

Sector Skills Agreement

Stage 2 – Understanding supply in the children’s workforce

May 2007

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Executive Summary

The Children's Workforce Development Council (CWDC) exists to improve the lives of children and young people, their families and carers by ensuring that all people working with them have the best possible training, qualifications, support and advice. It also helps children and young people's organisations and services to work together better so that the child is at the heart of all services. The Sector Skills Agreement (SSA) is a key mechanism for achieving this.

SSA's map out what skills a sector needs its workforce to have and how these needs will be met. They enable deals to be made with delivery partners who supply, fund and plan education, training and development to influence the supply of relevant learning to the sector. The development of an SSA has five stages:

- Assessment of current and future skills needs.
- Assessment of current workforce development and training provision.
- Analysis of the gaps and weaknesses.
- Assessment of scope for collaborative action.
- Costed action plan.

This Stage 2 report, **Understanding Supply**, presents an assessment of the extent, appropriateness and quality of current education and training provision for the children and young people's workforce in England. It analyses existing supply in the context of changing needs and trends within the sector and in so doing draws upon information in the Stage 1 report (**Skills Needs Assessment**) to start to determine the sector's preferred direction of change.

The Stage 2 report draws primarily on secondary sources of data and information. This is due to the high level of consultation that has already taken place recently and the concurrent risk of consultation fatigue within the sector. Additionally, the consequence of this breadth of consultation is that there is a significant volume of information already available. In addition to the synthesis of secondary literature and statistics, the report is informed by a number of specific discussion groups, workshops and consultation events. An on-line survey was also hosted on the CWDC website, and further in-depth discussions were held with key stakeholders.

Key issues from Stage 1

The assessment of current and future skills needs (stage 1) highlighted that the children and young people's workforce has:

- a lack of diversity;
- a high proportion of part-time workers;
- lower levels of pay than comparable sectors;
- difficulties with recruitment; and
- a shortage of workforce data.

In terms of the priority skills, the breadth and range of skills required depends to a significant extent on which sector an individual is working in and on their job role. However, it is also clear that there are some key generic skills necessary at all levels and across sectors. These can be summarised as follows:

- Basic skills in literacy and numeracy need to be essential requirements for the workforce.
- IT skills at both basic user and advanced user levels are becoming increasingly essential.
- The Common Core of Skills and Knowledge needs to be embedded within future qualifications.
- Commissioning and procurement skills are required as service delivery is increasingly contracted out.
- Good leadership and management are fundamental to the modernisation of the workforce. New ways of working will require different leadership and management skills which will need to be reflected in training programmes.

Issues and priorities from Stage 2

The survey of data sources on the current provision of training and development shows that for those seeking to improve their level of training, existing provision is very variable and complex. There is much regional variation in provision, and many different ways in which training and qualifications are recognised.

In addition, the report looks briefly at incentives for individual and organisational investment of time or funding into training and development. The report finds that within the children's workforce, a higher level of qualification does not necessarily correlate to higher levels of pay.

The Stage 2 report discusses current work being undertaken by CWDC in association with other organisations to streamline this provision and qualifications, for example through the review of National Occupational Standards (NOS) and the Integrated Qualification Framework (IQF). This streamlining will facilitate mobility within and across the different occupational groups of the children's workforce.

The research also found that, while there is an appetite for training and qualifications, programmes designed to improve qualifications levels, such as Train to Gain, are not being widely utilised. Many people cited difficulty in finding funding, or time for training as the main reasons for not undertaking it. There is regional variation in what is available, as well as across sectors. Consequently, the report recognises that data collection at a regional level must be made a priority.

Key messages:

- The large number of qualifications available needs to be reduced as the current provision is confusing for employers and potential new entrants to the sector.
- There is a wide range of non-accredited training undertaken in the sector.
- Delivery of learning/training provision is not always sufficiently flexible to meet employer needs in terms of time, location, relevance etc.
- Funding for training and development needs to be simplified and clarified in order to maximise the impact and effectiveness of investment.
- In order to ensure the sector develops the skills it needs there is a need to improve the data on current skills / qualifications held.

Next Steps

CWDC is taking the key messages from our Stage 1 and 2 reports out to employers and other stakeholder (including providers of learning supply, regulators, awarding bodies, funding agencies and partner SSCs) across England during our Stage 3 work. This work is due to commence in May 2007 with a national level meeting to test the key messages with a sector-wide employer reference group. This will be followed up by regional level consultation events during June and July, as well as a web based consultation in order to widen the sector engagement as much as possible. We will be seeking solutions and opportunities for collaboration that will meet the challenges and changing skill-needs of the 'workforce of the future'. Options on the preferred direction of change will be developed which will lead to early action-plans by October 2007 and a series of focussed Sector Skills Agreements by January 2008. In parallel with this, we will be consulting on, and developing our Sector Learning Strategy (SLS).

1. Introduction and background

This Stage 2 report **Understanding Supply** presents an assessment of the extent, appropriateness and quality of current education and training provision for the children's and young people's workforce in England.

It builds upon our Stage 1 report which provides detailed information about CWDC, the SSA process and the key drivers, policy and legislation affecting our sector. This introduction provides a brief overview for those reading this Stage 2 report on its own.

1.1 The Children's Workforce Development Council

The UK Sector Skills Council (SSC) for social care, children, early years and young people is called Skills for Care and Development. It was licensed on 1 February 2005. The partner organisations that comprise the SSC are the Care Council for Wales (CCW); the Northern Ireland Social Care Council (NISCC); the Scottish Social Services Council (SSSC) and in England, Skills for Care (SfC) representing adult social care and the Children's Workforce Development Council (CWDC).

The Children's Workforce Development Council¹:

- aims to improve the lives of children and young people. It does this by ensuring that the people working with children have the best possible training, qualifications, support and advice. It will also help children and young people's organisations and services to work together so that the child is at the centre of all services
- is one of five bodies forming the UK Skills For Care and Development Sector Skills Council and coordinates the Children's Workforce Network.
- is led by employers through a board of 25 representatives from organisations across its range of sectors. It acts as a partner and critical friend of the government carrying forward the results from the paper *Every Child Matters*. It works closely with the DfES to determine the direction of workforce reforms and to identify skill shortages.

CWDC has responsibility for addressing the skills, workforce and productivity challenges of a total footprint amounting to around 500,000 (80% employees, 20% self-employed). In addition, it is likely that there are at least 250,000 volunteers in the sector, though accurate estimates are hard to establish. There are some ambiguities over precise definitions but broadly the footprint includes the following occupational groups²:

Early Years:

- Managers, their deputies and assistants, and all those working in early years provision in:

¹ Further details can be found at www.cwdcouncil.org.uk

² Further details, including an analysis by SIC Codes, are included in our Stage 1 Report

- Playgroups
- Children's Centres
- Day Nurseries
- Nursery Schools
- Nursery classes in primary schools.
- Registered childminders working in their own homes, or in a variety of settings including children's centres, neighbourhood and nurseries and extended schools.
- Nannies.
- Portage workers (a home-visiting educational service for pre-school children and their families requiring additional support).

Social Care:

- Foster carers, including private foster carers.
- Children and families social workers.
- Registered Managers of children's homes, their deputies and assistants plus all residential child care workers.
- Family Centre Managers, their deputies and assistants plus all family centre workers.
- Day Centre Managers, their deputies and assistants plus all day centre workers.
- Outreach/family support workers.
- Children and Family Court Advisory and Support Service (CAFCASS) family court advisers.

Learning Development and Support Services:

- Learning Mentors.
- Behaviour and Education Support Teams
- Education Welfare Officers
- Educational Psychologists
- Other therapists working with children
- Connexions Personal Advisers
- Lead Inspectors of registered children's services within the footprint

Across the workforce:

- Support workers in all the above settings
- Volunteers not otherwise covered above.

CWDC exists to improve the lives of children, young people, their families and carers by ensuring that all people working with them have the best possible training, qualifications, support and advice. It also helps children and young people's organisations and services

to work together better so that the child is at the centre of all services. The SSA is a key mechanism for achieving this.

1.2 Purpose and context of this Stage 2 report

This Stage 2 report, **Understanding Supply**, presents an assessment of the extent, appropriateness and quality of current education and training provision for the children's and young people's workforce in England. It analyses existing supply in the context of changing needs and trends within the sector and in so doing draws upon information in the Stage 1 report to start to determine the sector's preferred direction of change. It looks ahead to Stage 3 which will be testing alternative proposals on how best to tackle the gaps between current and future demand for skills and supply.

This report is part of the five-stage process leading to the formulation of the Sector Skills Agreements (SSAs). SSAs are 'compacts' between employers; providers and funders of learning provision; the government and the SSC, which will influence the supply of relevant learning to our sector and will raise employer commitment to the development of appropriate skills. The five stages are:

- Stage 1:** Assessing current and future skills needs of the workforce. (Skills Needs Assessment)
- Stage 2:** Identifying and assessing current training and development provision.
- Stage 3:** Analysing gaps and engaging employers, workers, people who use services, and carers³ in market testing options for change, solutions and priorities.
- Stage 4:** Developing collaborative agreements between Sector Skills Council, employers and other partners.
- Stage 5:** Developing action plans.

Together, the Stage 1 and Stage 2 reports provide the essential underpinnings for the subsequent stages of the SSA development process.

High quality services depend upon a well-trained and well-supported workforce. CWDC's Sector Skills Agreement will be the plan of action which will identify the skills that will be needed in the future across the private, maintained and voluntary, community and faith sectors, and of employers, the self-employed, employees, volunteers and others in this workforce.

The SSA will be driven by the voice of the employer and the self-employed:

- based on sound evidence;
- comprehensive, defining both short and medium-term priorities and key levers for change;

³ 'Carer' is used throughout to refer to people such as family or friends providing care other than as their employment, as distinct from employed care staff

- focused on a positive, inspiring and creative vision;
- focused on actions and what needs to happen to make a difference;
- be delivered by a series of agreements – ‘compacts’ - between employers, the CWDC, those who deliver and fund education and training, key partners and the government.

The development of the SSA is guided by recent thinking about the children’s workforce, which envisions a world-class children’s workforce as one which:

- strives to work as effectively as possible for all children and young people;
- is reliable, competent and confident;
- offers individuals a satisfying and rewarding career;
- is trusted by parents, carers, children and young people.

The SSA is about action, not words. It will be designed ultimately to benefit children, young people, their families and carers. The SSA is intended to increase awareness of training and skills needs among employers and employees, encouraging greater investment and transparency in the system of training and qualifications. By incorporating analysis of future skills demand, the SSA will draw attention to the breadth of learning needs across the workforce. This will seek to address problems of recruitment and retention and encourage a workforce that is more representative of the society it works with.

The SSA aims to encourage:

- a highly skilled and professional workforce which is accessible, effective and accountable.
- leadership and management which promotes and facilitates excellence in the workforce.
- a workforce which is flexible and integrated in its working practices, putting the needs of children, young people and families at the centre of how services are delivered.
- continuing professional development which enables workers, the self-employed and volunteers to develop additional skills, and supports career development and progression opportunities within a clear career pathways framework.
- a demand-led system of skill development that connects the skills that are needed with the ones that individuals learn.
- a simplified system of qualification and funding which is coherent, understandable, valued and responsive to workforce needs.

1.3 Key drivers

Over the last decade there has been an increasing recognition that 21st century living demands services that reflect the varied needs of our complex and interdependent society. The changing expectations of children, young people and families, the improved quality of life, demographic trends and changing economic circumstances have all contributed to the need for a 'modern' workforce which is highly skilled, well-trained and supported, and able to work in flexible ways. Changes at a European and global level have also had an impact, for example the implications of implementing the Lisbon Strategies of economic, social and environmental renewal – a key European policy setting the context for the children's workforce across the European Union⁴.

This workforce has experienced a number of wide-ranging changes in recent years alongside significant amounts of government investment. This workforce is providing imaginative and innovative services and is supporting and developing individuals in their personal, family and community contexts to order to promote the positive outcomes set out in *Every Child Matters*⁵ (ie be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being).

Both the sector's wishes and government-led policy reflect these societal and economic contexts. The SSA provides a unique opportunity for skills development which helps realise the changes sought by the sector and which meet the drivers in policy documents, including⁶:

- *Every Child Matters* reforms, in particular, *The Children's Workforce Strategy*⁷ and related policies, including Youth Matters, Care Matters, and the extended Schools Agenda.
- Implementation of the 2006 Childcare Act⁸.
- Implementation of the National Service Framework for Children, Young People and Maternity Services⁹.
- The childcare strategy: *The Best Start for Children*: a ten year strategy for childcare¹⁰
- The Common Assessment Framework¹¹

⁴ The Lisbon Strategy agreed at the Lisbon Council of Ministers in March 2000 and the sustainable development strategy agreed at the Gothenburg Council of Ministers in June 2001

⁵ Department for Education and Skills, 2004 & 2005; *Every Child Matters: Change for Children* (2004 & 2005 updates)

⁶ A synthesis of key policy documents is provided in our Stage 1 Report

⁷ Department for Education and Skills, 2006; *Children's Workforce Strategy Building a world-class workforce for children, young people and families - The Government's response to the consultation*

⁸ HM Government, 2006; Childcare Act 2006

⁹ Department for Education and Skills & Department of Health, 2004; *National Service Framework*

¹⁰ HM Treasury, 2004; *Choice for parents, the best start for children: a ten year strategy for childcare*

¹¹ See: www.everychildmatters.gov.uk/deliveringservices/caf/

- *Championing Children*¹², the guidance developed for leaders and managers of multi-agency teams
- *The Options for Excellence* review¹³
- *The Skills Strategy for England*¹⁴
- *The Leitch review of skills*¹⁵
- *Aiming high for children: supporting families*¹⁶

The implications for workforce development of each of these are explored fully in the Stage 1 Report.

1.4 Key workforce characteristics

CWDC works in the interests of a range of occupational groups across this children and young people's workforce, with the responsibility for addressing the skills, workforce and productivity challenges of a total workforce of some 500,000¹⁷ (80% employees, 20% self-employed), plus an estimated 250,000 volunteers. The occupational groups covered by CWDC include:

- Early Years and Childcare (70% of the workforce)
- Children and Family Social Care (15% of the workforce)
- Advisory and Education Support (5% of the workforce)¹⁸

The children and young people's workforce is engaged by a range of organisations including those which are independent or private, local authorities and other public service organisations and voluntary organisations. A significant proportion of the workforce is self-employed. Details of each of the occupational groups noted above, and in Section 1.1, are provided in our Stage 1 Report.

Compared with the total labour force in England, the children and young people's workforce:

- is predominantly female, although at management level there is a higher proportion of men.
- has a higher proportion of part-time workers.

¹² Department for Education and Skills, 2006; *Championing Children*

¹³ Department of Health & Department for Education and Skills, 2006; *Options for Excellence – Building the Social Care Workforce of the Future*

¹⁴ HM Government, 2003; *21st Century Skills*; and HM Government, 2005; *Getting on in business, getting on at work*. See also the DfES Skills Strategy website: www.dfes.gov.uk/skillsstrategy/

¹⁵ HM Treasury, 2006; *Prosperity for all in the global economy - world class skills*

¹⁶ Department for Education and Skills and HM Treasury, 2007; *Aiming high for children: supporting families*

¹⁷ CWDC, 2006; *Recruitment, Retention and Rewards in the Children's Workforce, Occupational Summaries*

¹⁸ NB some 10% of the workforce comprise other occupational groups

- works lower than average weekly hours – a reflection of the part-time nature.
- is more likely to have dependent children.
- has fewer people with disabilities.
- is highly heterogeneous – some parts are aging others are relatively young; some parts have proportions of black and minority ethnic workers which reflect the local population, others do not.

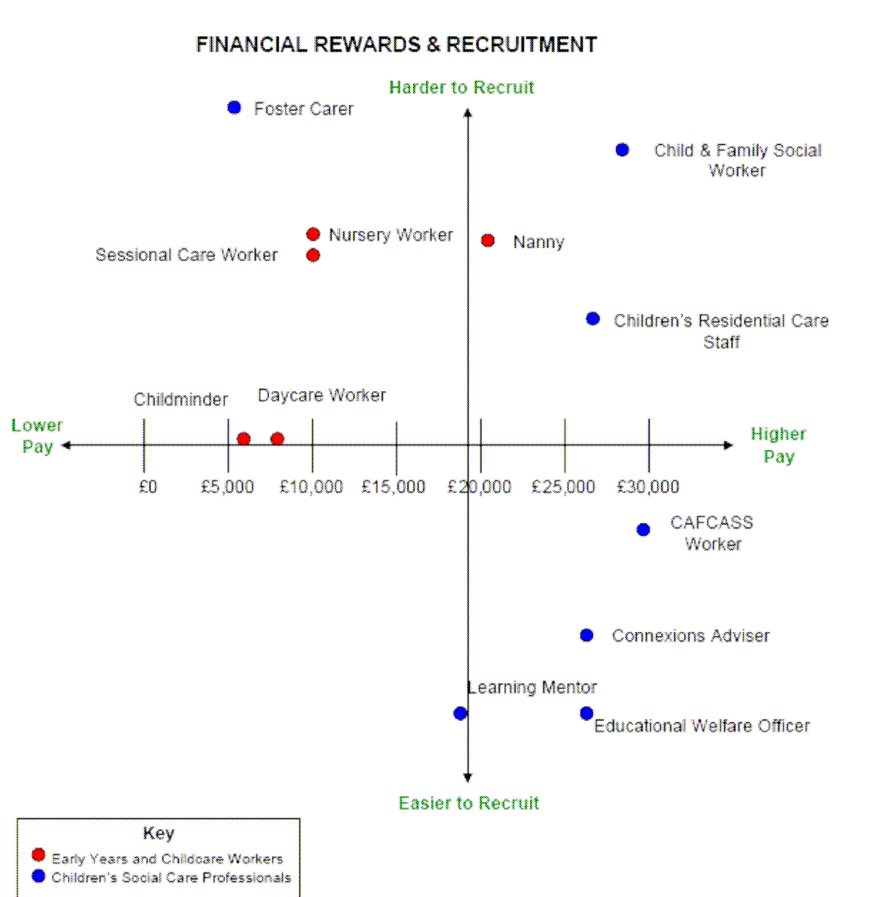
CWDC's work on Recruitment, Retention and Rewards suggests that:

- whilst there is a wide range of qualification levels in the workforce, it is generally characterised by low levels of qualifications.
- qualifications are the principal barriers to moving between jobs in the children's workforce, as well as into the workforce from elsewhere.
- career progression appears to be easier for those with higher-level qualifications, and those working in larger organisations.
- in most cases jobs require a specific qualification, although some do accept relevant related qualifications.
- there is a plethora of qualifications and awarding bodies, professional institutes and registration bodies operating in the sector, leading to confusion and a lack of clarity about the value and relevance of qualifications and registration.
- there does not appear to be a direct link between the levels of pay and rewards, and recruitment and retention - the overall package is what contributes to an individual's contentment within a job.

Figure 1.00 overleaf provides an overview of the state of pay for the sector against the national average and the ease of recruitment to specific posts¹⁹:

¹⁹ CWDC, 2006; Recruitment, Retention and Rewards in the Children's Workforce

Figure 1.00



Note: the vertical axis uses the total gross annual average pay in England: £19,376 (including full and part time)

Source: NOMIS: Annual Survey of Hours and Earnings, 2005.

As can be seen, there are no professions that have the lowest pay but are also easily recruited. Child and family social workers have higher pay but are harder to recruit; and Connexions Personal Advisors and educational welfare officers both receive higher pay and are among the easiest to recruit.

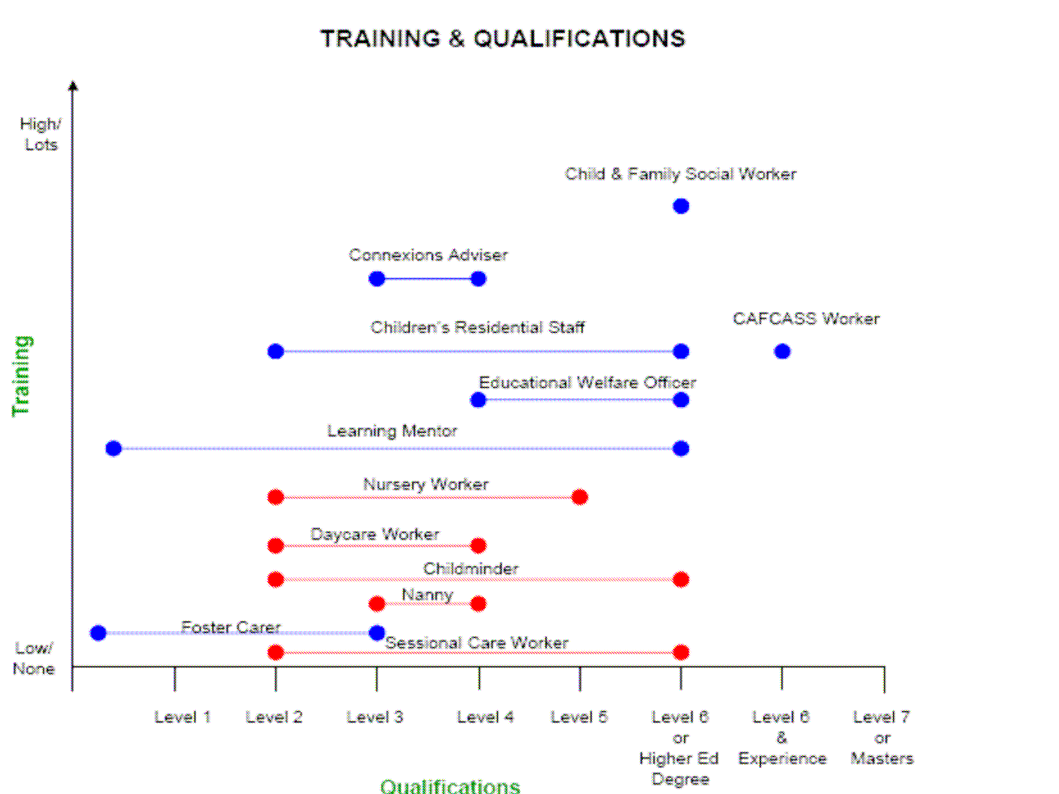
Lower pay is regarded as a factor in the high turnover of staff in some occupations with individuals regularly moving in search of higher pay. It also affects how the children's workforce work is valued. Studies by the Thomas Coram Research Unit into early year's services reveal attitudes amongst workers who believe that lower pay encourages society to place low value on the nature of the work. This in turn has a negative affect on recruitment and retention²⁰.

