
This must be shared with employers and learners[20].

16.4   It is important that the partnership between institution, employer and
learner is clearly identified from the beginning and that account is taken of
the needs and expectations of all parties. The Foundation Degree
Qualification Benchmark[21] 2004, paragraph 37 gives more information on
this point. If employers are to have access to learner marks, this must be
clearly stated at the outset and the learner must sign to say they agree to
this (see guidance from QAA Code of Practice Section 9). Employer
involvement in the design, application and evaluation of assessments is
recommended and providers should ensure that assessments relate to the
workplace[22].

Quality of the learning provision and environment
16.5   All staff teaching on the programme should have current expertise in
the subject area. Providers may need to offer a staff development
programme to ensure lecturers' skills and experience are in line with
current practice in schools. There may be opportunities through
consultancy, research or work-shadowing activities with partner
employers for staff to update their knowledge and experience.

16.6   Throughout the programme, the partners should monitor the learner's
progress and attendance to aid retention and to enable providers and

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[20] *QAA Codes of Practice for the Assurance of Academic Quality and Standards in Higher
Education; Section 2 – Collaborative Provision*:
www.qaa.ac.uk/academicinfrastructure/codeOfPractice/default.asp
[21] QAA Foundation Degree Qualification Benchmark:
www.qaa.ac.uk/reviews/foundationdegree/benchmark/fdqb.asp
[22] *QAA Codes of Practice for the Assurance of Academic Quality and Standards in Higher
Education; Section 6 – Assessment of Learners*

employers to offer appropriate support. This is also important for learners who are building a portfolio of HE work that may be accredited against a foundation degree at a future date. Providers need to develop robust systems that can capture the level of detail needed to ensure all learners can successfully progress to appropriate programmes. The learning agreement must give clear guidance to all parties about what will be reported back to employers and this must be agreed with the learner from the outset.

Consultation question 11: are there any other issues about partnership that should be addressed in this framework?

<u>**Section V: Content and structure**</u>

17.0   Content and structure

17.1   Foundation degrees are designed to provide learners with the knowledge, understanding and skills that employers need. An integral part of the provision should be the development of professional and personal skills and confidence and the provision of a vehicle through which current roles may be enhanced.

17.2   A foundation degree for the school workforce aims to develop and enhance the intellectual and practical knowledge, understanding and skills of learners working as or aspiring to be practitioners within the school workforce, in differing roles and contexts in a wide variety of schools and settings. Content needs to focus on the needs of the individual, the school and its pupils, the local authority and the government policy.

17.3   In developing foundation degree programmes for the school workforce, providers need to consider how learners can be prepared to:
- engage with and reflect upon their own personal and professional learning,
- develop transferable skills, ie. ICT, teamwork, problem solving, communication skills and application of numbers,
- apply the principles of evidence informed practice,
- engage in further study and enhanced practice in diverse schools and settings,
- attain the skills and knowledge required to gain appropriate professional status in schools and settings relevant to their role

17. 4   The school workforce is part of an increasingly integrated children's workforce, so all foundation degrees for the school workforce should be informed by the shared values for integrated working (see Annex D) and meet the requirements of the IQF. This means that they need to meet any sector specific and regulatory requirements, and reflect the common core either within the programme itself or in the entry requirements.
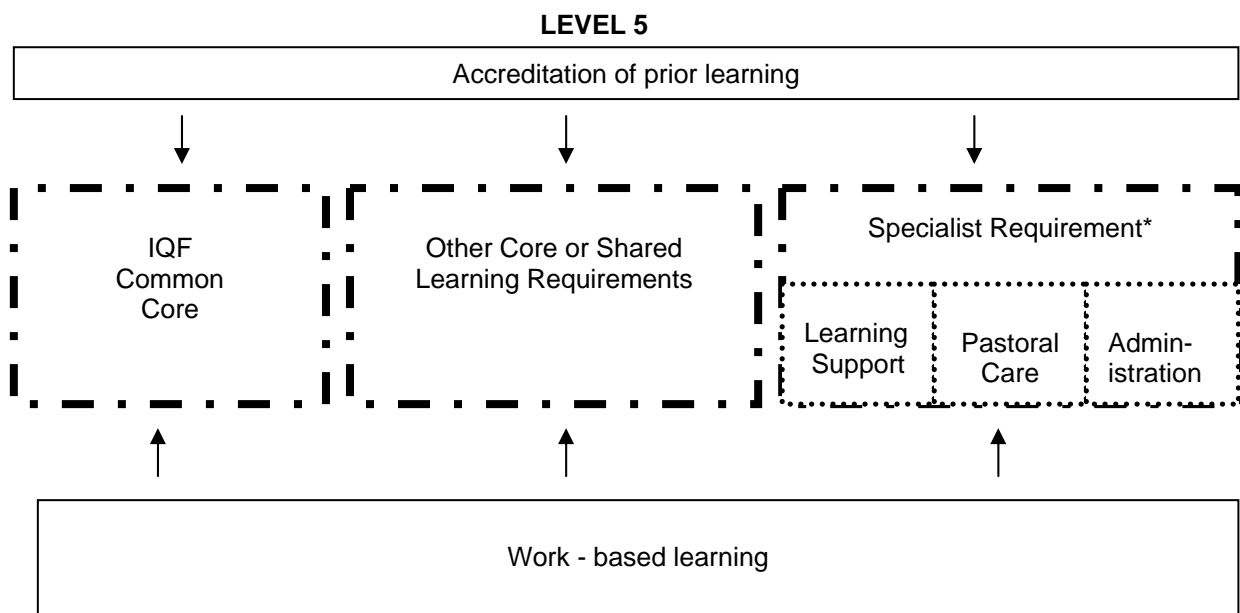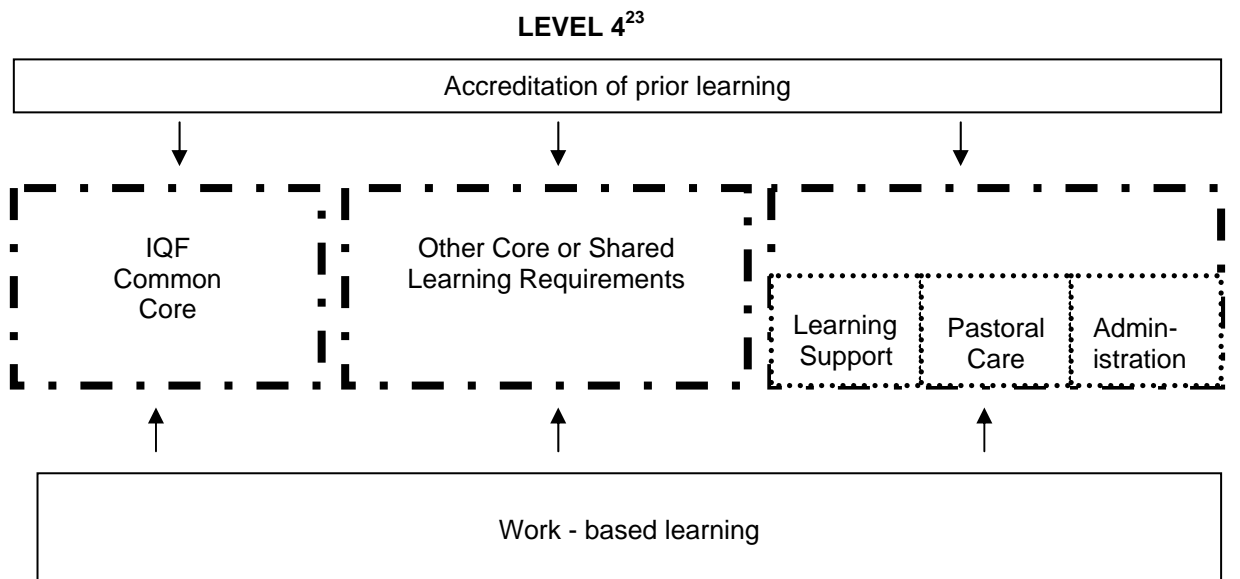
Consultation question 12: do you think the shared values of the Children's Workforce Network will support the development of foundation degrees that meet the needs of the school workforce and the wider children's workforce?