²⁰ Moss, P, 2003; *Beyond Caring: The case for reforming the childcare and early years workforce*, Thomas Coram Research Unit, University of London

A recent DfES study²¹ also demonstrated a positive correlation between qualifications and pay. It also compares the pay in the sector with the national average pay for individuals qualified to a similar level in the wider labour force – showing that pay rates in the early years and childcare sector is significantly lower (for example some 30% less than equivalently-qualified secretarial staff).

Figure 1.01 shows a comparison of the level of qualifications held by workers in a variety of occupational groups. The lines in the chart represent the range of current qualifications which workers currently have, starting at entry level and progressing towards more senior positions.²²

Figure 1.01



²¹ Department for Education and Skills, 2005; *The Children's workforce in England: A Review of the evidence. Version 1.0*

²² CWDC, 2006; *Recruitment, Retention and Rewards in the Children's Workforce*

Figure 1.01 shows that:

- Learning mentors have the greatest range of qualifications. Individuals can enter the profession with virtually no qualifications and potentially gain up to degree level.
- Nannies have the lowest range of qualifications and a very small amount of training opportunities.
- Children and family social workers are highly qualified and have the greatest amount of training.
- CAFCASS workers are the most highly qualified profession (of the professions included in the study - Educational Psychologists were not included).

Even though some in the children's workforce are educated to Level 6 (degree level), it is important to note that overall the children's workforce has a low level of qualifications. The highest qualifications for nursery workers and childminders are generally Level 1 or 2. Childminders are also less likely to have a relevant vocational qualification than nursery workers. Other research²³ has found that childminders have low levels of education and worked previously in low skilled work and that they generally do not hold qualifications in childcare.

The Common Core of Skills and Knowledge for the Children's Workforce²⁴ sets out the basic skills and knowledge needed by people (including volunteers) whose work brings them into regular contact with children, young people and families. It will facilitate multidisciplinary teams to work together more effectively in the interests of the child.

Part of the ten year childcare strategy is aiming to ensure degree-qualified staff lead every full time day care setting. An increasing number of those working in the children's workforce are supplementing on-the-job experience with extra study to achieve qualifications such as NVQ 3 in Early Years Care and Education. However, pay is always an important issue and as people increase their skills, they will also want to be paid more.

1.5 Methods used in developing this Report

As in developing our Stage 1 report, we have used mainly secondary sources of information. The rationale for this is fully explained in the Stage 1 Report. Most parts of the sector have been consulted and surveyed frequently in the recent past. For example in the work of CWDC (and TOPSS England before it); in the development of local, regional and national strategy and in the development of government policy. CWDC has been closely involved with the vast majority of these developments. In the preparation of this report, we have built upon this work and tested its key messages rather than repeat it which, we believe from early discussions with stakeholders, would have had been received unenthusiastically. Where existing information did not exist or where we needed

²³ Rolfe, H, Metcalfe, H, Anderson, T and Meadows, P, 2003; *Recruitment and Retention of Childcare, Early Years and Play Workers: Research Study*, National Institute of Economic and Social Research

²⁴ See: <http://www.everychildmatters.gov.uk/delivering-services/commoncore/>

to check information or generate solutions, secondary data has been augmented by surveys and discussion groups. These are outlined below and described in our Stage 1 Report.

In developing this Report, we have drawn on a variety of techniques of enquiry including:

- Analysis of relevant literature, including results of recent surveys and, in particular, meta-analyses; these are referenced in footnotes throughout this Report. It is important to note that the vast majority of these sources deeply involved the sector and the research for many was undertaken by the CWDC or TOPSS England.
- Analysis of statistical data relating to the supply of training and development funded via the statutory sector; in particular accreditation bodies for information about qualifications gained, funding agencies including HESA, LSC and learndirect for information about numbers and profiles of learners and employer surveys such as the National Employer Survey commissioned by the Learning and Skills Council (LSC), the Department for Education and Skills (DfES) and the Sector Skills Development Agency (SSDA) to provide information on skills and workforce development issues facing employers in England.
- Discussion groups and workshops with employers, members of the workforce, training providers and 'strategists' both to collect new information where there appeared to be gaps in existing knowledge, to test out information synthesised from existing sources and to look for solutions to challenges. Some consultation events have been run, both at bespoke workshops and at other events (eg the National Conference of Directors of Social Services). These have involved a range of methods (including discussion groups, questionnaires and electronic voting); and participants (including workers, owners/managers, local authority staff, training providers, representatives of funding and awarding bodies, and CWDC staff).
- An on-line workforce survey, located on the CWDC website and completed by 1062 respondents.
- In-depth discussions with key stakeholders (including Department for Education and Skills, Department of Health, Learning and Skills Council, and members of the CWDC Board).

It is acknowledged that there is greater information available in terms of the social care aspects of the workforce and that this report may appear more weighted to these occupations. However, there are initiatives built into CWDC's Business Plan for 2007/08 which aim to improve the level of workforce intelligence and supply side data that is held for the whole of the footprint.

To support the both the Stage 1 and Stage 2 processes, CWDC also undertook some primary research in the form of an online workforce skills and training survey. The survey was live between December 2006 and February 2007 and provides employer and worker perceptions on skills and training issues within the sector. The responses provided by the sector have assisted CWDC in identifying existing skills gaps as part of the Stage 1

work as well as issues on the training and qualification supply side, which will be explored in more detail in the Stage 2 report. The survey report is detailed at Appendix 2.

In addition, a number of focus groups were held with members of the workforce to raise awareness of the SSA and to test the perceptions on skills needs and training requirements for particular occupations. Workshops were held with Connexions Personal Advisers, Education Welfare Officers, Local Authority Workforce Development Leads as well as at the National Conference for Directors of Social Services. The views expressed in these focus groups have been used to inform the analysis of skills needs and training issues.

The SSA is also supported by the findings from additional research work, which provide employer and sector perceptions on skills and training. For example, three reports were produced as part of the Early Years Foundation Stage scoping work. The National Childminders Association, National Day Nurseries Association and the Pre-school Learning Alliance provided results of consultations with their members on the potential training issues associated with rolling out the EYFS training. The responses included employer and employee perceptions on training and development and these have been taken into account when identifying issues for both the Stage 1 and Stage 2 SSA reports.

2. Stage 2 Headline Messages

2.1 Skills needs

Skills needed by managers, workers, self-employed and volunteers vary considerably across different parts of the workforce and these will be discussed in detail in the SSA. However, there are a number of key generic skills required by the whole workforce. In addition, children, young people, their families and carers have a range of ideas about what skills they want those who work with them to have.

Generic skills required:

- literacy and numeracy.
- communication and interpersonal.
- information and communication technology (ICT).

In addition, the workforce needs skills to:

- ensure the safety of children and young people .
- raise aspirations and encourage children and young people to fulfill their potential.
- help individuals to work in multidisciplinary teams which make connections between different agencies.
- prepare staff for work with children, young people and families.

Those in management roles need additional generic skills including:

- leadership and management.
- commissioning and negotiation.

Many of these skills are embedded in the Common Core of Skills and Knowledge for the Children's Workforce and in the future these will form part of qualifications for working with children young people and families.

2.2 Provision of training and development

There is currently a large number of public, private and voluntary sector organisations providing skill development to the children's workforce. At the moment, there is a complex range of qualifications on offer, while the nature and sources of funding that are available are also unclear. This leads to confusion both within the sector and amongst training providers.

There is a comprehensive range of training programmes across England, however within this provision, there are regional gaps to be addressed. Many programmes lead to qualifications ranging from Skills for Life to degree and postgraduate awards, although there are discrepancies in relation to which are nationally recognised and which are not. In addition, there is a wide range of training provision, often delivered through 'short

courses,' which does not lead to recognised qualifications but which addresses specific skill needs.

The SSA and the forthcoming Sector Learning Strategy (SLS), including the Integrated Qualification Framework (IQF) will help employers and individuals work within a demand-led system. CWDC aims to reduce the number of qualifications to those which are key to the sector and will pursue the simplification of funding arrangements for these qualifications. This will help those in the children's workforce to develop the skills and attributes they need to support their businesses and the services they offer, and achieve qualifications which endorse these skills and attributes.

2.3 Priority issues for workforce development

During the development of our Stages 1 and 2 reports, the following have been identified as key issues for the workforce. These will be further explored in our Stage 3 work.

- Literacy, numeracy and communication skills need to be developed in order to support the vision of a world class workforce and improve outcomes for children and young people.
- The number and range of qualifications on offer to the workforce is too high and confusing for employers.
- Qualifications are the main barrier to career progression and mobility between occupations within the children's workforce.
- There is a need to ensure that all future qualifications are developed around the requirements of the Common Core of Skills and Knowledge.
- Funding for training and development needs to be rationalised, simplified, and clarified to maximise investment.
- There is a sector wide need for ICT skills to respond to new ways of working, e-learning opportunities and service user expectations.
- Good leadership and management skills are essential for the development and modernisation of the sector.
- The sector is perceived to have low professional esteem and remuneration which impacts on recruitment and retention. This needs to be addressed and the public perception of the sector raised.
- Delivery of training provision requires greater flexibility and innovative solutions to meet employer needs, particularly in terms of time, location, duration and delivery mode.
- A wide range of non-accredited learning is undertaken but does not facilitate transferability. Non-accredited learning is often valued highly, and its status needs to be addressed.
- Accurate and consistent workforce intelligence, particularly at regional level, is often lacking.
- Apprenticeship achievement rates for the CCLD Framework are the lowest of any sector.

Section 2: Headline messages

- The workforce needs more diverse skill-sets to be better able to respond to the needs of service users, to provide increasingly flexible services and to respond positively to change.

Priorities arising from some of these issues can be addressed for example, by the IQF to ensure that key qualifications for the sector are rationalised, include the common core and support mobility across the children's workforce. Others will require a different approach, for example support for employers as they introduce new ways of working.

3. Current skills supply

3.1 Training and qualifications available

3.1.1 National Occupational Standards

National Occupational Standards (NOS) describe the skills, knowledge and understanding required by workers, coupled with the ability to apply these to work related situations. NOS are UK wide in their scope and are based on an analysis of functions performed in the workplace rather than job descriptions. They create a common UK standard which is informed by country-specific developments and needs. NOS are also used for defining work roles, for staff recruitment, supervision and appraisal purposes.

NVQs, made up of NOS, are currently accredited on the National Qualifications Framework (NQF) managed by the Qualifications and Curriculum Authority (QCA) at Entry Level and Levels 1 -5.²⁵

QCA is currently reviewing and revising the qualifications framework and the new framework, the Qualifications and Credit Framework (QCF) is currently being piloted. It is based on Units of Assessment and each unit is assigned a level (1-8) and a credit value. The credit value is based on the number of notional learning hours required to achieve an individual unit. Qualifications will be made up of groups of units and SSCs, together with Awarding Bodies, will have a key role to play, both in the development of units which are fit for purpose and in the development of qualifications.

It is not yet clear how NOS will fit into the new Qualifications and Credit Framework but it seems likely that qualifications will be of different forms depending on their purpose:

- Competence based (as NOS are at present).
- Knowledge based (as VRQs are at present).
- A mixture of knowledge based and competence based.

Current NOS review and development projects relating to the children's workforce include:

- A review of NOS for learning, development and support services for children, young people and those who care for them. This covers Education Welfare services, Learning Mentor Services and Connexions. The latter two are England-only in terms of the job roles but functionally, the NOS will apply across the UK. This work is being carried out in cooperation with the Training and Development Agency for Schools (TDA).
- Revision of NOS for Registered Managers in Adult Social Care and Managers in Residential Childcare, in partnership with Skills for Care and Development.

²⁵ See the NQF levels descriptors: www.qca.org.uk/493_15772.html

- Revision of NOS for commissioning, procurement and contracting for the Social care, children, early years and young people's workforce, undertaken in partnership with Skills for Care and Development.

Also in the pipeline are the following projects:

- Review of common functions within Learning Development and Support Services (LDSS), Health and Social Care and Child Care Learning and Development across SfC&D, leading to the development of appropriate NOS.
- Development of job roles, functions and qualifications for individuals working with people who have a sensory impairment.

The current NOS and qualifications for individuals working with children and young people aged 0–16 are the Children's Care, Learning and Development (CCLD) standards which are available at levels 2, 3 and 4 on the National Qualifications Framework (NQF).

The sector is taking part in a revision of all qualifications used for people working with children and young people, to improve their transferability and fitness for purpose and to simplify the qualification structure. This process will be part of the development of an Integrated Qualification Framework (IQF). All qualifications for CWDC's footprint will be developed in future within the guidance developing for IQF qualifications and this will form a significant part of the Sector Learning Strategy. The development of the IQF will be designed to meet many of the training challenges for the sector and will take place in close collaboration with stakeholders, including the Qualification and Curriculum Authority (QCA), Awarding Bodies, other SSCs, employers, vocational education and training providers and higher education institutions, regulators and funding bodies.

The development of unit and credit based qualifications, as part of the QCA reform agenda, will be tested as part of IQF developments.

To date, NOS have tended to have been used within the sector as part of qualification and curriculum development. However, the development of a unit and credit based system may enable the sector to make use of units more widely, for example in human resource activities including job descriptions, role development, development review and performance management. Testing the applicability of NOS and units for these purposes will take place during 2007/08 and will contribute to our Sector Learning Strategy.

A recent survey of local authorities²⁶ showed that, in 2007, only some 30% of responding social services departments (n=12) are actively using NOS, compared with 68% in 2001 (n= 36). Authorities are using NOS in (in order of usage):

- Identifying Individual and organisational training.
- Recruitment and selection.

²⁶ SkillsPlus, 2007; *Use and take-up of National Occupational Standards, and National and Scottish vocational qualifications in local government – United Kingdom survey 2007*

- Assessing achievement/performance.
- Structuring learning programmes.
- Job design and evaluation.
- Delivery and evaluating learning programmes.
- Careers guidance and counseling.
- Product and service delivery.

Particular barriers and issues relating to the use of NOS include:

- Lack of time to relate NOS to authority objectives.
- Lack of understanding of NOS uses.
- Lack of resources to relate NOS to authority objectives.
- Lack of support or guidance on using NOS.
- Lack of commitment from middle management..

3.1.2 Qualifications available: higher education

Social work degree

Social Worker training and qualifications are regulated by the General Social Care Council (GSCC). Since September 2004 obtaining the new Social Work degree²⁷ is necessary to qualify as a social worker in England. This replaced the previous qualification, the Diploma in Social Work (DipSW).

Other degrees

A range of other first degrees, including psychology, have relevance for particular occupational groups.

Foundation Degrees (Level 5)

The development of Foundation Degrees (FDs) amounts to one of the biggest changes in higher education in recent years. They are a response to the business need for quality, higher education level qualifications that balance academic understanding with vocational experience and career relevance. Foundation degrees are becoming increasingly popular, with some 47,000 learners engaged in full- or part-time study in 2005-06 across all subjects on the 1,600 degrees on offer (compared with about 850,000 across the whole of HE). Another 800 foundation degrees are in development. Foundation degrees are intended to maximise flexibility in delivery, integrate work experience and academic study, closely involve employers in their development and provide pathways from previous learning (eg NVQs) and routes into a first degree.

²⁷ From September 2003 in England the new social work degree was offered as a three year undergraduate degree or a two-year postgraduate one. It replaced the Diploma in Social Work (DipSW), a two-year programme for graduates and non-graduates. Some new social work degree courses started in September 2003. All courses starting in September 2004 were degree courses and DipSW programmes ceases for September 2004 entry

Foundation degrees are available in a wide range of subject areas appropriate to people working (or interested in working) with children, young people and their families. These include the 'Early Years Sector Endorsed Foundation Degree' (EYSEFD) – assessed and endorsed by DfES and CWDC and leading to a new level of professional practice known as the 'Senior Practitioner'. Route specific options include: work with Under 3s; the Foundation Stage; and Teaching Assistants and Playwork options.

The current list of foundation degrees relevant to the children and young people's workforce can be obtained from www.fdf.ac.uk/courses/index.php. These include a wide range in care and in health and care; Addressing Additional Needs from Children to Young Adults; Child and Adolescent Mental Health; Child and Adolescent Studies; Children and Young Persons; Children and Youth Services; Counselling; Every Child Matters; Families, Parenting and Communities; Family Support; Integrated Practice; Leadership and Management; Social Care (Early Years); Voluntary and Community Organisation Development; Working with Young People; and Working with Young People and Young Peoples Services.

Table 3.00 shows the number of organisations delivering Foundation Degrees; the title of the degree and the geographical spread of provision. Whilst there is no detailed analysis of the content of these degrees, it seems likely that many have similar aims and objectives. It may be that there is room for some rationalisation of Foundation Degrees in line with identified sector needs for higher education.

Table 3.00: Organisations offering foundation degrees in each region

Region	EE	EM	Lond	NE	NW	SE	SW	WM	Y/H	Total
Degree title										
Child and adolescent studies	1									1
Childcare			1							1
Childcare and early years	1									1
Childhood studies		1	1	1	1	3	1	1		9
Early years childcare and education	4		1	1						6
Early childhood education				1		1	1			3
Early years care and education	2					5				7
Early years childhood studies				2	7		3			12
Early years	7	2	7		23	5	12	18	8	82
Early years (sector endorsed)		1	6	4		4	3			18
Integrated Practice (EYS Child and YP)					7					7
Social care (Early Years)							1			1
Early years care	2									2
Child and adolescent studies	1									1
Early years senior practitioner					1					1
Early years practice				1	2					3
Integrated education and care of children and young people					2					2
Early years childhood policy & practice									1	1
Positive childcare					1					1
Early childhood studies			5	1			2	3	1	12
Early years development / learning						1				1
Early years studies			1			1				2
Management of childcare provision					1					1
Working with children						1				1
Working with children & young people					1					1
Total	18	4	22	11	46	21	23	22	10	177

There appear to be a number of opportunities for additional support from higher education including:

- opportunity to custom build a qualification to the sector's needs, particularly in terms of flexibility and modularization.
- developing a higher level of workplace competence.
- easier routes into HE from such qualifications as apprenticeships and NVQs.
- more awareness of progression routes to full degree or other higher-level learning and qualifications from foundation degrees.
- more innovative and flexible ways of delivery, often designed around the requirements of the workplace and the commitments of the employee.
- greater range of delivery modes and the ability to switch, eg between full-time, part-time or at a distance, with on-going support from tutors and workplace mentor.

A joint project designed to improve understanding of the value of foundation degrees in the children's sector is being implemented during 2007. Following this, a framework for foundation degrees in the sector may be developed. This will form part of our Sector Learning Strategy. The project will contribute to widening participation by evidencing how foundation degrees meet the needs of integration within the children's workforce. It will evidence the contribution that foundation degrees can make to improved access for learners in the children's workforce to higher level qualifications, to improved mobility within and recruitment into the children's workforce. The Children's Workforce Network (CWN) wishes to see a greater range of effective opportunities both in terms of geographical coverage and of flexible, work-based programmes suitable for people in a range of occupations within the children's workforce.

The main output of the project will be a report detailing the effectiveness of foundation degrees to date in meeting the needs of the IQF for children's workers in England including the extent to which employer's needs are being met and the extent to which current foundation degrees support transition between different children's workforce occupations and between levels of qualifications.

3.1.3 Qualifications available at Levels 1, 2, 3 and 4

Both NVQ and non-NVQ qualifications appropriate to the CWDC footprint are available at Levels 1, 2, 3 and 4.

In early years and childcare, the National Vocational Qualifications (NVQs) are based on the National Occupational Standards for Children's Care, Learning and Development (CCLD)²⁸. NVQs have been developed at Levels 2, 3 and 4 and are awarded by various awarding bodies including: CACHE (Council for Awards in Children's Care and Education); Edexcel (now London Qualifications Ltd); C&G (City and Guilds); EDI

²⁸ see for example the CWDC website at: www.cwdcouncil.org.uk/qualifications/

(Education Development International); NOCN (National Open College Network); NCFE and ABC.

In addition, NVQ Level 4 in Residential Childcare, and NVQ Level 4 in Health and Social Care: Children and Young People, are offered by City and Guilds.

NVQs in Learning, Development and Support Services are also available at Levels 3 and 4 for Learning Mentors and Education Welfare Officers.

Within children's care, learning and development, roles at Level 2 can be found in: Childminders' own homes, Children's Centres, Community based services, Crèches, Daycare, Extended Schools, Hospitals, Nannies or home childcarers in the child's own home, Pre-schools / playgroups, Primary care, Schools, SureStart programmes. Roles at Level 3 include: Childminder, Crèche Leader, Family Support Worker, Health Care Support Worker, Nursery Supervisor, Playgroup Leader, Pre-School Leader, Special Needs Support, Supervisory Role in Integrated Centre, Worker in SureStart Schemes.

It is difficult to identify with any certainty the essential qualifications for the CWDC footprint; this will form part of the Sector Learning Strategy (SLS) development. To facilitate the analysis of skills development and qualifications presented in Section 3 below, a subset of NVQ and non-NVQ qualifications has been selected and used in analysis. This subset is shown in Tables 3.01 and 3.02 below and comprises those qualifications which have been identified as mandatory or recommended for the different fields of work and job roles covered by CWDC. This list is likely to be updated as the SLS work progresses.

Quantitative information about learners working on these qualifications during the last three years is provided in Section 3.3.4 below.