17. 5   The common core includes:
- Effective communication and engagement with children, young people and families
- Child and young person development
- Safeguarding and promoting the welfare of the child
- Supporting transitions
- Multi-agency working
- Information sharing

17.6   Foundation degrees should engage with the common core at NQF levels 4 and 5. Annex E gives an example of how the level 4/5 descriptors can be used to develop the communication strand of the common core.

Consultation question 13: would it be helpful to extend Annex E to cover the whole of the common core?

17.7   All learners will need to cover the common core as part of their foundation degree programme. However, the diversity of the learner group may mean that some aspects are explored in greater depth as part of specialist modules related to specific job roles. For example, those working in a supporting learning and teaching role would need a deeper understanding of *Child and Young Person Development* than those working in a school business administration role. Nevertheless, by the end of the programme, foundation degree graduates should all have a good understanding of what it means to be part of an integrated children's workforce that supports children's well-being. They should also be able to show that they are reflective practitioners who are sensitive to equality and diversity and are able to take on leadership roles.

17.8   A starting point for developing a foundation degree for the school workforce should be for providers to engage with the NOS for the range of roles when considering content for work-based learning or specialist modules. It may be useful for providers to consider the NOS for Supporting Teaching and Learning as these cover a wide spectrum of job roles within the school workforce.

17.9   The following example shows how providers might structure a foundation degree for the school workforce, allowing for different pathways relevant to specialist roles. The structure consists of generic core modules related to whole school workforce issues and allows for accreditation of prior certificated and experiential learning relevant to the degree. The work-based learning aspect of the programme spans each level and is an integral component directly related to professional practice.

LEVEL 4[23]

Accreditation of prior learning

IQF Common Core	Other Core or Shared Learning Requirements	Learning Support	Pastoral Care	Admin-istration

Work - based learning

LEVEL 5

Accreditation of prior learning

IQF Common Core	Other Core or Shared Learning Requirements	Specialist Requirement*
		Learning Support / Pastoral Care / Admin-istration

Work - based learning

note: These reflect the specialist areas that have been outlined. Pathways may be incorporated within a foundation degree programme for any or all of these specialisms.

17. 10   These modules need to be developed to provide learning outcomes designed to ensure progression in student learning:

- *Level 4*: develop a rigorous approach to the acquisition of a broad knowledge base, employ a range of specialised skills; evaluate information using it to plan and develop investigative

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[23]   The size of the boxes and their internal components are relative. They should not be read as implying any specific weighting to be given to these elements. These are the elements to be included but how these are incorporated within the foundation degree programme and the emphasis given will be determined by the development partnership. It is likely that a shift will occur between level 4 and 5, eg. there might be an increased emphasis upon specialist learning in Level 5.

strategies and to determine solutions to a variety of unpredictable problems; and operate in a range of varied and specific contexts;

- *Level 5*: generate ideas through the analysis of concepts at an abstract level, with a command of specialised skills and the formulation of responses to well defined and abstract problems; analyse and evaluate information; exercise significant judgement across a broad range of functions; and accept responsibility for determining and achieving personal and/or group outcomes.

17. 11 In addition to these general outcomes for all foundation degrees for the school workforce, providers will need to provide knowledge and skills learning outcomes related to particular specialist modules. These fall broadly into three groups:
- those directly supporting teaching and learning
- those supporting pupils in other ways, eg. through behavioural or pastoral support, and
- those supporting the organisation and management of the school.

Assessment

17. 12 The purpose of assessment is to determine the learner's performance in relation to the learning outcomes of the degree programme. Assessment criteria need to be clearly defined and clearly related to the learning outcomes for the foundation degree. It is important that the programme uses a variety of assessment methods to allow learners to demonstrate achievement in a range of ways. Assessments could include:
- portfolios
- reflective logs
- presentations
- work-based projects
- peer and self-assessed work
- skills logs
- written coursework

17. 13 Providers should also consider the overall assessment load for learners. An assessment schedule, available to staff and learners, should ensure that a range of different assessment methods is used across the programme and that assessment is spread to avoid overload for learners.

17. 14 Providers should consider the impact on practice of particular assessment methods and criteria, and where possible involve employers in designing assessment to make sure it is relevant to the workplace.

Section VI: Specialist pathways

18.0   Developing specialist pathways with NOS
Where providers have the appropriate staff expertise and potentially viable student numbers, they may wish to develop multiple pathways to appeal to all sections of the school workforce.

18.1   When developing specialist routes, providers should use the STL NOS to inform their thinking, as these provide pathways for a wide range of staff including cover supervisors, pastoral support staff and teaching assistants. The NOS qualifications structure offers a model of core and optional units that providers may wish to draw on (see examples in table 3 below).

18.2   Incentives to incorporate NOS in designing foundation degrees include:
- To assist progress towards widening participation in HE
- To provide opportunities for learners to progress in terms of vocational learning
- To ensure work-based learning is relevant to occupational practice
- To strengthen ties between HEIs, SSCs, professional bodies and employers

Challenges include:
- Inclusion of NOS should be balanced to ensure that academic content of the course is not compromised
- Ensuring the acquisition of new knowledge is included in the design of the programme to move learners on through their vocational learning
- Developing assessment which is learning outcome based rather than learning/teaching input based

To ensure that foundation degree provision for school workforce has currency within occupational areas, it is important that providers not only take account of the NOS but also develop programmes with a broad-based academic content.

18.3   In developing programmes, providers may consider partnerships with FE colleges that have experience of delivering NOS-based vocational qualifications in specialist areas to assist in the development of occupational programmes to HE level. This may be particularly important if co-delivery of a higher level vocational qualification and foundation degree is being considered.

Specialist Area	Indicative Content	Example of link to National Occupational Standards
Pastoral Support roles	• Identification of the key factors in the re-modelling of the school workforce, current legislation, policy and initiatives relating to improvements in teaching and learning, behaviour in school and educational settings • Examination of the roles within educational settings to improve achievement through behaviour, pastoral and learning support. • Consideration of common behavioural difficulties and identification of likely support strategies used. • Consideration of a range of learning difficulties and identification of likely support strategies. • Consideration of a range of health related issues and health inequalities. • The learning environment and factors affecting how children learn. • Transitions, communications and record keeping. • Examination and impact of the individual's support role on pupils' development and learning • Reflection on own practice, roles and responsibilities with consideration of the principles and good practice in the relevant age/phase sector.	The following are examples of aspects of the NOS (Supporting Teaching and Learning in Schools and Learning, Development and Support Services) which may be useful when designing programmes in this specialist area: **STL** Mandatory units 19, 20, 22 Optional units 31,34,37,44,45,46,47,48,4950,51, 60 **LDSS** Common Core; 3,4,5 Optional Pathways; 6. 7. 8,9,1015,16,17,19
Supporting Teaching and learning roles (this may include cover supervisors, teaching assistants etc.)	• Supporting learning activities within educational settings in a variety of contexts with reflection on individual's roles • Children's development and how this impacts on learning with reference to theory and practice • The Learning Environment in terms of organisation, differentiation, relationships, climate, keeping children safe • Introduction to the Theories of Learning influence of significant theorists and impact on practice • Factors Affecting Learning including, motivation,	The following are examples of aspects of the NOS (Supporting Teaching and Learning in Schools) which may be useful when designing programmes in this specialist area: Mandatory Units 18,19,20,22, Optional units 23,24,25,26,2829,3031,37,38,44,45,4849 Providers may also like to align with standards for HLTA*