Table 3.01: NVQ qualifications used in analysis

Level	Qualification name	Awarding Body	Year(s) running
2	NVQ in Early Years Care and Education	EDI	2004-05
2	NVQ in Early Years Care and Education	CACHE	2003-04
2	NVQ in Early Years Care and Education	CACHE	2004-05
2	NVQ in Early Years Care and Education	C&G	2002-03
2	NVQ in Early Years Care and Education	C&G	2003-05
2	NVQ in Early Years Care and Education	EDEXCEL	2002-05
2	NVQ in Child Care and Education (Work with Babies)	CACHE	2002-03
2	NVQ in Child Care and Education (Work in Support of Others)	CACHE	2002-03
2	NVQ in Child Care and Education (Work in a Pre-School Group)	CACHE	2002-03
2	NVQ in Child Care and Education (Work in a Community	CACHE	2002-03

Level	Qualification name	Awarding Body	Year(s) running
	Run Pre-School Group)		
2	NVQ in Child Care and Education (Group Care and Education)	CACHE	2002-03
2	NVQ in Child Care and Education (Family Day Care)	CACHE	2002-03
2	NVQ in Child Care and Education (Pre-School Provision)	CACHE	2002-03
2	NVQ in Child Care and Education (Family Day Care)	J534	2002-03
2	NVQ in Child Care and Education (Group Care and Education)	J534	2002-03
2	NVQ in Child Care and Education (Work in a Pre-School Group)	J534	2002-03
2	NVQ in Child Care and Education (Pre-School Provision)	J534	2002-03
2	NVQ in Child Care and Education (Work in Support of Others)	J534	2002-03
2	NVQ in Child Care and Education (Group Care and Education)	EDEXCEL	2002-03
2	NVQ in Child Care and Education (Work with Babies)	EDEXCEL	2002-03
2	NVQ in Child Care and Education (Work in Support of Others)	EDEXCEL	2002-03
2	NVQ in Child Care and Education (Special Needs)	CACHE	2002-03
3	NVQ in Early Years Care and Education	EDI	2004-05
3	NVQ in Learning, Development & Support Services for Children, Young People & Those who Care for Them	EDEXCEL	2004-05
3	NVQ in Learning, Development & Support Services for Children, Young People & Those who Care for Them	OCR	2004-05
3	NVQ in Early Years Care and Education	CACHE	2003-05
3	NVQ in Early Years Care and Education	C&G	2002-05
3	NVQ in Early Years Care and Education	EDEXCEL	2002-05
3	NVQ in Caring for Children and Young People	C&G	2002-05
3	NVQ in Caring for Children and Young People	EDEXCEL	2002-05
3	NVQ in Caring for Children and Young People	CACHE	2002-05
4	NVQ in Learning, Development & Support Services for Children, Young People & Those who Care for Them	OCR	2004-05
4	NVQ in Early Years Care and Education	CACHE	2002-05
4	NVQ in Early Years Care and Education	C&G	2002-05

Table 3.02: non-NVQ qualifications used in analysis

Level	Qualification name	Awarding Body	Year(s) running
2	BTEC Certificate in Early Years Care and Education	EDEXCEL	2004-05
2	BTEC First Diploma in Early Years	EDEXCEL	2003-05

Level	Qualification name	Awarding Body	Year(s) running
2	C&G 6973 Progression Award: Early Years, Care & Education	C&G	2002-04
2	Certificate in Child Care and Education	CACHE	2002-05
2	Certificate in Child Care and Education	CACHE	2002-05
2	Certificate in Pre-School Practice	CACHE	2002-04
2	Certificate in Pre-School Practice	CACHE	2002-05
2	Childcare and Education	NCFE	2002-04
2	Childcare and Education Intermediate	NOCN	2002-03
2	First Diploma in Early Years	EDEXCEL	2002-03
2	Intermediate Diploma in Early Years	EDEXCEL	2002-03
2	Progression Award in Early Years Care and Education	C&G	2002-05
2	Child Care and Education	ABC	2002-03
3	BTEC National Award in Early Years	EDEXCEL	2003-05
3	BTEC National Certificate in Early Years	EDEXCEL	2003-05
3	BTEC National Diploma in Early Years	EDEXCEL	2003-05
3	Childcare and Education Advanced	NOCN	2002-03
3	Diploma in Child Care and Education	CACHE	2002-05
3	Diploma in Child Care and Education	CACHE	2002-05
3	Diploma in Nursery Nursing (NNEB)	CACHE	2002-05
3	Diploma in Pre-School Practice	CACHE	2002-05
3	Diploma in Pre-School Practice	CACHE	2002-05
3	National Certificate in Early Years	EDEXCEL	2002-05
3	National Certificate in Early Years	EDEXCEL	2002-03
3	National Diploma in Early Years	EDEXCEL	2002-05
3	National Diploma in Early Years	EDEXCEL	2002-03
3	Pre-school Practice Diploma	PSLA	2002-05
3	Progression Award in Early Years Care and Education	C&G	2004-05
4	Advanced Diploma in Child Care and Education	CACHE	2002-05
4	Advanced Diploma in Child Care and Education	CACHE	2002-05

The numbers of qualifications analysed in each year are:

- 2004-05: 32
- 2003-04: 32
- 2002-03: 50.

Apprenticeships

CWDC has responsibility for the Child Care Learning and Development (CCLD) apprenticeship frameworks, including certification²⁹. The CCLD was introduced in November 2005 and replaced the Early Years Care & Education framework at Levels 2 and 3.

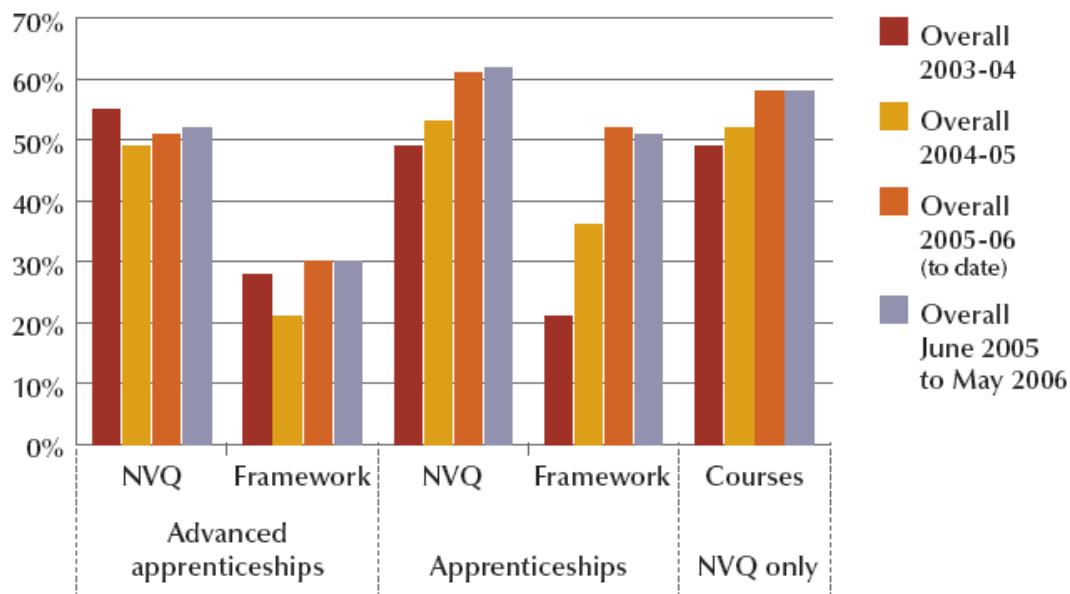
²⁹ see: www.cwdcouncil.org.uk/qualifications/frameworkguidance.htm

Recent research³⁰ shows the ‘case’ for apprenticeships to be clear:

- Apprenticeships improve business performance by making contributions to competitiveness, profitability, productivity and quality.
- The net costs of Apprenticeship training are frequently lower than those involved in training non-apprentices and the productivity of apprentices enables employers to recover much of the costs involved.
- Apprentices more easily adopt organisational values, are more likely to remain with the employer than non-apprentices and become part of a wider pool of talent that can be drawn upon by all employers in the sector.
- Seeking to increase the diversity of the apprentice workforce will have significant business benefits, as well as providing clear progression routes from Apprenticeship to higher levels in the organisation.

However, there are a number of issues; Apprenticeships within the children’s care and early years sector record high volumes of learners (16,467 average in learning numbers for 2005/06) but have low achievement rates - measured as the completion of the whole framework. Despite an increase from the previous year, total completion rates for the Apprenticeship and Advanced Apprenticeship framework were 53% and 38% respectively for 2005-06. Although success rates for the advanced apprenticeships are showing some improvement, they remain low overall and are the lowest for all apprenticeships across the work-based learning sector.

Figure 3.03: Early Years success rates³¹



Consultation with the sector has identified a number of key issues behind the low completion rates³²:

³⁰ Apprenticeships Task Force, 2005; Apprenticeships Task Force: Final Report

³¹ Talisman, Issue 59, March 2007

- The sector regulatory standards at Level 2 results in a focus on NVQ-only completion.
- The target age group of 16-18 year olds for Apprenticeship programmes present difficulties in many settings when addressing the staff to adult ratio requirements. Adult apprenticeships are targeted as having a level of maturity gained through working with children and young people.
- The funding priority of Apprenticeships programme for the 16-18 age group may not be appropriate for this sector.
- Many employers do not recognise the value of the broader skills and knowledge acquired through an Apprenticeship framework.
- Many employers do not adequately support learners to complete an apprenticeship framework .
- The delivery of an apprenticeship does not always support the learner to complete the framework or to secure employment.
- Due to the image of the sector, some learners who are encouraged to undertake an apprenticeship are not suitable for the programme, or who have poor basic skills.

3.1.4 Non-accredited training and qualifications

Non-accredited training and development includes introductory courses and induction programmes for specific roles (eg introductory childminding courses and mandatory training courses for learning mentors, foster carers etc), workshops, in-house training, shadowing, job-swaps, and non-accredited continuing professional development.

There are many reasons why non-accredited training is preferred to accredited training. These include:

- Accreditation is bureaucratic, time-consuming and unnecessary for many organisations.
- Accreditation is seen as adding no value to many learners' experience.
- Formal assessment is sometimes intimidating for members of the workforce who have not had experience of learning for some time.
- Short courses are usually highly focused on immediate development needs and can be cost-beneficial, both to individuals and their organisations.
- Many provisions satisfy needs for 'just-in-time' skill development, whereas this is not possible for most accredited provision.
- Accredited training often needs a large time commitment which is sometimes difficult for both individuals and their organisations, particularly where there are recruitment and retention issues.

³² For example: Early Years, Childcare and Playwork Stakeholder Forum, 2006; *Apprenticeship Task Group Final Report*. Expert Panel – Funding Rates for NVQs and Apprenticeships Final Report 2006. Feedback from CWDC and LSC joint regional events – Apprenticeships in Action March 2007

There are a plethora of such provisions available, and many charities and membership organisations offer a range of provisions for people working in the sector.

Many of these are listed in Table 3.04.

Table 3.04: Examples of organisations providing non-accredited training and development

Organisation	Key offers
Association of Educational Welfare management (www.aewm.co.uk/)	Information and advice
British Association for Adoption and Fostering (http://www.baaf.org.uk/)	A range of courses / workshops
British Association of Social Workers (http://www.basw.co.uk/)	Active guidance in social work practice through conferences and training courses
General Social Care Council (www.gsccl.org.uk/)	Information and advice on accredited qualifications / courses
Local Authorities training and development arm (see individual local authorities' websites for details)	Information and advice on courses available
Maternity & Nanny Training (http://www.mynannynetwork.co.uk/)	A range of courses
National Association of Social Workers (www.socialworkers.org/)	Conferences, workshops, distance learning and online courses
National Childminding Association (www.ncma.org.uk/)	Short training courses on a wide range of specific issues
National Day Nursery Association (www.ndna.org.uk/)	A three strand training programme suitable for all those working in childcare and early years education
National Institute of Adult Continuing Education (NIACE) (www.niace.org.uk)	Wide range of short CPD courses and workshops
National Portage Association (www.portage.org.uk/)	Basic 3/4 day portage training workshops; advanced modules in play and home visiting, emotional support and working with children with multiple learning difficulties
NCMA Children Come First childminding networks (http://www.ncmacf.org.uk/) also offers a range of training opportunities for childminders.	
Pre-school Learning Alliance (http://www.pre-school.org.uk/TQA/guide/learningjourneys.pdf)	Accredited qualifications and non-accredited courses
Professional Association of Nursery Nurses	

Organisation	Key offers
(http://www.pat.org.uk/index.cfm?param=content/pann.htm) – no courses	
Steiner Waldorf (www.steinerwaldorf.org.uk/)	A range of professional development courses
The Association of Educational Psychologists	A range of courses including the AEP annual course and others: http://www.aep.org.uk/Courses/Co2006/2006_programme.pdf
The Association of Nanny Agencies (www.anauk.org/)	Information and advice
The Division of Educational and Child Psychology of British Psychological Society (http://www.bps.org.uk/decp/decp_home.cfm)	Information and advice on accredited qualifications / courses etc
The National Association of Children's Information Services	Information and advice
The National Fostering Agency (http://www.thefosteringagency.com/index.htm)	A range of courses and workshops
The National Fostering Network (http://www.fostering.net/)	A range of courses and workshops

It is often difficult to collect reliable information about non-accredited training, for example about registration, completion, uptake, cost of provision, or what proportion of learners are already in the workforce and doing the courses as part of their CPD and what proportion are not currently in the workforce and are undertaking personal/community development with a view to moving onto qualifications or employment. This is potentially a significant area for consideration of development of intelligence systems by CWDC.

One source of information is the learndirect database which gives an indication of the number of providers offering non-accredited training:

<i>Table 3.05</i>	Approx no. of providers offering training to childcare staff
First aid	8,100
Childcare training	4,900
Food hygiene	4,900
Child protection	4,600
Health and safety	3,800
Special needs	2,550
Management/business skills	1,650
Early years training	1,600
Behaviour training	950
Equal opportunities	600
Total	28,755

3.1.5 CPD: Post-qualifying awards in social work

Social workers are encouraged to keep their skills and knowledge up-to-date. One way to do this is through studying for a post-qualifying (PQ) award. Qualified social workers can study for six post-qualifying awards which are approved by the GSCC:

- Post-Qualifying Award in Social Work (PQSW).
- Advanced Award in Social Work (AASW).
- Child Care Award (CCA, and sometimes referred to as PQCCA).
- Mental Health Social Work Award (MHSWA) which enables a social worker to practice as an Approved Social Worker (ASW).
- Practice Teacher Award (PTA).
- Regulation of Care Services Award (RCSA).

In February 2005, the GSCC launched the revised post-qualifying (PQ) framework for social work education and training. The framework builds on the new social work degree and takes into account all the changes that have taken place in social work practice in recent years. People who use services and carers will be central to post-qualifying education and training. The framework will allow social workers to continue their education and training in a flexible and modular way and comes into force in September 2007.

There are three 'levels' of awards in the new framework, each corresponding to a particular stage of professional and career development, with specialist strands, one of which relates specifically to children and young people, their families and carers:

Table 3.06

New award	Specialist strands				
Post-Qualifying Award in Specialist Social Work	Children and young	Mental health	Adult social	Practice education	Leadership and

Post-Qualifying Award in Higher Specialist Social Work	and young people, their families and carers		social care		and management
Post-Qualifying Award in Advanced Social Work.					

Under the current system, funding for PQ training is allocated to the General Social Care Council (GSCC) who distributes it via regional PQ consortia. Under the new system, funding will be allocated to Skills for Care in liaison with Children’s Workforce Development Council (CWDC) and managed by Regional Planning Networks for PQ (RPNPQ). RPNPQs will be fully integrated with the Learning Resource Network and will manage training for both adults and children’s social services. Figures for Post Qualifying registrations and achievements are shown in Section 3.3.

3.1.6 CPD: Management training and qualifications

There appears to be no definitive list of the qualifications available to managers, but shown below is a range which is applicable to the children’s and early years workforce:

- NVQ Assessor Awards.
- Management NVQ Level 3/4/5.
- Registered Managers Award (RMA).
- Championing Children training.
- Certificate in Management Studies (CMS).
- Diploma in Management Studies (DMS).
- Diploma in Care Services Management (DCSM).
- Master of Business Administration (MBA).

3.1.7 Qualifications planned within the next two years

From September 2007, Edexcel will also be offering: National Award in Children’s Care, Learning and Development; National Certificate in Children’s Care, Learning and Development; and National Diploma in Children’s Care, Learning and Development,

From 2008, the new 14-19 Specialised Diploma, Society, Health and Development, will be piloted³³. This is a complex qualification aimed at young people between the ages of 14-19 in full time education. The Diploma will be available at Levels 1, 2 and 3, with the Level 3 being equivalent to 3 A levels and providing access to relevant higher education and professional learning programmes. The Specialised Diploma is designed to provide young people for whom the traditional academic route is not appropriate, with an alternative and challenging learning programme. The delivery is designed to focus on applied learning and at Level 3, students will have an opportunity to spend 20 days in a sector based working environment. CWDC with its CWN partners has been closely involved in the development of the new Specialised Diploma and will continue to monitor

³³ eg see: www.qca.org.uk

and evaluate the pilot to ensure that it provides appropriate learning for young people who wish to enter the children’s workforce.

3.2 Training and development provision

3.2.1 Learning provision: higher education

Provision at higher education level comprises first (bachelors) degrees; foundation degrees; and post-graduate awards (including post-qualifying awards for social workers and a range of management development opportunities).

Foundation degrees

It is difficult to analyse foundation degree provision for the children’s and young people’s workforce alone. This is due to a number of factors including: designation comes under several broad headings (eg ‘Health’ and ‘Community and social studies’); diversity in content (eg some foundation degrees are titled ‘health and social care’ but the curriculum is totally health; some titles hide the fact that the foundation degree is focused on children and young people); and also the broad category used in HESA data: “Others in subjects allied to medicine”). We plan to undertake further work on identifying and analysing foundation degrees.

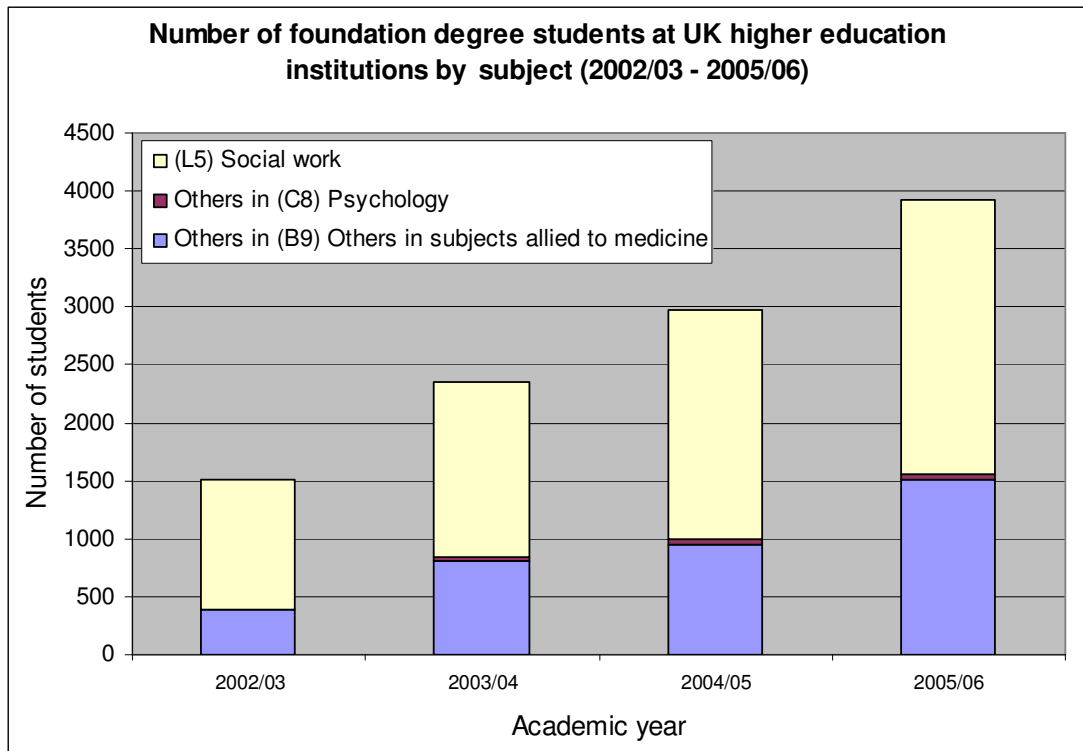
Table 3.07: Titles of established foundation degrees include (at 2007)³⁴

Title	No. of courses
Addressing Additional Needs from Children to Young Adults	1
Applied Psychology	2
Care (including similar titles – eg social care)	12
Child and Adolescent Mental Health	1
Child and Adolescent Studies (including similar titles)	3
Counselling (including similar titles)	18
Every Child Matters	1
Families, Parenting and Communities	7
Health, Community and Social Care	2
Integrated Practice (EYS Child and Young People)	6
Integrative Counselling	2
Leadership and Management	1
Learning Disabilities	1
Professional Learning in Children's & Young People's Services	1
Psychology (including similar titles)	2
Substance Misuse	3
Voluntary and Community Development (including similar titles)	6
Working with Children and Young People (including similar titles)	16
Youth and Community (including similar titles)	7

³⁴ See: <http://www.fdf.ac.uk/courses/index.php>

Approximately 65% of learners studying foundation degrees in 2003-04 and 2004-05 were registered on a course broadly described as 'social work'; over 32% on courses described as 'other subjects allied to medicine'; and a very small percentage on psychology courses. Total numbers have risen sharply over the last four years, however percentages have remained roughly the same, with slightly fewer registered on social work courses as shown in Figure 3.08:

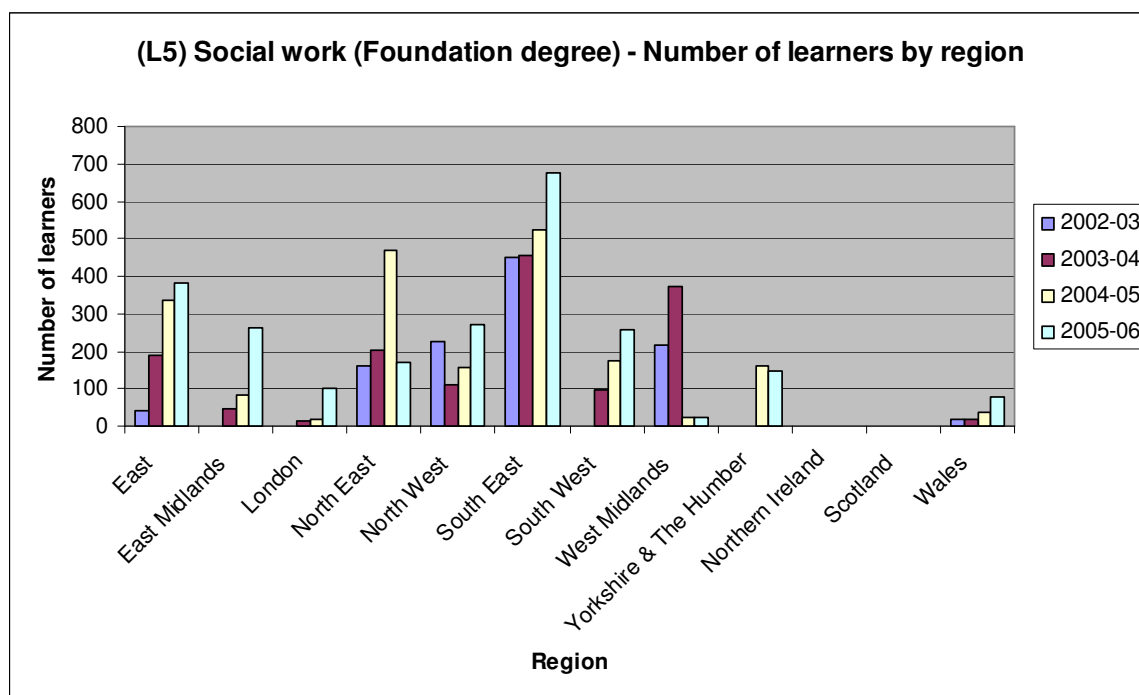
Figure 3.08



Source (this and following graphs): HESA data

There is regional variation on all of these subject areas, for example for social work and 'other subjects allied to medicine' as shown in Figures 3.09 and 3.10.