	- behaviourists and humanists approaches - Understanding strategies to improve behaviour and the role of support staff in implementing policy - Contribute to the planning and evaluation of teaching and learning materials to improve outcomes for pupils - Using ICT to support learning and administrative tasks such as monitoring, recording, assessing and reporting	
Administrative support roles	- External influences on the school business environment – Investigate the legal, regulatory and economic influences that impact on the school environment - Internal business functions – Examine the internal functions that form the educational business setting and identify the relationships between the functions. - Management skills – identify and analyse the management skills that are evident in the school setting. - Management theory - Explore management theory to identify the key concepts that pertain to the contemporary education management. - Human resource management (HRM) – Appraise the functions of HRM and consider the significance of the function to the school business environment.	The following are examples of aspects of the NOS which may be useful when designing programmes in this specialist area: Mandatory Units; 21, 22 Optional units; 55,57,6162,63,64,65,66,67,68,69

Table 3: examples of specialist pathways

18.4   Where providers intend to offer a range of pathways across the whole children's workforce, there will be other suites of NOS to consider – for example those for children's care, learning and development; learning, development and support; working with parents and family learning; youth work; play work; and health and social care. There are also generic NOS for leadership and management that can be used at any level and in any context. Details of all these are available on the UK standards website.

Consultation question 14: are there other issues about the use of NOS in foundation degree development that this framework should address?

Section VII: Validation/review of foundation degrees

19. 0 Ten key questions for validation/review of foundation degrees for the school workforce

Foundation Degree Forward has developed a check-list of ten key questions for foundation degree providers who are designing or reviewing a foundation degree programme. Providers may find it helpful to use these to ensure that they cover all the key aspects of foundation degrees in their planning and review. The list below has been customised to reflect the specific needs of the school workforce.

1. How have the QAA academic infrastructure, the TDA's sector qualifications strategy, the common core for the children's workforce and relevant occupational or professional standards been taken into account?

2. How has the demand from employers (schools and local authorities) and learners for the foundation degree been identified?

3. How are employers or employer organisations involved in the design, development, delivery, assessment and review of the foundation degree? Does the employer have any existing training or qualifications that could be accredited, incorporated or adapted into the foundation degree? How will employer involvement be sustained and developed?

4. What are the potential benefits for employers and the career development of learners? For existing programmes, what is the evidence of impact on employers and learners?

5. How has work-based learning been made central to the foundation degree? To what extent is work-based learning integrated and balanced with academic learning and delivered in the workplace? What are the arrangements for workplace mentoring, including mentor training?

6. How do assessment strategies reflect the type of learner and learning involved in the programme? Have employers and learners been consulted in determining the assessment strategy? Have the different learning styles of potential learners been taken into account? What are the arrangements for ensuring that workplace mentors or employers are suitably prepared to contribute to assessment?

7. Are the resources appropriate to deliver the employment sector elements of the programme? To what extent do HEI teaching staff have the necessary up-to-date sector experience to support learners in the workplace and the different styles of learning? Is

external expertise brought in to offer currency and a wider perspective? What use will be made of employers' expertise and resources?

8. How have the programme's progression opportunities, both academic and work-based, been considered? Do the entry criteria and accredited prior (experiential) learning (AP(E)L) requirements take account of the qualifications and experience learners currently employed within the sector are likely to possess, including employer-based training? Are students able to apply for AP(E)L at any point during the programme? How pro-actively is AP(E)L promoted to learners?

9. Do the delivery mechanisms meet the needs of employers and learners? How has sufficient flexibility in teaching and learning been ensured?

10. How does the provider ensure that information, advice and guidance for learners and employers are accurate and up to date and that student support is appropriate? To what extent are learners provided with information, advice and guidance on qualifications, career progression and personal development? How are employers kept fully informed about the programme? How is the activity of mentors supported, developed and reviewed?

Consultation question 15: should this framework be further customised to reflect specific issues in developing and validating foundation degrees for the school workforce?

Annex A – References *(footnotes within the document)*

1. *Developing people to support learning,* published by TDA in conjunction with its partner organisations on the School Workforce Development Board, 2006: www.tda.gov.uk/partners/supportstafftraining/

2. Sector qualification strategy for the school workforce, TDA, 2008

3. World class skills: implementing the Leitch review of skills in England: www.dcsf.gov.uk/publications/educationandskills/docs/World%20Class%20Skills.PDF

4. The full membership of the Network, which includes sector skills councils and regulatory bodies, is set out at Annex C.

5. CWDC integrated qualifications framework: www.cwdcouncil.org.uk/projects/integratedqualificationsframework.htm

6. *The deployment and impact of support staff in schools and the impact of the national agreement* (DISS), Institute of Education, University of London Strand 1, Wave 2 - 2006

7. Ofsted report ' *Reforming and developing the school workforce'*, October 2007: www.ofsted.gov.uk/portal/site/Internet/menuitem.eace

8. Sheffield Hallam University research report, December 2004: www.dfes.gov.uk/research/programmeofresearch/projectinformation.cfm?projectid=14841&resultspage=1

9. TDA career development framework: www.tda.gov.uk/support/careerdevframework. aspx

10. The Children's Plan: www.dcsf.gov.uk/publications/childrensplan

11. DCSF publication 'Building brighter futures: next steps for the children's workforce: http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00292-2008

12. The CWDC Gateway Project: www.cwdcouncil.org.uk/projects/integratedqualificationsframework.htm

13. Edge Hill University, Mapping the changes: a critical exploration into the career trajectories of teaching assistants who undertake a foundation degree, November 2007

14. TDA Skills for Life Planner: www.tda.gov.uk/leaders/skillsforlife.aspx

15. Guidelines on accreditation of prior learning (QAA 2004): www.qaa.ac.uk/academicinfrastrcuture/apl/APL.pdf

16.   TDA Career development framework – http://www. tda. gov. uk/leaders/supportstaff/career_development_framework. aspx

17.   QAA: www.qaa.ac.uk/academicinfrastructure/apl/default.asp

18.   Details on HLTA – www.tda.gov.uk/hlta

19.   *QAA Codes of Practice for the Assurance of Academic Quality and Standards in Higher Education; Section 9 – Work-based and Placement Learning*

20.   *QAA Codes of Practice for the Assurance of Academic Quality and Standards in Higher Education; Section 2 – Collaborative Provision*: www.qaa.ac.uk/academicinfrastructure/codeOfPractice/default.asp

21.   QAA Foundation Degree Qualification Benchmark: www.qaa. ac.uk/reviews/foundationdegree/benchmark/fdqb.asp

22.   *QAA Codes of Practice for the Assurance of Academic Quality and Standards in Higher Education; Section 6 – Assessment of Learners*

Annex B – Useful websites and policy documents

1.   National Occupational Standards:
    -   NOS for learning, development and support services: www.ukstandards.org
    -   NOS for supporting teaching and learning: www.tda.gov.uk
    -   NOS for IT Users: http://nos.e-skills.com/index.html
    -   NOS relevant to courts services: www.skillsforjustice.com
    -   NOS Health & Social Care: www. skillsforcare.org.uk
    -   NOS Children's Care, Learning & Development: www.cwdcouncil.org.uk/qualifications

2.   DfES National Statistical First Release (ref: SFR 15/2007): www.dcsf.gov.uk/rsgateway/DB/SFR/s000725/SFR15-2007.pdf www.dcsf.gov.uk/rsgateway/DB/SFR/s000743/SFR29_2007v3.pdf (revised data released)

3.   National Foundation for Educational Research, January 2008: www.nfer.ac.uk/research-areas/

4.   *Higher education institutions and school support staff training and development* – research for the TDA by Canterbury Christ Church University, December 2007