Figure 3.09



NB alpha-numerics (eg 'L5') in the titles refer to codes used in the source HESA data

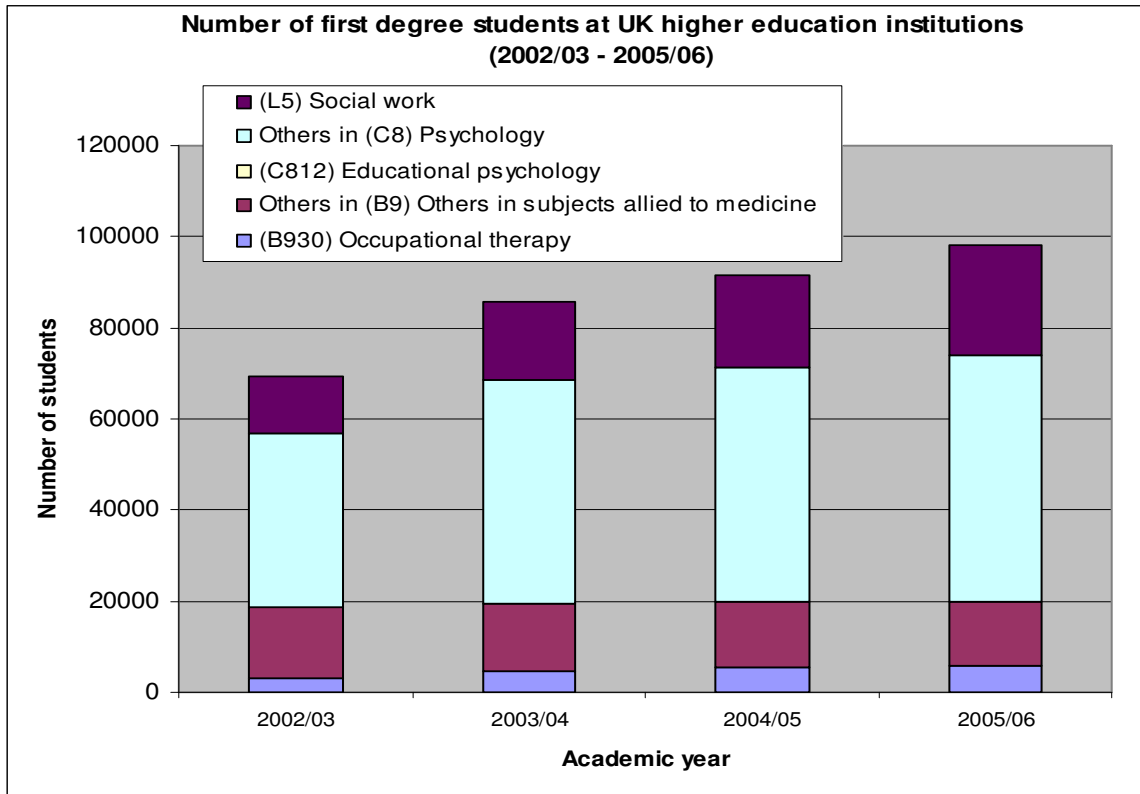
Figure 3.09 shows the significant regional variation in terms of numbers of learners taking the Social work Foundation degree. While the East, East Midlands, South East and South West have seen a relatively steady increase in numbers, the West Midlands has seen numbers significantly decrease, while there was an anomalous year for the North East in 2004/5 when learner numbers were very high, and numbers have since dropped.

First degrees

There is a wide range of first degrees available which have varying applicability to the children and young people's workforce. The analysis which follows is based on HESA data obtained for each year between 2002-03 and 2005-06. The HESA data available does not allow detailed analysis subject by subject. Below, we have focused on results for 2005-06, noting any significant differences with previous years.

Approximately 55% of learners are studying on a course broadly described as 'psychology'; 25% on a social work degree; 14% on 'subjects allied to medicine'; and 6% on occupational therapy. Over the past four years, the total number studying increased steadily, and those studying social work (degree / DipSW) has increased from 18% to 25% of the total as shown in Figure 3.10.

Figure 3.10



There is regional variation on all of these subject areas³⁵, for example for psychology and social work as shown in Figures 3.11 and 3.12.

Figure 3.11

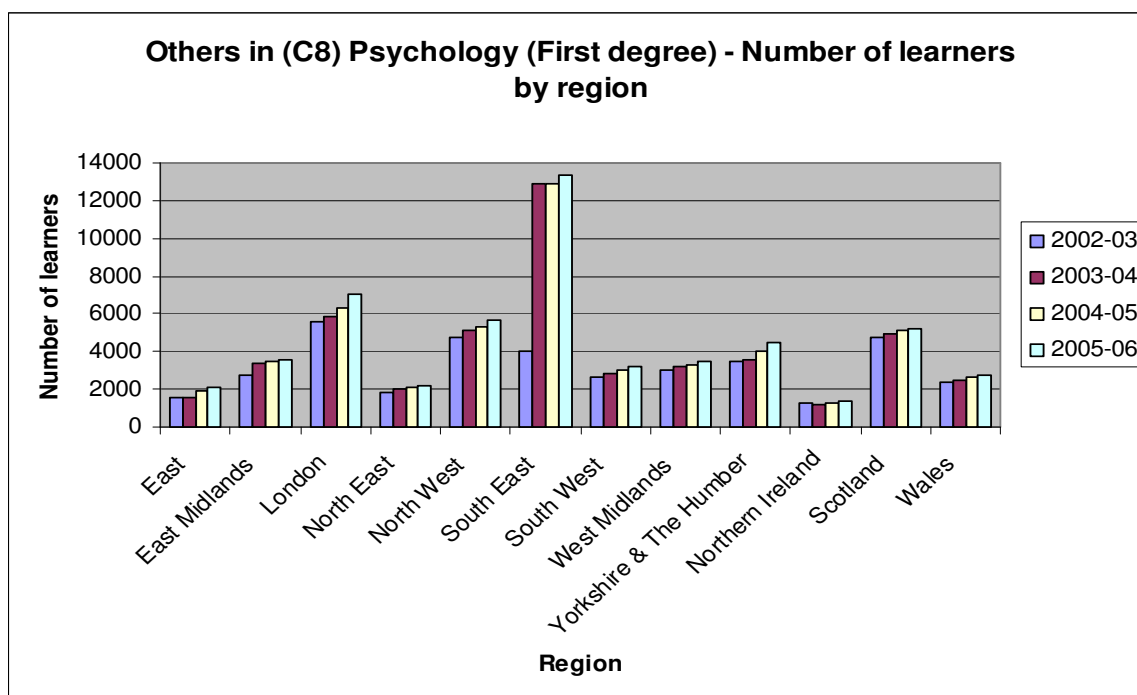
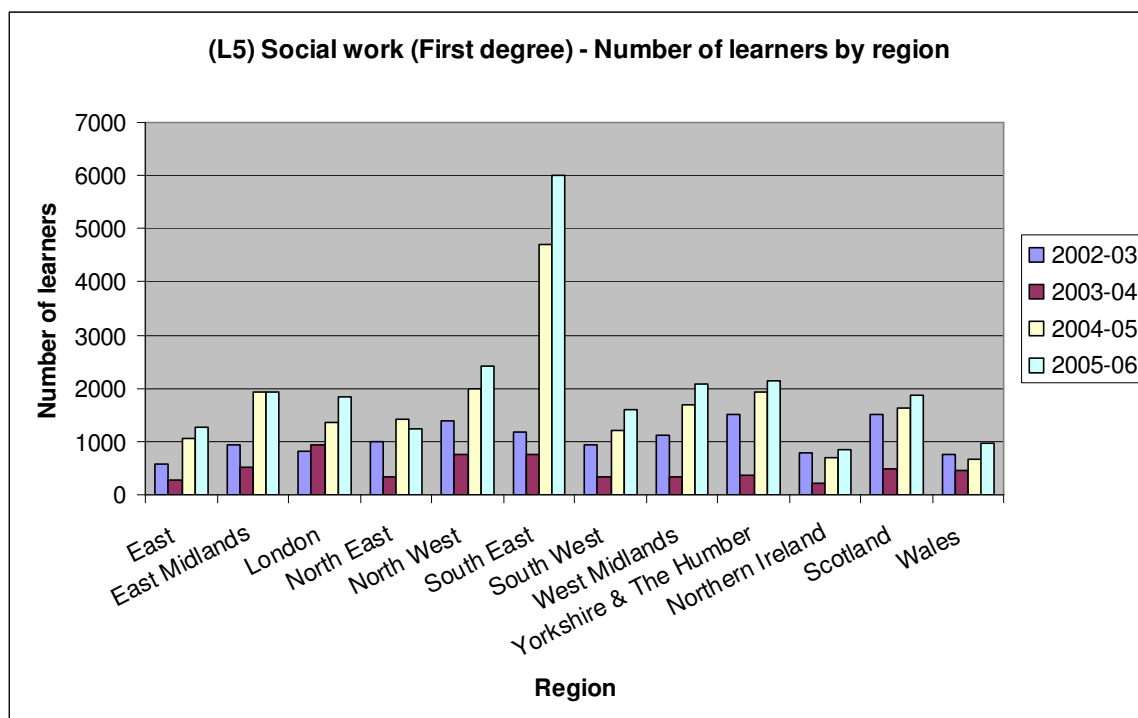


Figure 3.11 shows that there has been a steady increase in all regions in the number of learners taking Psychology as a first degree. In three regions; London, South East and Yorkshire & the Humber, there was a particularly large increase in the latest year, 2005/6.

Similarly, the number so learners taking Social work as a first degree has risen year on year in nearly all of the regions, except 2003/4, where there was a marked drop in all of them (Figure 3.12). The North East is slightly anomalous, however, as it saw a drop in the number of learners in the last year of the data, 2005/6, while in the East Midlands there was no significant increase between 2004/5 and 2005/6. Most notable is the huge increase in numbers in the South East since 2004/5.

³⁵ *Baselining Work Based Learning*. Internal report by Pervez Aktar, Skills for Care, March 2007

Figure 3.12

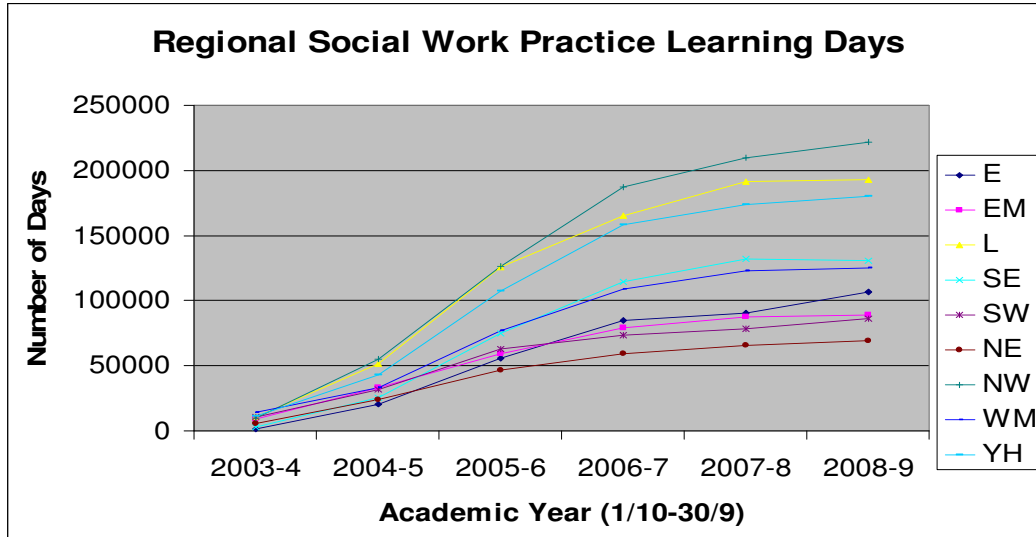


The majority of course participants are aged 30 to 44. However there are over 600 students across England under 20 years of age.

Approximately 88% of course provision is provided on a full time basis. Part time provision varies throughout the country with the North West and London leading the way. The South West, North East and West Midlands provide the least part time provision. It is notable that the South West and North East have low levels of participation in Social Work degrees and other related programmes as outlined earlier. Lack of part time flexible provision may well be a barrier to participation, particularly given the age profile of the majority of students.

The social work degree has a significant element of practice learning. The number of days has grown significantly, and projections show there is a trend to increase demand consistently over the next few years.

Figure 3.13



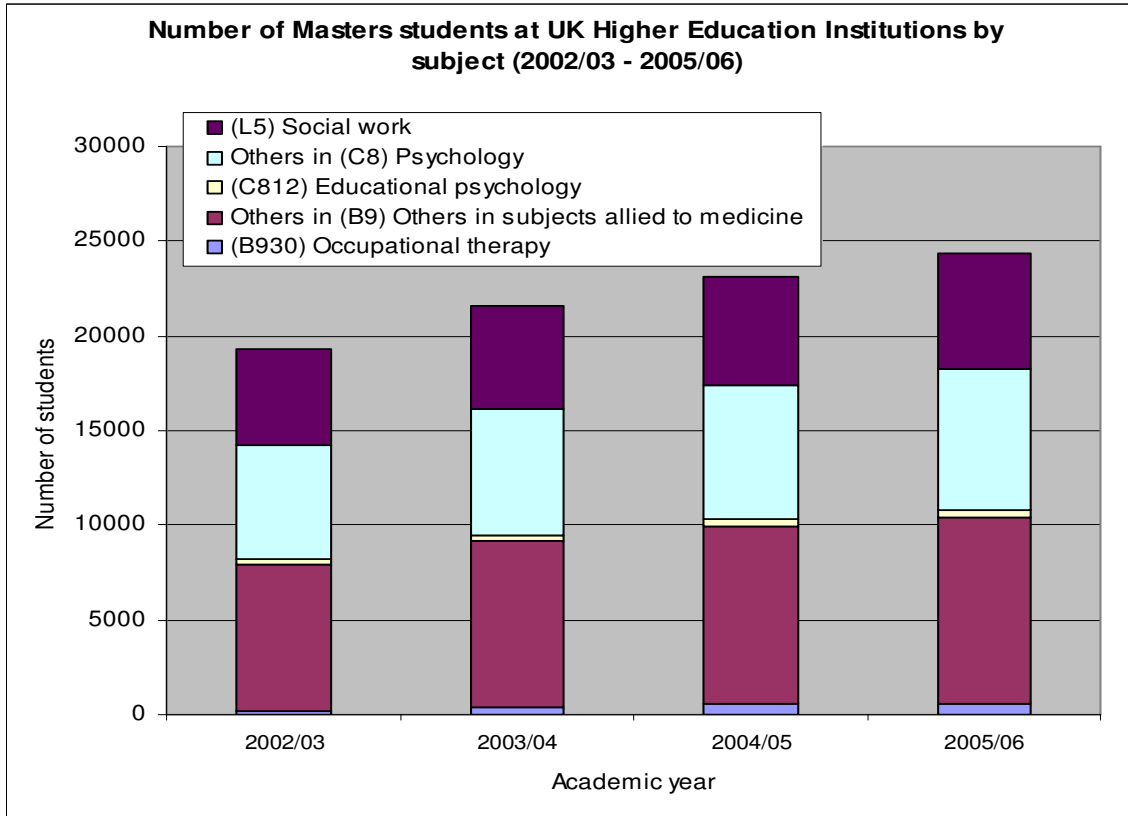
Source: *Baselining Work-Based Learning. Skills for Care, March 2007*

Masters degrees

Again, Masters degrees are offered in a wide range of subject areas which have varying applicability to the children’s and young people’s workforce.

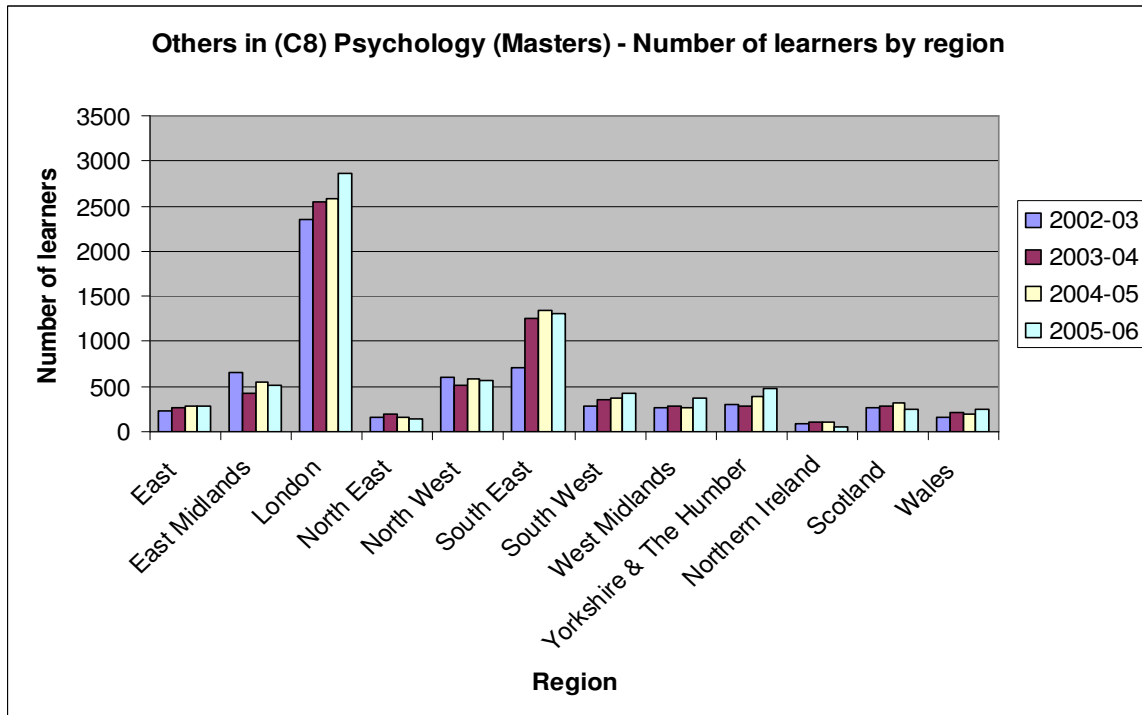
Approximately 41% of learners are studying ‘subjects allied to medicine’; 31% psychology; 25% social work; and a small percentage occupational therapy. Whilst numbers have increased steadily over the last four years, the proportions have remained remarkably similar as shown in Figure 3.14.

Figure 3.14



There is regional variation on all of these subject areas, for example for psychology and social work as shown in Figures 3.15 and 3.16.

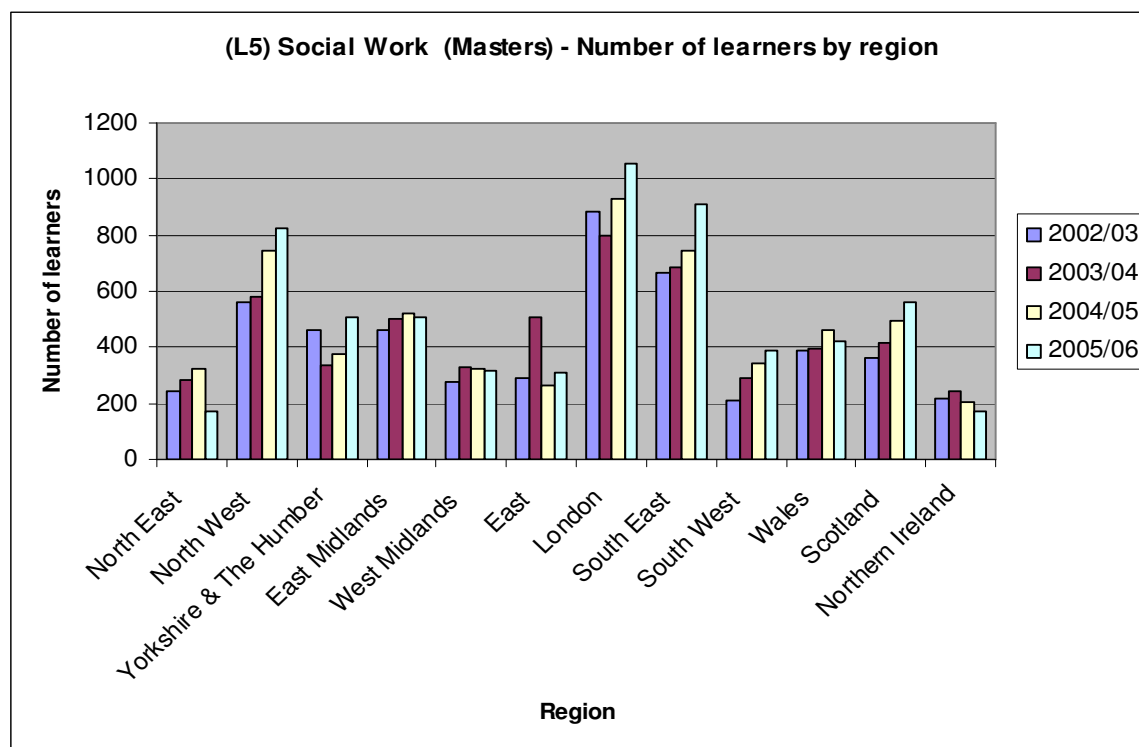
Figure 3.15



While the number of learners does not noticeably increase for Psychology (Masters) over the years surveyed, except in London, there is a clear increase in most regions in the

number of individuals studying for a Social Work (Masters); North West, Yorkshire & the Humber, London, the South East and the South West.

Figure 3.16



3.2.2 CPD provision: Post-qualifying awards in social work

Post qualification (PQ) training covers a numbers of different courses that social workers undertake once they have qualified. This training is usually undertaken through a mix of work- based learning. The training is aimed at developing and consolidating learning that has been gained whilst training as a social worker and also more specific training to develop specialist skills in undertaking specific duties. There are PQ awards in childcare, social work and practice teacher training. The main award supporting the continuing professional development of children and families social workers is the post-qualifying childcare award (PQCCA).

The number of PQ Award registrations in social work have remained roughly constant over the last 4 years at about 4,000 per year, apart from in London where there has been almost a 40% increase. Completions in each year have risen steadily over the same period, from about 670 in 2002-03 to 1,000 in 2005-06.

Registrations for the Advanced Award in Social Work (AASW) have increased by almost 50% in London but have decreased in other regions. Completions have been broadly constant at about 90 per year, apart from in 2005-06 where they have fallen to under 70.

Registrations for the Practice Teaching Programme have remained roughly constant in all regions apart from London where there has been a 35% increase. Completions have been broadly constant at between about 500-580 per year.

3.2.3 CPD provision – management training and qualifications

There appears to be no definitive list of the qualifications available to managers, but shown in Figure 3.17 are the numbers of staff in local authority social services departments holding or studying for a range of management qualifications at 30 September 2003 by job function. This shows that 65% of managers either held or were working towards a management qualification. Once again, this data is not available for the children's workforce only, so these figures include both adult and children's social services.

Table 3.17: Staff in local authority social services departments holding or studying for a range of management qualifications

Job function (see notes)	Management		Practice		Support and development		Total	
	H	S	H	S	H	S	H	S
No. of local authorities responding:	84	90	84	90	84	90	84	90
Estimated total holding / studying for management qualifications	7,260	3,470	3,981	1,907	1,726	576	12,976	5,961
	%	%	%	%	%	%	%	%
NVQ Assessor D32/D33/D34/D36	35	26	60	56	51	34	44	36
Management NVQ Level 3/4/5	17	35	12	23	16	27	15	31
Certificate in Management Studies (CMS)	17	14	10	6	11	6	14	10
Diploma in Management Studies (DMS)	11	6	4	3	7	8	8	5
Diploma in Care Services Management (DCSM)	3	1	2	2	1	0	2	2
Master of Business Administration (MBA)	2	1	0	1	1	2	1	1
Other management qualifications	16	16	12	9	13	22	14	15
Share of total staff holding / studying for management qualifications	56	58	31	23	13	10	100	100
Estimated % of total SSD workforce	43.5	20.8	2.8	1.0	2.5	0.8	4.7	2.2

Source: SCHWG social services workforce survey 2003 (England)

Key: H: Holding, S: Studying

3.2.4 Learning provision – Levels 1, 2, 3 and 4

It is difficult to identify with any certainty the essential qualifications for the CWDC footprint; this will form part of our Sector Learning Strategy (SLS) development. To facilitate the analysis of skills development and qualifications presented in this Section, a subset of NVQ and non-NVQ qualifications has been used. This subset is shown in

Figures 3.17 and 3.18 and comprises those qualifications which have been identified as mandatory or recommended for the different fields of work and job roles covered by CWDC.

Information on NVQs and non-NVQ qualifications which follows has been compiled from analysis of datasets available from the LSC and NISVQ (National Information System for Vocational Qualifications)³⁶. The NISVQ data are based on number of awards made in a particular year whereas the LSC data is based on 'on programme' learners and enrolments per year. Where possible, analysis has been undertaken for the years 2002-02, 2003-04 and 2004-05 to indicate trends; however, comparison year-to-year should be treated with caution, as all key qualifications have not been offered in all three years (see Figure 3.17 above). Therefore although overall trends can be shown, each year is made up of a different set of qualifications.

There are issues and complexities associated with obtaining available data on the qualifications relevant to the sector. In terms of access to LSC data, there is a standard data specification provided to all SSCs which is based on the qualifications which fall under the Learndirect Classification System (LDCS). In using this approach, the downside of using this approach is that the data returned contained vast amounts of information on qualifications which are not relevant to the sector. This is demonstrated by Figure 3.18 which provides a summary of the most popular qualifications contained in the LSC return (the 20 with the most learners) and shows the broader picture of those qualifications that fall under the 'children's and young people's' heading³⁷. Despite not being classed as key qualifications for the sector.

The Skills for Business network and LSC are working together to agree a common approach to requests for data in the future.

Table 3.18: Summary of most popular qualifications

Qualification Name	Level	Awarding body	No. Learners ³⁸		
			02/03	03/04	04/05
Award in Caring for Children	1	CACHE	2,011	3,521	4,140
Key Skills - Working with Others	1	EDEXCEL	6,404	5,470	28
Key Skills - Working with Others	1	C&G	4,529	4,976	83
Key Skills in Working with Others	1	C&G			5,639
Key Skills in Working With Others	1	EDEXCEL			4,507
learndirect Experience (The)	1	UFI	4,641		
Certificate in Child Care and Education	2	CACHE	4,757	7,026	7,557
GNVQ in Intermediate Health and Social Care	2	EDEXCEL	3,095	3,944	3,477

³⁶ NISVQ summarises information on NVQs, VRQs and other VQs outside the national framework made by 24 of the major awarding bodies

³⁷ NB this list has not been used in detailed analyses which follow

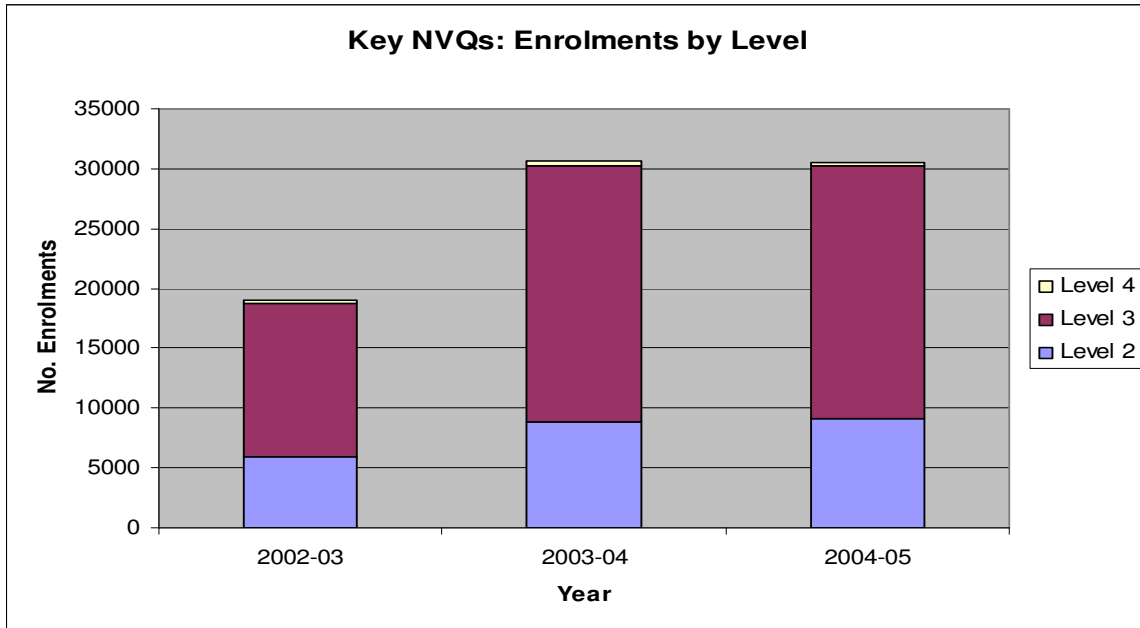
³⁸ Includes both 'on programme' learners and enrolments in a particular year

Qualification Name	Level	Awarding body	No. Learners ³⁸		
			02/03	03/04	04/05
Key Skills - Working with Others	2	EDEXCEL	9,298	7,711	190
Key Skills - Working with Others	2	CG	4,674	6,516	491
Key Skills in Working With Others	2	EDEXCEL			6,417
Key Skills in Working with Others	2	C&G			6,379
NVQ in Care	2	CG	14,047	16,452	12,403
NVQ in Care	2	EDEXCEL	7,876	9,115	7,379
NVQ in Early Years Care and Education	2	CACHE		3,891	4,152
Advanced VCE (Double Award) in Health and Social Care is this CWDC?	3	EDEXCEL	4,802	3,806	2,874
Award in Assessing Candidates Using a Range of Methods	3	C&G	1,511	4,964	6,284
BTEC National Diploma in Early Years	3	EDEXCEL	4,352	7,068	6,680
Certificate in Childminding Practice	3	CACHE	922	3,985	3,231
Certificate in Delivering Learning: An Introduction	3	C&G	31	4,055	7,622
Certificate in Delivering Learning: An Introduction	3	C&G	31	4,055	7,622
D32 Assess Candidate Performance	3	C&G	5,144	741	94
D33 Assess Candidate Using Differing Sources of Evidence	3	C&G	4,034	628	47
Diploma in Child Care and Education	3	CACHE	7,917	12,523	12,975
Diploma in Pre-School Practice	3	C&G	1,870	3,714	3,894
NVQ in Care is this CWDC?	3	C&G	7,770	9,215	7,932
NVQ in care is this CWDC?	3	EDEXCEL	4,125	5,157	4,979
NVQ in Early Years Care and Education	3	C&G	5,689	5,553	5,401
NVQ in Early Years Care and Education	3	EDEXCEL	4,021	3,911	3,672
NVQ in Early Years Care and Education	3	CACHE		7,995	7,881
TOTAL			113,551	145,992	144,030

Numbers of learner enrolments by qualifications level

For both key NVQ and non-NVQ qualifications, the numbers of enrolments has shown an increase between 2002 and 2003 but has remained roughly stable between 2003 and 2004 and 2004 and 2005 as shown in Figures 3.19 and 3.20.

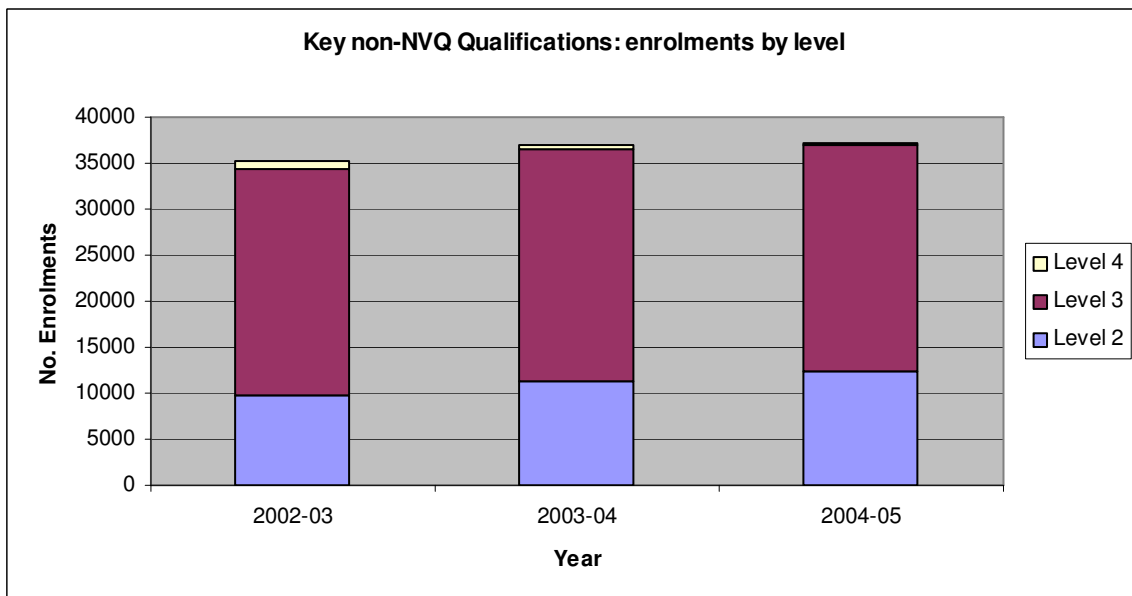
Figure 3.19



Source: LSC data

The figures show that for non-NVQ qualifications, the proportion of Level 4 enrolments is smaller than for previous years. This contrasts with the key NVQ where Level 4 enrolments have increased since 2002/3.

Figure 3.20



Source: LSC data

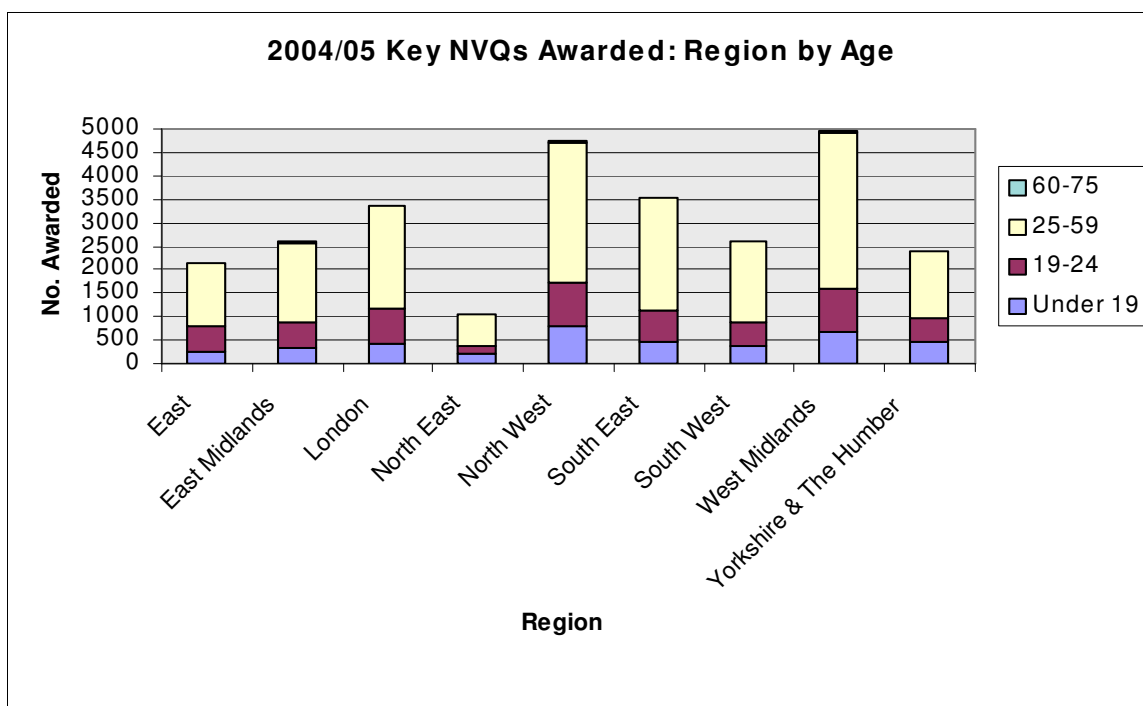
Age profile of learners

According to the data gathered by the LSC, the vast majority of learners on key NVQ qualifications are in the 25-59 age range, the proportion increases with Level, This is

largely because the lower levels are more popular with the under 19 group, which makes up 12% of level 1 students, but less than 1% of level 4 students. The proportion of students in the 19-24 category is consistent across levels 2, 3 and 4, at around 12%. Between 2002 and 2003 and 2004 and 2005, there has been a slight increase in both the number and the proportion of 19-24 year olds. The differences in age profile of non-NVQ qualifications is far more marked, with 63% of level2 students and 65% of level 3 students falling into the Under 19 category, but just 2% of level 4 students. The majority of level 4 students are 25-59, while the number of 19-24 year olds increases as the level increases.

The regional distribution (see Figure 3.21) is varied, with the North West showing the greatest number of NVQs being awarded overall, and also with the greatest range of ages. Awards in the North East are lowest in all age categories, except among the under 19s, where there are fewer awards made in the Eastern region. The distribution by age and region has remained similar from 2002/03 to 2004/5, however, overall total numbers have increased. The distribution is clear in the chart below which shows the 2004/5 data.

Figure 3.21



Source: NISVQ

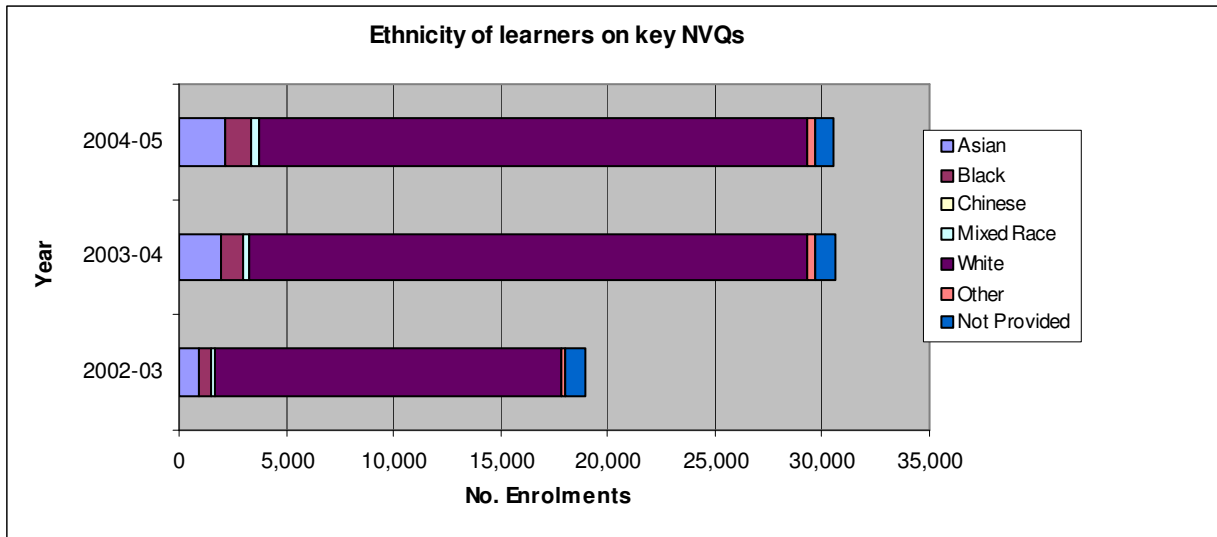
Gender profile of learners

The proportion of females is significantly higher (over 90%) in all years for both NVQ and non-NVQ qualifications. The most popular qualification for men according to this data is the key NVQ level 3, which has approximately 8% men. Overall fewer men have enrolled on key non-NVQ qualifications than on NVQ courses. The Learning Disability Support Services LDSS NVQ was not included in the data collection mentioned above, however enrolment on that course reflects the overall trend, with just 9% of students being male.

Ethnicity of learners

The majority of learners (over 80%) at all levels and in all years state their ethnicity as white, with those stating their ethnicity as Asian being the second largest ethnic group, at about 7% in 2004-05. The 2001 census shows that country-wide 4.4% of the population identify themselves as Asian, while 2.2% identify themselves as black, there is therefore a difference in the ethnicity profile of learners compared to the national profile. Figures 3.22 and 3.23 below show the breakdown in more detail for both NVQ and non-NVQ students.

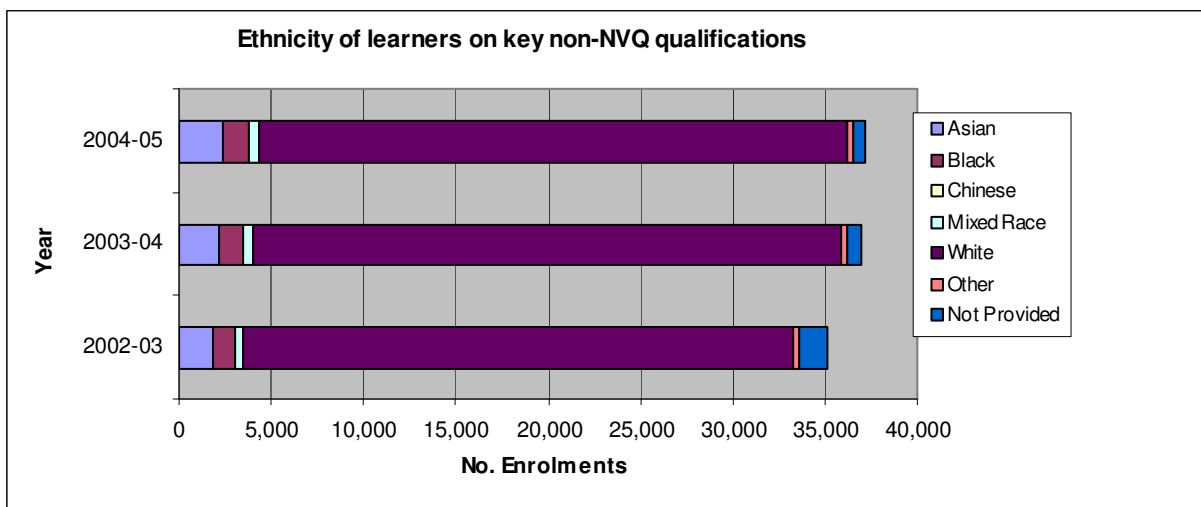
Figure 3.22



Source: LSC data

As Figure 3.23, below, shows, the proportions of learners in terms of ethnicity is similar for non-NVQ qualifications as NVQ qualifications. Moreover, the proportions appear to be steady over the years shown, 2002/3 – 2004/5.