5.   Foundation Degree Qualification Benchmark: www.qaa.ac.uk/reviews/foundationdegree/benchmark/FDQB.asp

6.   Framework for higher education qualifications: www.qaa.ac.uk/academicinfrastructure/FHEQ/WEN/default.asp

7.   National College of School Leadership: www.ncsl.org.uk

8.   The Association for Science Education: www.ase.org.uk

9.   The Design and Technology Association – Technicians: www.becta.org.uk/techcomp/comp/

10.   National Bursars Association: www.nba.org.uk

11.   TeacherNet, Teaching Assistants: www.teachernet.gov.uk

12.   Department for Children, Schools and Families: www.dcsf.gov.uk

Annex C - The Children's Workforce Network
www.childrensworkforce.org.uk

CWN brings together 11 key national agencies charged with developing different parts of the children's workforce:

1. Children's Workforce Development Council: www.cwdcouncil.org.uk

2. Creative & Cultural Industries SSC: www.creativeportal.org

3. General Social Care Council: www.gscc.org.uk

4. General Teaching Council for England: www.gtce.org.uk

5. Improvement & Development Agency (I&DeA): www.idea.gov.uk

6. Lifelong Learning UK: www.lluk.org

7. Nursing & Midwifery Council (representing the health regulators): www.nmc-uk.org

8. Skills Active: www.skillsactive.com
   Link to Skills Active's foundation degree frameworks:
   www.skillsactive.com/training/qualifications/foundationdegrees

9. Skills for Health: www.skillsforhealth.org.uk

   Link to Skills for Health's foundation degree framework:
   www.skillsforhealth.org.uk/page/awards-and-qualifications/foundation-degrees

10. Skills for Justice: www.skillsforjustice.com

    Skills for Justice's foundation degree framework:
    www.skillsforjustice.com

11. Training & Development Agency for Schools (TDA): www.tda.gov.uk

Annex D - Values for integrated working with children and young people (adopted by the Children's Workforce Network 2008)

Key attributes

Children and young people value practitioners who enjoy working with them, who treat them with respect and who are good at communicating with them. Children's practitioners place the interests of children and young people at the heart of their work. They share responsibility for a range of outcomes. They are committed to ensuring all children and young people have the chance to: be healthy, stay safe, enjoy and achieve, make a positive contribution, and experience economic well-being. They recognise children's fundamental right to be safe, in order to reach other goals.

Practitioners concern themselves with the whole child[24], whatever their specialism. Although their own involvement with specific children may be short-term, children's practitioners work to develop the potential and capacities of children and young people for the longer term.

Children's practitioners are committed to equality of opportunity for all children and young people, and actively combat discrimination and its effects through their work. They respond positively and creatively to diversity among children and young people, families, and colleagues.

Children's practitioners pursue positive outcomes for children and young people whose circumstances place them at risk of exclusion or under-achievement.

Practitioners recognise that respect, patience, honesty, reliability, resilience, trustworthiness and integrity are valued by children and young people, families and colleagues. By demonstrating these qualities in their work they help to nurture them in others.

Work with children and young people, parents, carers and families[25]

Children's practitioners recognise and uphold children's rights[26]. They involve children and young people in decisions that affect them and take account of their views and preferences taking account of their capacities. They recognise that childhood and early adulthood are times of change, and that they need to respond to changes in children's views, capabilities and circumstances.

Practitioners recognise the fundamental role played by parents in their children's well-being and development, and strive to work in partnership with them.

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[24] This implies that practitioners take a view of children in the round, and do not focus exclusively on, for example, their offending or their disability or their learning needs. Practitioners understand that they may misinterpret, misdiagnose or intervene in a misguided way if they lack key information about a child's context and history.

[25] Practitioners need to be aware of and responsive to other significant relationships beyond the family that can have a positive effect on children's outcomes.

[26] Children's rights are given international expression in the UN Convention on the Rights of the Child, which children's practitioners should know and uphold.

Practitioners are committed to engaging children, young people and families fully in identifying goals, assessing options, making decisions and reviewing outcomes. They support children's and families' involvement in issues that matter to them, including through involvement in the development and evaluation of children's services.