Figure 3.23

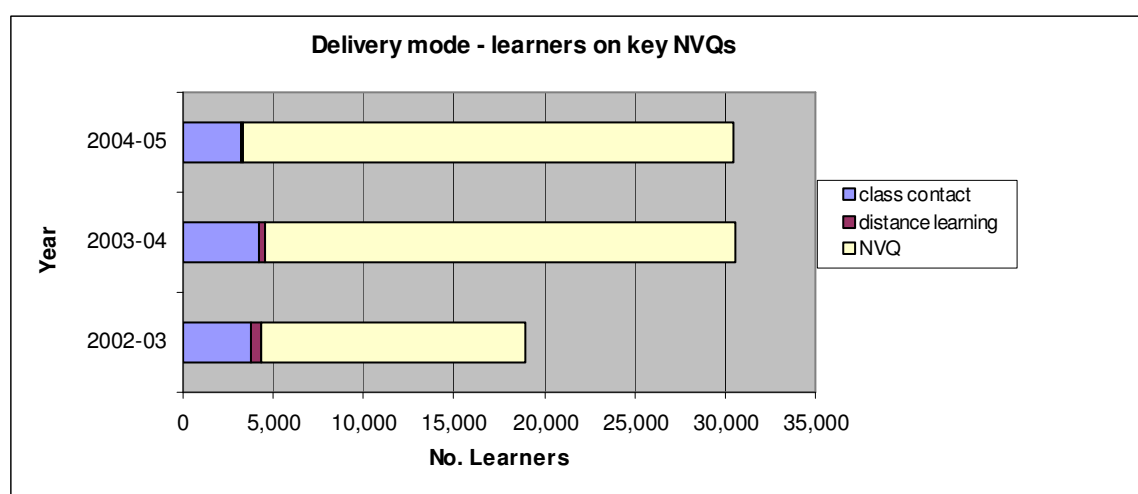


Source: LSC data

Delivery mode

The availability of different qualifications by different modes of delivery affects the student profile, given, for example, the preference of some students for classroom contact, and the need for other students to study on a distance-learning course. The LSC has collected data for the key NVQs and for non-NVQ qualifications according to the mode of delivery. The category 'NVQ' in Figure 3.24 refers to work-based learning, both full and part time, given their vocational nature, the proportion of work-based learning on NVQs is far greater than for non-NVQ qualifications.

Figure 3.24



Source: LSC

The vast majority (over 90%) of learners studying for an NVQ do so full time, whereas most studying for a non-NVQ qualification do so part-time (about 70%).

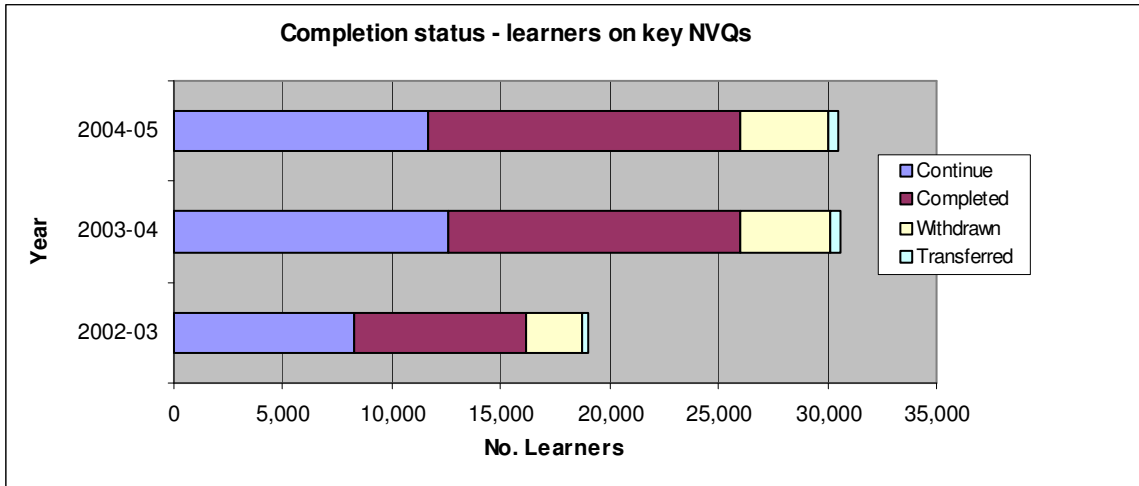
Completion and achievement

Both completion and achievement data should be treated with particular caution: the figures below show number of completions/achievements in each year, but this does not relate to the number of enrolments as the figures are 'in year' (ie people continuing from the previous year plus new enrolments).

In NVQs, roughly equal proportions in any one year complete as do continue, with a smaller number (about 13%) withdrawing. In non-NVQs, higher proportions complete in any one year (about 50%) with a slightly higher proportion of withdrawals (about 16%).

The data collected shows that although overall numbers have increased, the proportions of individuals continuing, completing and withdrawing have stayed approximately constant. However, in 2004/5 there were slightly more completions than in previous years (Figure 3.25).

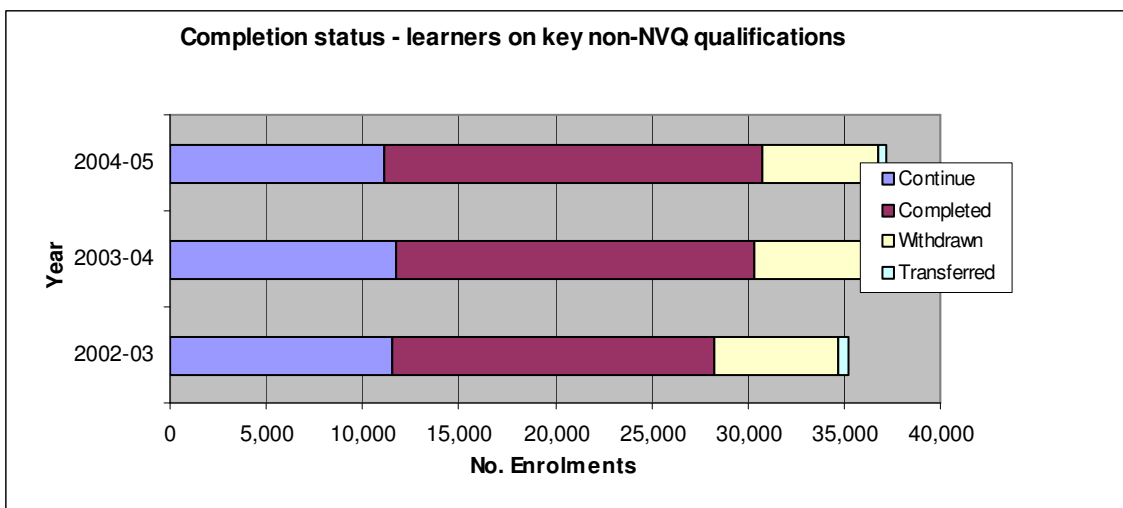
Figure 3.25



Source: LSC

This is true also of non-NVQ qualifications, although overall numbers have changed less between 2002/3 and 2004/5, the number of completions has slightly increased.

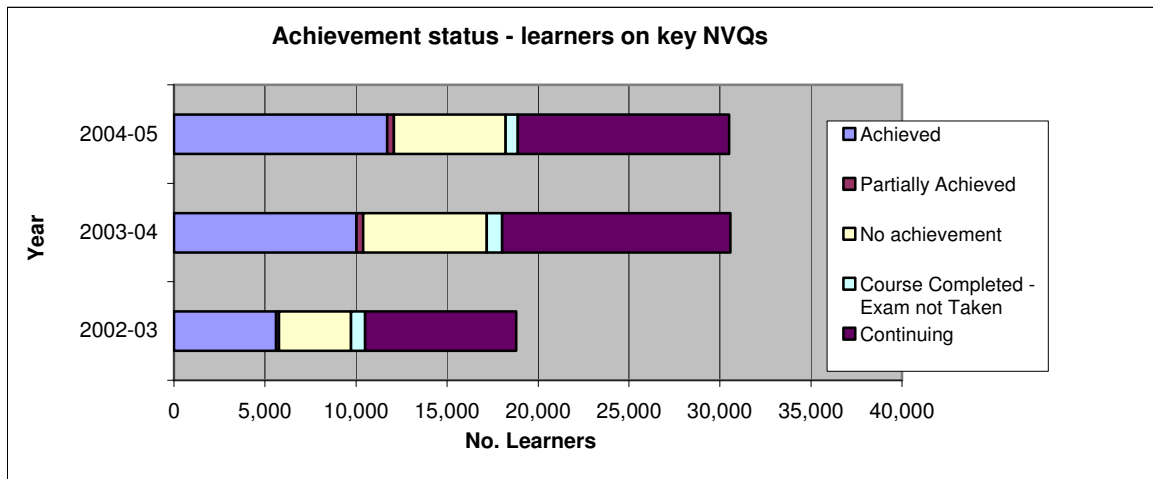
Figure 3.26



Source: LSC

The LSC data shows that overall achievement has increased since 2002/3, while the numbers of people partially or not achieving at all has stayed around the same. More people are now completing in year than in 2002/3, so fewer are shown to be continuing (Figure 3.27).

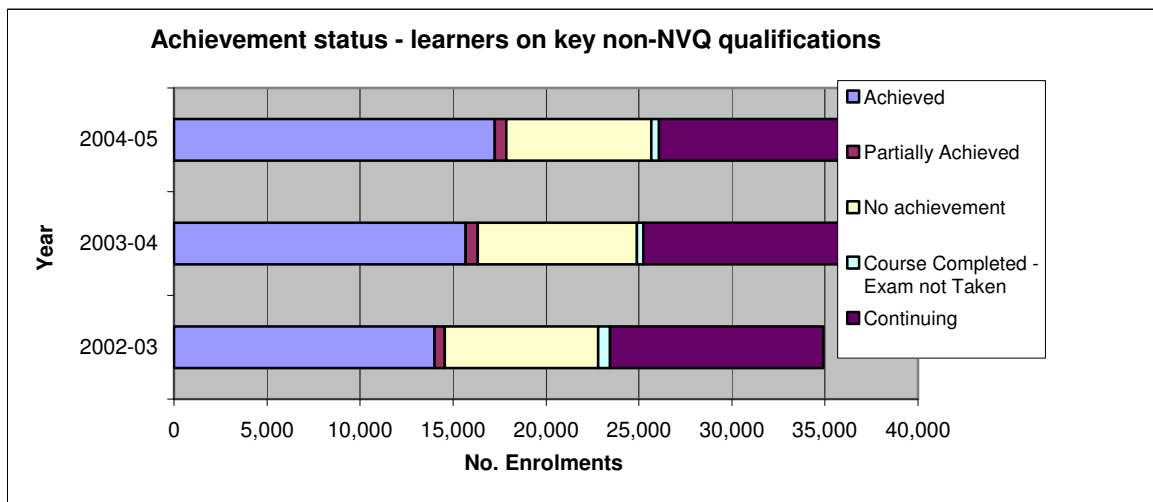
Figure 3.27



Source: LSC

This is also true of non-NVQ qualifications, which have seen a steady increase in the numbers achieving their qualification. There are also fewer people completing the course, but not taking the exam. Again, this means there are more people achieving in year and fewer continuing to the next (Figure 3.28).

Figure 3.28



Source: LSC

Gender

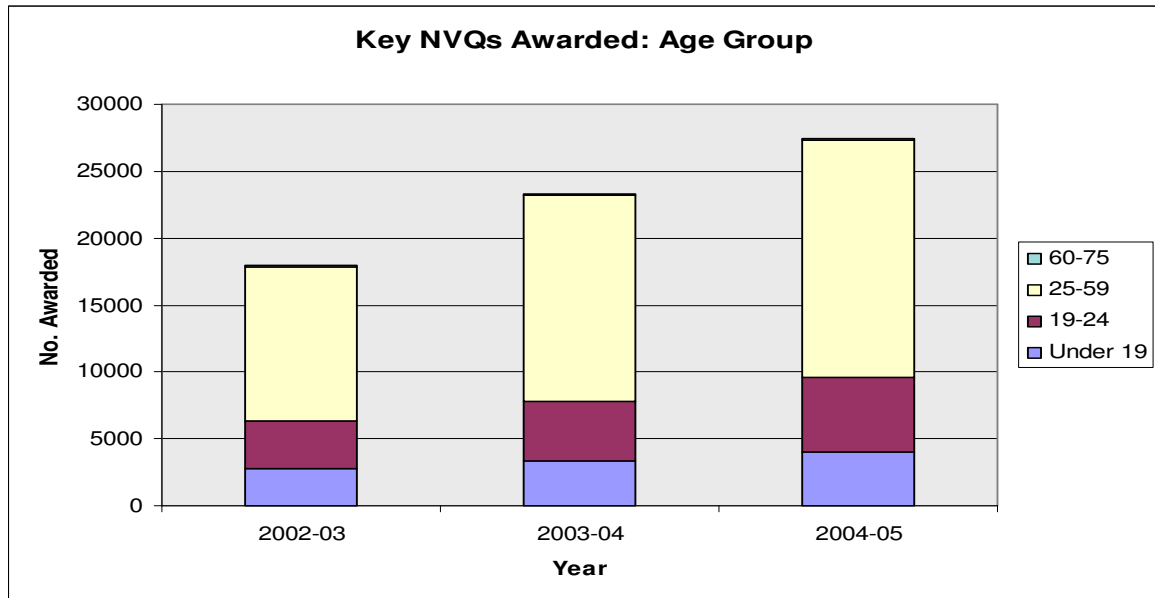
The awarding of key NVQs by gender breakdown shows that, just as enrolments are hugely biased towards women, so those awarded the qualification are predominantly female. However, compared to the proportion of men enrolling on courses, there is a higher proportion of men awarded the qualifications over the years shown.

Age

The proportion of Under 19 year olds being awarded NVQs has increased by a small but steady amount between 2002/3 and 2004/5. In contrast, the proportion of students aged

25-59 being awarded NVQs has increased the most, to form an ever-increasingly large proportion of the overall pass rate. The number of people aged 60-75 being awarded NVQs has remained constant, and extremely small, however, this reflects the low enrolment levels within this age group. The breakdown is shown in Figure 3.29 below.

Figure 3.29

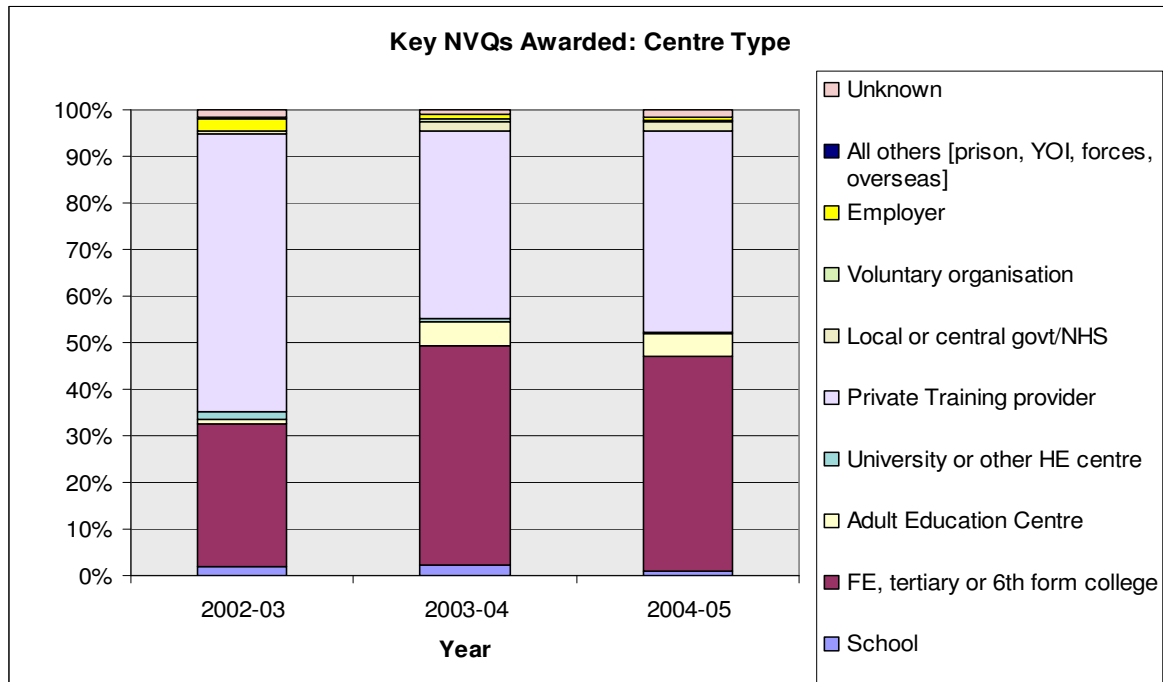


Source: NISVQ

Provider profile

As noted earlier, there is a wide range of training providers supporting workforce development across the CWDC footprint, including those within the public, private and voluntary sectors. Most recent data shows that there has been a shift towards provision by FE, tertiary or 6th form college, and away from private training provision. Moreover, the numbers of NVQs being awarded to those studying through employment has reduced, while school provision has also decreased.

Figure 3.30

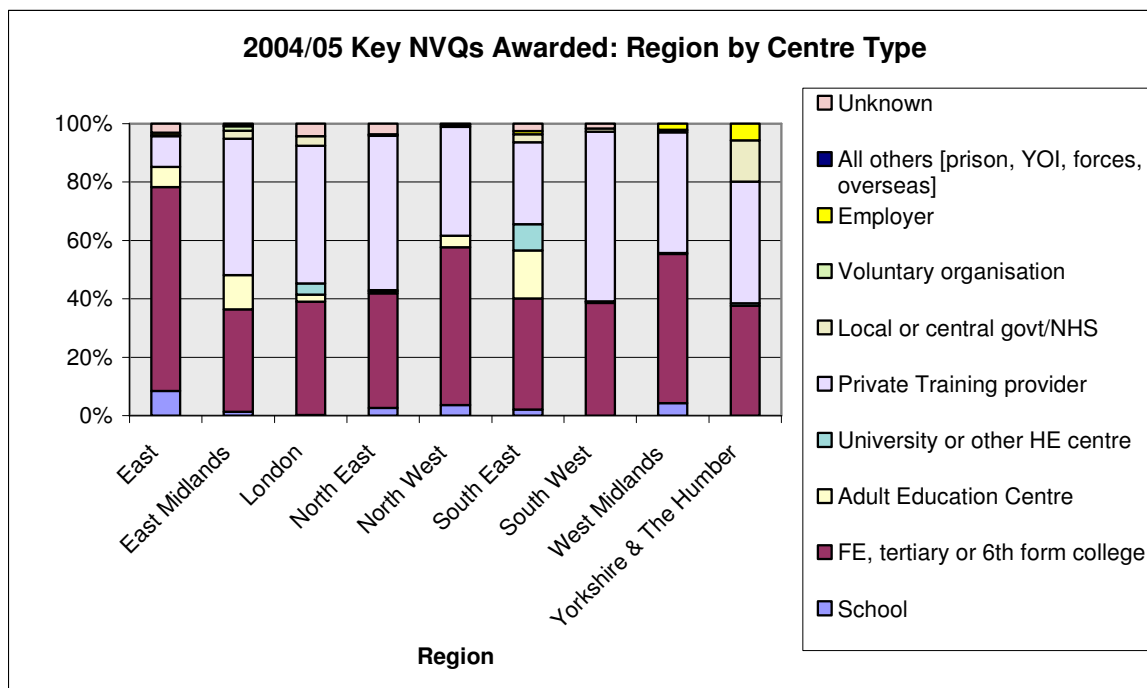


Source: NISVQ

The regional breakdown of this data reveals that in 2002/3 the biggest regional differences are in employer provision, most common in the East Midlands, and least in the South West. In the North East there is a particular emphasis on school provision, while in the North West, University and other Higher Education providers are more common than elsewhere. In all regions, the largest amount of NVQ provision is by private training organisations.

By 2004/5, the shift is clearly taking place towards provision by FE, tertiary or 6th form college. Moreover, in the East, East Midlands and the South East particularly, there has been a significant increase in the provision made by Adult Education Centres and Universities and other HE centres. In the East school provision has increased, while everywhere else it has decreased.

Figure 3.31



Source: NISVQ

Centres of Vocational Excellence (CoVEs)

A CoVE is an area of provision within a post-16 education and training institution that has been recognised as delivering vocational training which effectively addresses an identified local, sectoral, regional or national skills priority. CoVEs are intended,

“To develop new, and enhance existing, excellent vocational provision which is focused on meeting the skills needs of employers ... seeking to give a greater number of individuals from all backgrounds access to the high quality vocational training which they need to succeed in a modern economy.”³⁹

In addition, CoVEs aim to widen participation in learning and to provide progression routes into higher education, in particular to foundation degrees. Established from 2001 CoVEs are based on close links between the education provider, business partners, other employment interests and communities. Since then, CoVEs have been established in other provider organisations.

The LSC impact evaluation⁴⁰ *2006 Impact of the Centres of Vocational Excellence (CoVE) Programme: Attitude and Engagement of Employers and Key Stakeholders* included social care CoVEs. The study findings are broadly positive and suggest that the CoVE programme is building foundations that will support attitudinal change. While evidence of actual attitudinal change was limited (as was expected given the relatively

³⁹ Statement by the Secretary of State for Education and Employment on the Future of Further Education in England, November 2000; *Colleges for Excellence and Innovation*

⁴⁰ Learning and Skills Council, 2006; *Impact of the Centres of Vocational Excellence (CoVE) Programme: Attitude and Engagement of Employers and Key Stakeholders*

early stage development of the CoVE network) there are clear signs of the programme's influence in a number of areas:

- A significant shift in the attitudes of employers using CoVEs towards engagement with the FE sector. 60% of employers who had not used FE provision in the past said they would definitely or probably consider doing so in the future.
- A positive change in attitudes towards training amongst employers engaging with CoVEs but yet to use CoVE training services – with 71% of employers stating that their experience of a CoVE has made them more likely to undertake more training in the future.
- Recognition amongst stakeholders that CoVEs have the potential to be strategic partners in the future – seen by stakeholders' willingness to engage with the CoVE programme and the creation of opportunities through which CoVEs can engage with sectors and regions strategically.
- The intention of non-CoVE providers to further and deepen their levels of engagement with CoVEs in the future.

Figure 3.32: Early years and social care CoVEs by Region

Region	Number			
	Social care	Early years	Total FE-based ⁴¹	Total WBL-based
East Midlands	2	3	4	
Eastern	5		5	
London	8	3	8	1
North East	2		1	1
North West	5	2	6	
South Eastern	7	2	6	1
South West	5	2	6	
West Midlands	5		5	
Yorkshire & Humber	1	1	2	
Total:	40	13	43	3

3.2.5 Learning provision: non-accredited learning

Qualitative studies and informal findings demonstrate that there are a myriad of short unaccredited programmes undertaken within the workforce and by employers. However, as these programmes are often not funded by statutory sources, there are no data systems in place to capture the profile of activity; the development of the National Minimum Dataset for social care (NMDS-SC) will however go a considerable way in addressing this knowledge gap for those parts of the CWDC footprint that is covered. We intend to undertake further work to rectify this lack of information.

⁴¹ Note some CoVEs cover both categories

4. Delivery capacity and take-up

4.1 Current capacity

The current provision of training and development is described in Section 3 of this report. There is little evidence which suggests that there is a lack of capacity amongst providers 'to deliver what is currently delivered', other than due to funding limitations.

Key barriers to increasing delivery capacity include:

- Lack of funding. Capacity is ultimately controlled by the amount of overall funding. For both FE and non-FE providers, recent LSC moves towards a reduction in funding for 19+, together with lack of LSC funding for short courses to meet a specific need (in particular, non-accredited provision) limits delivery capacity. For FE, this is exacerbated by the increasing focus on colleges as 'primary' / 'initial' providers and for non-FE providers, by an overall reduction in funding available to them.
- Shortages of appropriate staff in particular assessors and verifiers, but also tutors in some cases, This often relates to not being able to pay tutors at a level commensurate with their expertise.
- Lack of market awareness and knowledge amongst providers.
- Difficulties for non-FE providers who have to establish franchise arrangements with FE colleges as a main route to funding.
- Practical considerations including lack of suitable space for delivery; travel difficulties for participants.

Key opportunities for increasing delivery capacity include:

- Access to increasing funding support (eg via Train to Gain, as noted in the Leitch report⁴²) and in particular, work-related Level 2 training.
- A more coherent, consistent, facilitative and sustainable approach to funding sources, both mainstream and 'project-based', enabling providers easier, less bureaucratic and more timely access, therefore increasing capacity to the benefit of learners.
- Measures to increase the number of quality assessors and the perception of staff that assessment can be integral to other job roles rather than a stand-alone function. Also, increased training of senior staff and managers to facilitate the assessment process and being able to pay at a level commensurate with qualifications and expertise.
- Measures to increase the number of internal verifiers, for example CPD opportunities and 'sharing' the pool of verifiers between providers.

⁴² Treasury, 2006; *Prosperity for all in the global economy – world class skills* (Leitch report)

Section 4: Delivery capacity and take-up

- Training in appropriate marketing and promotion of provisions including helping raise awareness amongst employers of the importance of workforce development.

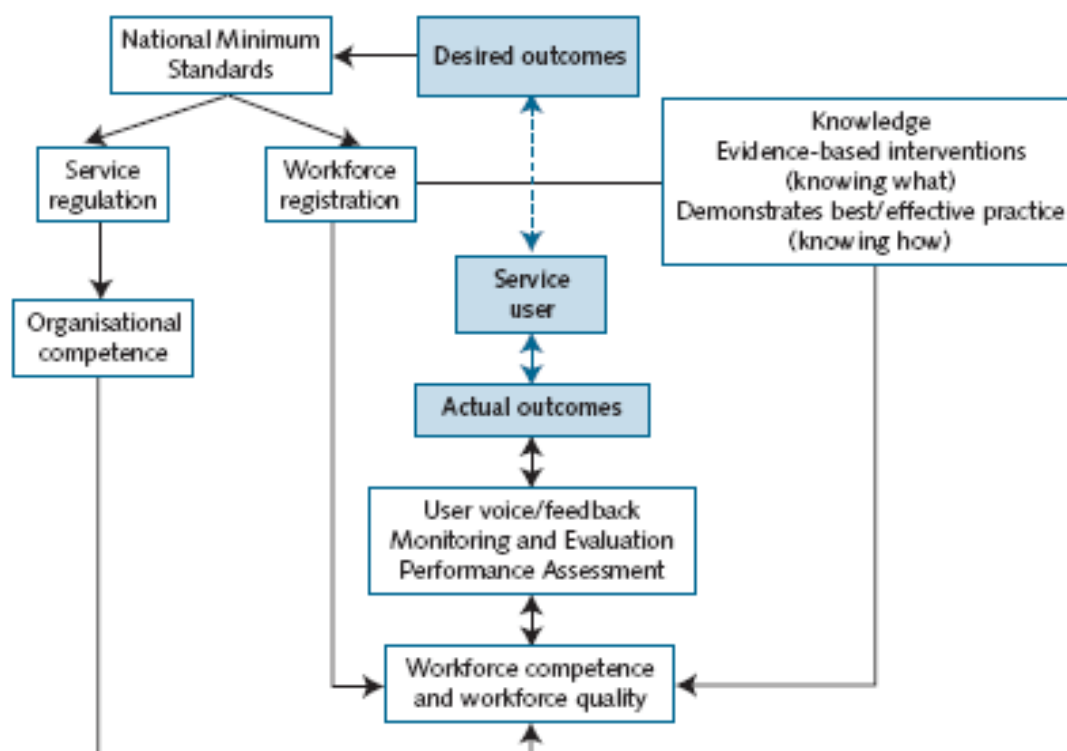
However, the key needs are to improve the coherence between provision of training and development and the likely skill needs of the 'workforce of the future' (including short-courses and non-accredited provisions); to ensure that qualifications are developed around the requirements of the Common Core of Skills and Knowledge; and to ensure that funding facilitates the achievement of these, in a flexible way. These issues are explored fully in section 7.3 of this report.

5. Evaluation and quality of provision

5.1 Quality framework

Centred around the needs of people who use services, the *Options for Excellence* review⁴³ set-out a quality framework which describes the key components for ensuring quality and for promoting good practice. Although the review focused on adult and children's social care, the framework is equally applicable to all parts of the children and young people's workforce.

Figure 5.00



5.2 Quality issues

As part of the consultations held by CWDC as part of the SSA Stages 1 and 2, a number of quality issues were identified.

Quality of training and qualifications

- How to ensure training is up to date and appropriate for the workforce now whilst also meeting likely skill needs in the future.
- Consistent interpretation of NOS was identified as a problem by both training providers and employers.

⁴³ Department of Health / Department for Education and Skills, 2006; *Options for Excellence – Building the Social Care Workforce of the Future*

Delivery

- Delivery is mainly provided face to face although there was a demand for appropriately linked distance and e-learning materials, especially in domiciliary provision. There is a need for increased flexibility.
- The majority of formal qualifications are offered by training providers which tends to lead to many employers not seeing it as integral to their business and may militate against the development of a 'learning culture'.
- Employers' experience of accessing training and funding varies from 'no difficulty' to many 'not knowing how'.
- Funding usually is targeted at employers not individual workers which can lead to training being focused on immediate employer needs rather than overall longer-term workforce development needs.
- Delivery works particularly well where employers are assessment centres. However this imposes demands on them to train and release work based assessors.
- Distance learning materials are often identified as inappropriate for learners (particularly for those in domiciliary care) but the 'concept' of distance, including e-learning, has potential.

Barriers to take up and achievement

- Need for improved quality and coherence of information.
- Patterns of employment such as shift, part-time and night work poses an access barrier – could be overcome in part by appropriate distance learning.
- Difficult for workers to provide evidence other than for their own job role makes succession/progression training difficult.
- Lack of qualified assessors.
- Cost implications of assessment methods to employers.
- Funding regimes prevent training providers, particularly colleges, providing work-based assessors.

5.3 Employer and manager satisfaction

5.3.1 Quality of higher education

The National Employer Skills survey for 2005 asked about the preparedness of higher education graduates for work within the sector. This question is most likely to be of relevance to employers needing higher level skills. The majority (78%) of employers in England said that graduates were either very well or well prepared, whilst 13% felt they were either poorly or very poorly prepared. Figure 5.01 shows the regional variations in these responses with the South West and East Midlands showing highest levels of dissatisfaction. However, levels of dissatisfaction may reflect different expectations and needs for graduates across the regions (e.g. smaller establishments may not feel they need graduates).

Figure 5.01: Preparedness for work of people aged under 24 recruited to first job from University or other higher education institutions by region

	Eng	E	EM	Lon	NE	NW	SE	S W	WM	Y&H
Very well prepared	1,076	75	98	290	34	129	164	125	86	75
	26%	22%	26%	31%	16%	24%	29%	28%	22%	19%
Well prepared	2,200	187	181	460	158	309	249	170	225	262
	52%	54%	48%	49%	73%	58%	43%	37%	58%	67%
Poorly prepared	522	40	65	114	15	49	84	83	64	7
	12%	12%	17%	12%	7%	9%	15%	18%	16%	2%
Very poorly prepared	27	-	3	16	-	-	8	-	-	-
	1%	-%	1%	2%	-%	-%	1%	-%	-%	-%
Don't know / varies too much to say	387	43	30	51	9	50	68	75	16	44
	9%	13%	8%	5%	4%	9%	12%	17%	4%	11%
Total	4,210	345	377	931	216	536	574	453	392	388

Base: All establishments who have recruited anyone aged under 24 to first job from University or other higher education institution in last 12 months

Source : Learning & Skills Council, National Employer Skills Survey 2005

5.3.2 Quality of further education provision

Analysis from the NESS 2005 suggests that the majority of establishments are satisfied with the provision of training delivered via further education colleges in England (82% are either very or quite satisfied). However, 6% were neither satisfied nor dissatisfied and 8% were dissatisfied to some degree. Dissatisfaction levels were highest in the East Midlands (11%), in the East of England (10%) and the South East (11%).

Figure 5.02: Satisfaction with quality of teaching or training provided by further education colleges by region

	Eng	E	EM	Lon	NE	NW	SE	S W	WM	Y&H
Very satisfied	10,113	1,132	954	1,202	608	1,587	1,467	1,125	1,165	874
	46%	48%	50%	46%	47%	52%	41%	45%	51%	38%
Quite satisfied	7,842	814	569	879	486	1,075	1,345	903	828	943
	36%	34%	30%	34%	37%	35%	38%	36%	36%	41%
Neither satisfied not dissatisfied	1,267	128	100	212	59	109	171	144	148	196
	6%	5%	5%	8%	5%	4%	5%	6%	6%	8%
Not very satisfied	1,314	140	91	170	100	171	333	152	55	102
	6%	6%	5%	6%	8%	6%	9%	6%	2%	4%
Not at all satisfied	492	94	122	50	17	49	58	21	29	51
	2%	4%	6%	2%	1%	2%	2%	1%	1%	2%
Don't know/varies too much to say	870	52	90	101	27	67	162	160	69	142
	4%	2%	5%	4%	2%	2%	5%	6%	3%	6%
Total	21,898	2,360	1,926	2,613	1,296	3,057	3,538	2,507	2,293	2,308

Base: All establishments using further education colleges to provide teaching or training

Source : Learning & Skills Council, National Employer Skills Survey 2005

Establishments were slightly more satisfied with provision from other types of providers, including consultants and private training providers, than with further education providers – 92%. Dissatisfaction levels were also lower than for further education. Overall, the data suggests that though most employers are satisfied with the quality of overall provision although there are some issues for the quality of provision from further education.

6. Funding and investment in training and development

6.1 Public sector funding for training and development

Funding for training and development comes from five main sources:

- Local authorities (eg funds from the Department of Health for training and development of workers within both public, and voluntary, independent and private sectors).

Section 6: Funding and investment in training and development

- Independent sector service providers (eg paying for training of their staff).
- Learning and Skills Council (eg through payment to colleges and work based learning providers for learners working towards qualifications).
- Higher Education Funding Council (eg through payment to universities and colleges for learners undertaking higher level learning).
- A plethora of other sources (eg European funds, trades union funding, GSCC).

Figure 6.00 shows the range of general and specific funding resources available for workforce development:

Figure 6.00: The range of general and specific funding resources available for workforce development

Funding / grant provider	Description	How much
General grants		
National Training Strategy Grant (NTSG)*	Specific grant to support social care staff to meet national minimum standards and achieve qualifications across the statutory, private and voluntary sectors. There is also a specific element to support the development of social work traineeship schemes. Local authorities have discretion on how to use the grant, and from 2004/5 the grant was no longer ring-fenced, although local authorities have to report through the annual Delivery Improvement Statement (DIS) how much has been passed to the independent and voluntary sectors.	Total allocation (England): 2003-04: £20,672,000 2004-05: £26,904,000 2005-06: £67,491,000 2006-07 (allocation): £80,752,000
Human Resources Development Strategy Grant (HRDG)*	Main grant aimed at supporting social care employers to improve management of HR and to develop HR strategies for the social care workforce, with an element to help social workers with PQ development. It is also available to be used at the discretion of local authorities and, from 2004/5, is no longer ring-fenced in any way, although local authorities have to report through the annual Delivery Improvement Statement (DIS) how much has been passed to the independent and voluntary sectors.	Total allocation (England): 2003-04: £7,663,000 2004-05: £18,333,000 2005-06: £43,878,000 2006-07 (allocation): £39,140,000 Total provisional allocation for 2007/08: £49.750m.

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<p>Training Support Programme (TSP)</p>	<p>Long-standing grant to improve both the quality of social services provision to families, individuals and local communities, and the management of those services, by encouraging a planned approach to training, and by increasing the availability of training for relevant staff. From 2004/5 TSP ceased to be a ring-fenced grant and, from 2005/6, was subsumed into the overall LA settlement.</p>	<p>42.5m was provided nationally in 2000/01 for social service training. There was £47.5m within the TSP for 2001/02. For 2004-/05, the size of the TSP grant was reduced by £3.2m to £53.3m. £34.300m (main programme), £6.000m (PQCC award) and 13.000m for student support sub programme. The TSP grant ceased at the end of March 2005 and the remaining funds within this grant were to be rolled into formula grant for 2005/06.</p>
<p>Training Strategy Implementation Fund (TSIF)</p>	<p>The TSIF is channelled via Skills for Care, of which 12% allocated to children's services, to support social care organisations improve staff training and qualifications. The element of this fund that is earmarked for the children's workforce will be fully administered from 2007 by CWDC.</p>	<p>In 2002-03, £15m was supplied by the Department of Health. In 2003/04, social care employers were to receive £15m, with further funds over the following two years. Skills for Care set up a £2 enabling fund from the overall TSI funding pot to tackle the barriers to achieving NVQs that are endemic in social care, such as funding appropriately competent assessors.</p>
<p>Learning Resource Networks (LRNs)</p>	<p>Funds are available to increase the opportunities for practice learning and to support inter-agency learning across social care services, and available through the SSC regional structures</p>	<p>Funding from the Department of Health has been confirmed for 2003-4 at £1m, with provisional figures of £5m for 2004-5 and £14m for 2005-6. There is an expectation that matching funding will be identified from other sources.</p>

Section 6: Funding and investment in training and development

<p>General Social Care Council (GSCC)</p>	<p>The GSCC administers Practice Learning funding through social work programmes, and Practice Teaching funding for practice teaching programmes, as well as funding for post qualifying awards.</p>	<p>In 2004-05, the GSCC provided over 8,500 students with almost £40m. In total, £28.7m was paid to support social work students in 2003-04. The budget payment to English students in 2004-05 was agreed at £39.223m.</p>
<p>NHS Workforce Development Confederations (WDCs)</p>	<p>WDCs manage the Multi-Professional Education and Training Levy (MPET). There is a budget which includes non-medical education and training, available for social care training, and for collaborative and partnership projects.</p>	<p>The Department of Health spends over £3.5 bn each year on education. The MPET for the last financial year was £3.92billion, up from £3.81bn the previous year. The MPET comprises of three main elements, including Non-medical education and training (NMET), £1,300m for nursing and allied health professional education.</p>
<p>Higher Education Funding Council (HEFCE)</p>	<p>Partnership and collaboration between HEIs and employers can lead to accessing HEFC funds to support training needs of staff and students.</p>	<p>Higher education packages, tailored to meet the needs of the employers, are to be developed as part of a £12m investment in three new projects by the HEFCE. The HEFCE is funding the first stage of the strategy primarily through the Strategic Development Fund. Employer engagement has been identified as a priority area for the fund. Further activity after 2008 will depend on the outcomes of the Government's 2007 Comprehensive Spending Review.</p>

Section 6: Funding and investment in training and development

<p>Learning and Skills Council (LSC)</p>	<p>The LSC is leading regional working to bridge skills gaps in construction, and, with JobCentre Plus, to address skill gaps in Health and Social Care. Funds are currently prioritised for skills development activities – especially literacy and numeracy, Level 2 qualifications and apprenticeships – which target people employed in the health and care sector, in local authorities, in children’s services and schools and colleges.</p>	<p>LSC claim to have spent £124m through further education in 2004/05 on qualifications in our sector. From the LSC data provided (key qualifications identified) we have calculated that approximately £258m was spent on funding relevant qualifications in 2002/03; £313m in 2003/04; and £365,815,375 in 2004/05.</p>
<p>Train to Gain</p>	<p>Train to Gain is the name of a new national skills programme introduced across England during 2006. It is closely based on the Employer Training Pilots (ETP) came to an end in March 2006. The national programme was originally being referred to as the National Employer Training Programme (NETP) but was re-branded as Train to Gain at the beginning of 2006. Under the Leitch recommendations, could become one of the major channels of funding</p>	<p>£1bn has been committed to Train to Gain until 2010. Train to Gain will fund £230m in the first year (2006-07) and £399m in 2007-2008. The money for 2006-07 includes £40m to ensure that learners continuing employer training pilots can complete their programmes. Another £30m will be to cover the costs of the brokerage in the first year, which rises to £36m in 2007-08 as the volume of learners increases. The remainder of the funding is to support new learners starting programmes from April 2006. In addition, there is up to an extra £28m each year to provide for a contribution to wage costs towards learners who work for small employers of less than 50 employees.</p>
<p>Workforce specific grants</p>		

Section 6: Funding and investment in training and development

Choice Protects**	Grant conditions require it to be spent on services that expand or strengthen local authorities' fostering services with a view to improving the life chances of looked after children through increasing placement stability and choice. Funds can be spent on the recruitment, retention and training of foster carers or on development or expansion of fostering services. They can also be used to respond to any failures to meet National Minimum Standards for fostering services and for children's homes identified in inspection reports.	Funding of £113m was made available from 2003/04 to 2005/06, through the Choice Protects grant (£56m per annum), to support Local Authorities in improving placement choice for their looked-after children. Funding will continue at approximately 2005/06 levels as part of the Children's services grant
Adoption Support and Special Guardianship**	There is an allocated grant to support the development and provision of adoption support services in line with the Adoption Support Regulations 2003, which came into force on 31 October 2003. This is to be used to provide new services, to provide existing services to more people, or to provide existing services in a way that meets support needs effectively. The grant is also to be used in connection with the administrative costs of implementing the new Adoption Support Regulations 2003, including planning and the training of staff.	£31.985m per annum (see NOTE)
General Sure Start Grant	This grant is made available to local authorities to allow them to pursue the goals set out by the Government as part of the National Childcare Strategy to provide good quality, affordable childcare.	General Sure Start Grant (2006/07): £1,111m (2007/08) £1,045m. General Sure Start Grant Capital (2006/07) £421m (2007/08) £392m.