Children's practitioners appreciate that their work will present dilemmas to be resolved, particularly between sharing information and maintaining confidentiality. They understand that their duty to safeguard children and young people comes first, but otherwise respect the right of children, young people and families to confidentiality, and are always clear about information they are obliged to share. [27]

Integrated work with a range of colleagues
Children's practitioners value the contribution that a range of colleagues make to children and young people's lives, and they form effective relationships across the children's workforce. Their integrated practice is based on a willingness to bring their own expertise to bear on the pursuit of shared goals, and a respect for the expertise of others.

Practitioners recognise that children, young people, families, and colleagues, value transparency and reliability, and strive to make sure that processes, roles, goals and resources are clear.

Practitioners involved in integrated work recognise the need to be clear about lines of communication, management and accountability as these may be more complex than in their specialist setting.

They uphold the standards, and values of their own professions in their inter-professional work. They understand that sharing responsibility for children's outcomes does not mean acting beyond their competence or responsibilities. They are committed to taking action if safety or standards are compromised, whether that means alerting their own manager/employer or another appropriate authority.

Children's practitioners understand that the knowledge, understanding and skills of integrated work may differ from those in their own specialism. They are committed to reflecting on and improving their inter-professional practice, and to engaging with relevant research and other evidence.

Work with children and young people is stimulating and rewarding. It can also be emotionally demanding, and children's practitioners are sensitive to and supportive of each others' well being.

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[27] This is a statement of values and practitioners will need to have regard to detailed professional and inter-professional guidance in this complex area.

Annex E – Common Core and NQF Level Descriptors

Common Core	Indicative Content	Examples of links to Level 4 Descriptors	Examples of links to Level 5 Descriptors
Effective Communication and engagement with children young people and families	The foundation degree gives the opportunity for students to: • develop communication skills to speak and write in ways that children, parents and carers can understand • listen with attention, respect and empathy to what children, parents and carers tell them, and • work with children, parents and carers constructively to enhance children's well-being	**Development of Knowledge and Understanding (subject specific)** • Ethical issues: can demonstrate awareness of ethical issues in current areas of study and is able to discuss these in relation to personal beliefs and values **Cognitive/Intellectual skills (generic)** • Synthesis: can collect and categorise ideas and information in a predictable and standard format • Application: can apply given tools/methods accurately and carefully to a well defined problem and begin to appreciate the complexity of the issue **Key/transferable skills (generic)** • Management of information: can manage information, collect appropriate date from a range of sources and undertake simple research tasks with external guidance • Communication: can communicate effectively in a format appropriate to the discipline(s) and report practical procedures in a clear and concise manner • Problem solving: can apply given tools/methods accurately and carefully to a well defined problem and begin to appreciate the complexity of the issues in the discipline	**Development of Knowledge and Understanding (subject specific)** • Ethical issues: is aware of the wider social and environmental implications of areas of study and is able to debate issues in relation to more general ethical perspectives **Cognitive/Intellectual skills (generic)** • Analysis: can analyse a range of information with minimum guidance using given classifications, principles and can compare alternative methods and techniques for obtaining data • Synthesis: can reformat a range of ideas and information towards a given purpose • Application: can identify key elements of problems and choose appropriate methods for their resolution in a considered manner **Key/transferable skills (generic)** • Management of information: can manage information, can select appropriate data from a range of sources and develop appropriate research strategies • Communications: can communicate effectively in a manner appropriate to the discipline(s) and report practical procedures in a clear and concise manner in a variety of formats • Problem solving: can identify key areas of problems and choose appropriate tools/methods for their resolution in a considered manner

		Practical skills (subject specific) • Application: can operate in predictable, defined contexts that require use of a specified range of standard techniques • Autonomy in skill use: is able to act with limited autonomy, under direction or supervision, within defined guidelines	**Practical skills (subject specific)** • Application of skills: can operate in situations of varying complexity and predictability requiring application of a wide range of techniques • Autonomy in skill use: able to act with increasing autonomy, with reduced need for supervision and direction, within defined guidelines