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<p>Children's Fund</p>	<p>Launched in November 2000 as part of the government's commitment to tackle disadvantage among children and young people. The programme aims to identify at an early stage children and young people at risk of social exclusion, and make sure they receive the help and support they need to achieve their potential. Three underlying principles: prevention, partnership and participation. There are almost 150 Children's Fund partnerships at local level overseen by DfES and actively involved in delivering the Children's Fund. The actual services are delivered in a variety of locations ranging from schools to community centres, sports centres and other local venues</p>	<p>For 2005-08, the DfES has allocated £411.5m to the Children's Fund. This will be available to partnerships flexibly over the period, so the DfES will be paying between £130m and £149m to partnerships in each of the three years. This means that by the end of the spending review period, Children's Fund partnerships will have received over £780m in the years 2003-08. This equates to an average of £156m each year.</p>
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Section 6: Funding and investment in training and development

<p>Transformation Fund</p>	<p>This is a funding stream from DfES, specifically designed to raise the quality of private, voluntary and independent (PVI) childcare for the under 5s by supporting the development of the workforce without compromising the affordability and availability of childcare. It will run from April 2006-August 2008 It is designed to:</p> <p>Establish and provide financial support for training routes towards a new graduate level status for early years professionals</p> <p>Supporting the objective that all full day care settings should employ a graduate with early years professional status by 2015 by providing a recruitment incentive and a quality premium for eligible full daycare providers</p> <p>Investing in level 3 – 5 training and development to increase the skills and qualifications of staff in PVI settings in particular by increasing the numbers with a level 3 qualification</p> <p>Training more staff in PVI settings to work with disabled children and those with SEN</p> <p>Much of the funding is directed through Local authorities but CWDC has a specific allocation which is being used to fund learning providers to deliver training for early Years professional Status, through four approved training routes.</p>	<p>The government has allocated £250m to the transformation fund to be spent between April 2006 and August 2008 on early years provisions. £51.8 million of the Transformation fund in 2006-08 will go to the CWDC to cover the costs of course development and financial support for EYP students. Funding in 2008-09 and beyond will depend on the outcome of the 2007 Comprehensive Spending Review. £3.3m will be used to evaluate the use of the funds and its impact on outcomes and to test alternative approaches.</p>
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Section 6: Funding and investment in training and development

Trades Unions		
Unionlearn	<p>Key purpose of Unionlearn is to help unions open up a wide range of learning opportunities for their members and the Union Learning Fund will assist unions both promote learning to match learners' starting points and current needs and aspirations, but linked to personal progression. ULF projects help to mainstream and sustain learning activity in the long term.</p> <p>See: www.unionlearningfund.org.uk/about/index.cfm</p>	<p>The ULF started in 1998 with a budget of £2m. In the 2000 spending review, ULF was allocated funds to continue the work until 2004, with £7m allocated for 2001/02, including £1m for basic skills work. In 2004/05, £14m was made available to trade unions to participate in the lifelong learning revolution. The ULF is managed by the LSC but will come under the auspices of Unionlearn in April 2007. The ULF was allocated £39.6m from 2003-06 to continue its work.</p>
Return to Learn	<p>A number of Trade Unions work in partnership with employers on developing learning programmes. Unison's Return to Learn and related programmes can provide a valuable resource in supporting workforce development around key skills and pre-NVQ training.</p>	

Wider funding streams		
<p>Structural and Cohesion Funds [Previously ESF, ERDF and EAGGF]</p> <p>NB this will need to be updated as detail emerges!</p>	<p>The Structural and Cohesion Funds are the European Union’s main ways of supporting social and economic restructuring. A new programme will run 2007-2013: Convergence funding for our poorest regions (€2.6b); Competitiveness and Employment funding for other regions (€6.2b); Cooperation funding for cross-border and trans-national cooperation (€0.6b). The three UK priorities are:</p> <p>Enterprise and Innovation (promoting research, knowledge transfer and commercialisation, encouraging entrepreneurship and supporting a thriving SME sector)</p> <p>Skills and Employment (building a skilled and adaptable workforce, tackling disadvantage in the workplace and supporting employment opportunities for all)</p> <p>Environmental and Community Sustainability (encouraging innovation to support sustainability, ensuring sustainable development, production and consumption and promoting social and economic cohesion in local economies, including in urban and rural areas)</p> <p>All are likely to be applicable to the care sector</p> <p>See: www.dti.gov.uk/regional/european-structural-funds/index.html</p> <p>In the past, Equal (part of the ESF funds aimed at supporting equality of opportunity) has supported several developments in the care sector (e.g. north west project to encourage women from minority ethnic groups to enter child care and one in the south east focusing on integrated service provision. Equal is coming to an end, but results of projects are worth looking at</p>	<p>In the South East region, Skills for Care ran a very successful £21m European Social Fund brokerage project with the LSC. €2.75 billion of the European Social Fund money has been invested in jobs and skills in England over the last 7 years. The programmes ran from 200-2006. ESF provided about £4.5bn in Great Britain (£3.5bn in England in this period.</p> <p>The UK was allocated over £10 billion in structural funds receipts for 2000-06 budgetary cycle.</p> <p>The UK will receive approximately €9.4billion euros in structural funds from 2007-2013.</p>

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Leonardo	<p>Leonardo da Vinci is a European Community programme which aims to support national training through funding a range of transnational partnership projects aimed at improving quality, fostering innovation and promoting the European dimension in vocational training</p> <p>There are several strands, of particular applicability are Pilot Projects which are about development and testing of innovative vocational training and work-based learning, use of ICT, open learning and IAG; and Mobility Projects which foster transnational exchange of staff and placement of learners</p> <p>See http://www.leonardo.org.uk/</p>	Total EU funding 2006-07 (EU Programme in Support of Vocational Training) €1.150m
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Notes:

* The HRDG and NTS grants were set up to develop social care staff working in both adults' services and children's services. The proportion of the grants to be spent in adults and children's services should be in line with the proportion of the workforce employed in providing services in each. Nationally, this would approximate to 50% in each for social workers and for other social care workers, 87% in adults' services and 13% in children's services.

** In Line with DfES' commitment to streamline the number of separate grants paid to Local Authorities, a new children's services grant has been created from 2007-08, bringing together the following funding streams: Adoption support and special guardianship grant (£31.985m per annum); Vulnerable Children's grant (£56m per annum); Choice protects grant (£56m per annum); and New funding to assist authorities to implement Every Child Matters (£22.5m in 2006-07 and £63m in 2007-08).

6.1.1 National Training Strategy Grant

The National Training Strategy (NTS) grant was announced as a local authority social services ring-fenced grant to take effect from 2003-04. The aims of the grant were to support the training of social care staff across the statutory, private and voluntary sectors, with the expectation that the majority of the fund would be spent on supporting the achievement of NVQs in social care in order to meet the National Minimum Standards being used for registration and inspection by the National Care Standards Commission. Ring-fencing was removed from 2004-05. For 2005-07, the Department of Health specified that "the NTS grant may be used towards expenditure incurred or to be incurred by local authorities" and contained no further conditions. The intention for 2007-08 is that NTS will be used to "assist local councils to ensure that appropriate resources are made available to develop their own staff and those in private and voluntary organisations providing social care services on their behalf in order to meet the staff training and qualifications standards within the relevant National Minimum Standards".⁴⁴

The NTS grant amounts to some £100.8m in 2006-07, an increase from the previous year. Table 6.01 shows details of the amount of the NTS grant to Councils with Social Services Responsibilities (CSSR).

Figure 6.01: National Training Strategy grant (£000s)

Allocation	2003-04	2004-05	2005-06	2006-07
National Minimum Standards	£14,306	£19,979		
Trainee Social work schemes	£4,799	£9,000		
Learning Resource Network		£2,000		
Total allocation	£19,105	£30,979	£87,857	£100,859
Total spend: council + independent sector	£20,672	£26,904	£67,491	
Spend [projected spend] by region:				
East Midlands	£ 1,263	£ 1,599	£ 4,592	£ 5,460
Eastern	£ 1,494	£ 2,094	£ 6,785	£ 8,016
London	£ 5,927	£ 6,521	£ 12,500	£ 14,890
North East	£ 1,077	£ 1,173	£ 3,611	£ 4,383
North West	£ 2,573	£ 4,387	£ 9,734	£ 11,607
South East	£ 2,026	£ 3,259	£ 8,809	£ 9,767
South West	£ 1,911	£ 2,437	£ 5,849	£ 7,304
West Midlands	£ 2,407	£ 3,025	£ 8,241	£ 7,625
Yorkshire & Humber	£ 1,995	£ 2,409	£ 7,370	£ 8,307

Sources: DIS data in PADI Data Analysis Tool for Spring 2006 and Department of Health annual grant determination bulletins – NB Adult + Children's services; estimated spend on adult's services 65-85% of total spend in 2006-07

⁴⁴ Local Authority Social Services Letter LASSL (DH)(2007)1

There are both regional and year-on-year variations in the proportion of the HRDS grant spent on the independent sector and on council staff as shown in Figure 6.02 below.

Figure 6.02: National Training Strategy grant – percentages spent on independent sector by region

	2003-04	2004-05	2005-06	2006-07
England	41%	44%	36%	40%
East Midlands	44%	52%	32%	33%
Eastern	41%	59%	52%	55%
London	28%	41%	31%	31%
North East	41%	41%	34%	36%
North West	51%	39%	39%	47%
South East	51%	54%	43%	42%
South West	47%	39%	27%	30%
West Midlands	48%	46%	35%	47%
Yorkshire & Humber	44%	38%	34%	39%

Sources: DIS data in PADI Data Analysis Tool for Spring 2006 and Department of Health annual grant determination bulletins – NB Adult + Children’s services; estimated spend on adult’s services 70-90% of total spend in 2006-07

6.1.2 Human Resources Development Strategy Grant

Established in 2003-04, the purpose of the HRDS Grant is to contribute to local authority expenditure in establishing enhanced level of human resource management practices across the whole of the social care workforce including workforce planning and the National Minimum Dataset for Social Care (NMDS-SC). This includes staff working in both the private and voluntary sectors. Initially ring-fenced, this was removed in 2004-05. Like the NTS, for 2005-07, the Department of Health specified that "the HRDS grant may be used towards expenditure incurred or to be incurred by local authorities" and contained no further conditions.

As for the NTS grant, the intention for 2007-08 is that HRDS grant will “assist local councils to ensure that appropriate resources are made available to develop their own staff and those in private and voluntary organisations providing social care services on their behalf in order to meet the staff training and qualifications standards within the relevant National Minimum Standards.”⁴⁵ The Department of Health also recommends for the first time that the proportion of the grants to be spent in adult’s and children’s services should be in line with the proportion of the social care workforce employed in providing services in each. Nationally this approximates to 50% in each for social workers; and for other social care workers 13% in children's services and 87% in adults' services.

⁴⁵ Local Authority Social Services Letter LASSL (DH) 2007

The HRDS grant amounts to some £46.8m in 2006-07, a decrease from the previous year. Figure 6.03 shows details of the amount of the HRDS grant to Councils with Social Services Responsibilities (CSSR).

Figure 6.03: Human Resources Development Strategy grant (£000s)

Allocation	2003-04	2004-05	2005-06	2006-07
Human resources development	£6,419	£19,900		
Post-qualifying development	£340	£2,000		
Changing workforce programme		£2,000		
Total allocation	£6,759	£23,900	£59,750	£46,750
Total spend: council + independent sector	£7,663	£18,333	£43,878	[£38,078]
Spend [projected spend] by region:				
East Midlands	£ 341	£ 1,109	£ 3,170	£ 3,294
Eastern	£ 565	£ 1,562	£ 3,386	£ 3,649
London	£ 2,023	£ 4,144	£ 8,776	£ 7,835
North East	£ 403	£ 983	£ 2,440	£ 2,028
North West	£ 1,061	£ 2,728	£ 6,839	£ 6,151
South East	£ 827	£ 1,889	£ 4,380	£ 3,937
South West	£ 767	£ 1,809	£ 3,854	£ 3,335
West Midlands	£ 864	£ 2,286	£ 6,009	£ 3,744
Yorkshire & Humber	£ 813	£ 1,823	£ 5,024	£ 4,105

Sources: DIS data in PADI Data Analysis Tool for Spring 2006 and Department of Health annual grant determination bulletins – NB Adult + Children's services; estimated spend on children's services 10-30% of total spend in 2006-07

There are both regional, and year-on-year variations in the proportion of the HRDS grant spent on the independent sector and on council staff as shown in Figure 6.04.

Figure 6.04: Human Resources Development Strategy grant – percentages spent on independent sector by region

	2003-04	2004-05	2005-06	2006-07
England	41%	37%	31%	35%
East Midlands	44%	44%	28%	28%
Eastern	31%	55%	46%	45%
London	37%	53%	27%	31%
North East	44%	36%	30%	32%
North West	47%	42%	37%	41%
South East	45%	43%	31%	36%
South West	41%	34%	25%	30%
West Midlands	49%	37%	28%	40%
Yorkshire & Humber	39%	28%	29%	33%

Sources: DIS data in PADI Data Analysis Tool for Spring 2006 and Department of Health annual grant determination bulletins – NB Adult + Children's services; estimated spend on children's services 10-30% of total spend in 2006-07

6.1.3 Training Strategy Implementation Fund

Training Strategy Implementation (TSI) funding is provided on an annual basis by the Department of Health to Skills for Care to use to support employers with workforce development. In general the funds are based on satisfying 'Modernising the Social Care Workforce' and National Minimum Standards and are intended to be used where access to other support funding is not available or too complex to achieve, such as for small organisations. From 2007 the element of this fund that is earmarked for the children's workforce will be fully administered by CWDC.

TSI funds help social care providers to enable their workforce to achieve 'units of competence' from NVQs or the induction of new staff. Used in this way TSI is designed to contribute to employers' task of building the competence of their staff to full NVQ and meeting the workforce development and training and education requirements of the National Minimum Standards. TSI funds provide unit-based contributions to the cost of learning and managed through contracts with employer-led partnerships.

The TSI Fund amounts to some £11.5m available for workforce development in 2005-06. The fund has grown steadily from 2002-03 as shown in Figure 6.05. TSI funds a wide range of Level 2, 3 and 4, as Figure 6.06 shows.

Figure 6.05: Total £000s paid nationally and by region in England under TSI Fund 2002-03 to 2005-06

	2002-2003 £	2003-2004 £	2004-2005 £	2005-2006 £	% share of regional funding
Total England	10,677	11,189	10,406	11,547	
Total national	1,813	3,015	2,673	3,069	
Total regional	8,864	8,174	7,733	8,478	100
North East	496	428	393	465	5
North West	1,366	1,128	1,124	1,146	14
Yorks & Humber	877	786	800	816	10
East Midlands	745	654	645	716	8
West Midlands	1,087	861	769	781	9
Eastern	710	981	750	898	11
London	1,348	1,351	1,292	1,361	16
South East	1,370	1,266	1,227	1,428	17
South West	865	719	733	867	10

Base: Total value of TSI funding

Source: Training Strategy Implementation: Funding Unit Analysis⁴⁶

Figure 6.06: Type of TSI units funded in England by region 2005-06

%	Total Eng	Total nat	Total reg	E	EM	Lon	NE	NW	SE	SW	WM	Y&H
Level 2	39	36	40	31	46	46	34	42	38	48	38	36
Level 3	21	16	23	18	20	21	19	24	23	27	27	22
Level 4	5	4	6	5	7	4	4	6	7	9	10	4
Other NVQ	7	5	8	7	9	6	7	7	9	11	9	7
Total NVQ	73	61	77	62	81	78	63	80	78	95	83	69
Inductions	21	31	17	29	14	16	27	15	17	4	13	24

Base: All units funded

Source: Training Strategy Implementation: Funding Unit Analysis

⁴⁶ Hawthorne Research and Business Development Ltd, 2007; Training Strategy Implementation: Funding Unit Analysis

6.2 The costs of establishing a competent workforce

6.2.1 Assumptions and definitions

The term 'competent workforce' means the range of skills, knowledge and understanding needed by the workforce in order to be able to provide a safe and effective service as required by the people who are using those service and/or their carers.

Efficient and effective workforce development is based on the employer understanding the purpose of the service (ideally defined by the person(s) who require the service); a service design that provides that service, and a managed resource plan to provide it. The resource plan will include information on the quantity and competence of the staff required and will allow the employer to define the nature of competence required of each member of that care team.

National Occupational Standards provide a tool to define competence and can be used to match a job-role to a particular qualification. New staff can be judged against the requirements for their role, and the qualification assessment system used to confirm existing competence and to judge areas of developing competence. Training or learning support can then be targeted.

The information in this section applies four levels of qualification to job roles, using the National Vocational Qualification Levels 2, 3, and 4 and the social work degree. All direct care and management tasks in the sector fit roughly into these categories; however, the individuals undertaking those roles may not currently have the qualification or may require professional development in specific areas.

A small number of employers have a pre-employment training programme that they use as part of a staff selection system or as a means to use government-funded entry to work / back to work programmes to support the training of their staff. Point of employment is not considered for this purpose, only the costs.

6.2.2 Assessing costs

The aim of this paper is to identify true costs – not what is paid for or charged. The sector is currently heavily reliant on 'supplementary' funding from external agencies such as the Learning and Skills Councils for staff training. As a result, consideration of the costs of establishing a competent workforce tends to focus on funding available rather than on actual cost. To work at its most efficient, such a system is reliant on an employer's human resource and operational management capacity. Therefore the costs of establishing and maintaining a competent workforce for management functions also have to be considered.

Learning offered to staff can be adapted to the needs of the individual and the workplace and can include open learning, e-learning, in-house systems or spells away from work at

a training or educational establishment. The provision of supervision and appraisal to staff can be estimated at 10% of workforce costs and overall human resource costs at 5%.

The sector generally does not get sufficient funding for the establishment of a competent workforce through the fees received for the services commissioned from them. There is therefore considerable cost to the sector in the acquisition and management of supplementary funding to support staff training. The sources of supplementary funding are many and various (see Section 6.1 above) but often require a high level of knowledge and brokerage to access.

Employees are beneficiaries of training and qualifications. It is suggested in *Modernising the Social Care Workforce*⁴⁷ that employees should expect to contribute in kind about 15%. The same document recommended that employers should aim to spend 3% of their workforce budget on training-related activity.

Cost of recruitment is quoted as being between £5,000 and £7,000, the variation being the cost of national / regional media advertising. The executive summary of the Annual Social Services workforce survey of local authorities⁴⁸ stated that £19.7 million had been spent on advertising costs between 1 April and 30 September 2004 equating to about 0.8% of payroll costs.

Modern and effective employment practice focuses on equality, access and diversity and this entails costs - for example, childminding costs to release part-time staff for training, support costs for people with disabilities - readers for people with visual impairment, signers for deaf employees and so on. Good practice will also include provision of proactive occupational health to respond to the management of stress - for example, access to counseling and external supervision. Employment strategies aimed at retaining staff will include flexible working - for example, offices being open longer, more reception staff hours and home working with mobile technology, etc.

Staff complements often do not provide cover for staff on training courses, so there is additional staff costs associated with releasing staff for training. For example, a member of staff undertaking an entire NVQ at Level 2 may need to attend one day release per unit and attend a one-day NVQ induction, resulting in seven days away from their role over the course of the training. There may be further costs to allow sufficient preparation time between an assessor and NVQ candidate as well as contact with internal verifier, on average this might equate to a further three days over the life of the qualification.

The total of 10 days cover required at current minimum rates of £4.25 an hour for 18-21 year olds and at £5.05 an hour for those aged 22+ and based on a 7.5 hour day would add £308 - £354 (+ associated on-costs such as National Insurance).

⁴⁷ Topss England, 2000; *Modernising the Social Care Workforce*

⁴⁸ Research and Intelligence Unit of the Employers Organisation, 2004; *16th Social Services Workforce Survey*

6.2.2.1 English as an additional language (EAL)

A basic level of English is required to enable staff to embark on the NVQ qualification, with higher levels of language capacity needed for higher levels of vocational competence. Anecdotal reports suggest that 40 per cent of recruits to social care, for level 2 and 3 jobs in particular, need assistance with English language. The estimated costs of providing this help would be: £2,000 for NVQ 2, £2,500 for NVQ3 and £3,000 for NVQ 4.

6.2.2.2 Essential skills

This refers to work-related ability to read and comprehend, to write records and to undertake numerical work on dosage, time sheets, etc. The levels of competence in essential skills are linked to the related vocational skill. Anecdotal reports suggest that 50 per cent of recruits require assistance with essential skills. The estimated costs of providing this help would be: £1,000 for NVQ2, £2,000 for NVQ3 and £3,000 for NVQ4.

6.2.2.3 Common induction standards

Managers are expected to ensure that staff new into post are able to show understanding appropriate for their role. Learning costs to meet these standards, incorporated into supervision and appraisal, are estimated to be £200.

6.2.2.4 Mandatory training

Mandatory training is often required by the Health and Safety Executive for matters including food handling, moving and handling, and use of specialist equipment such as hoists.

6.2.3 National Vocational Qualifications

Estimates below of costs for NVQ training are based on £100 for each unit of learning; certification of learning, when well managed, adds 50% to cost but should reduce expenditure on the quality assurance of commissions training and £75 for NVQ assessment for each unit.

Figure 6.07: Costs of NVQ training by training unit and level of competence

Level	Costs of a training unit (£)		
	Learning	Assessment/ registration	Total
NVQ2	600	600	1,200
NVQ3	800	770	1,570
NVQ4	800	770	1,570

6.2.4 Social work degree

Definitive figures on the costs of the social work degree are not available, but the figure appears to be between about £54,000 and £60,000. Employers do not normally fund the qualification of social workers but do contribute through practice learning.

6.2.5 Post-qualification costs

JM Consulting, who are working on a revised funding system for the Department of Health, are currently (April 2007) estimating a cost of £3,500 per candidate per year, full-time equivalent, for the new post-qualification framework.

6.2.6 Continuing professional development costs

Costs of continuing professional development vary according to individual and workplace requirements. For example, the General Social Care Council have set 15 days per year as the training expected of registered social workers; the recommendation for others is not yet defined.

Cost would vary according to level of responsibility but 15 days at an average 8-hour day and £15 per hour including on-costs is £1575 for the 15 days plus costs of any staff cover.

6.2.7 Conclusions

The costs of training a member of staff with a National Vocational Qualification can be calculated against a checklist:

- English as an additional language.
- Essential skills.
- Induction.
- Health and Safety training depending on responsibilities.
- National Vocational Qualification.
- Cost of release of staff for training.
- Supervision, human resource management, locating funding and organising programmes adds 35%.
- Cost of recruitment.

Example for NVQ 2

Figure 6.07

A new member of staff to NVQ level 2	£2,400
English speaker but requires essential skills learning	£3,700
Same situation but requiring EAL as well as essential skills	£6,400

So, as an estimate based on the information detailed above, if:

- 100 staff were required and using the reports of need for essential skills and English the cost would be about £412,000 or an average of £4,000 per person:
- 50 will cost £118,300 as they can go straight into NVQ learning and assessment,
- 40 will cost £256,600 as they need English and essential skills
- 10 will cost £37,160 as they need essential skills.

All the above figures are estimates. However, they illustrate the substantial levels of investment needed to support workforce development within the sector.

6.3 The sector’s views about funding

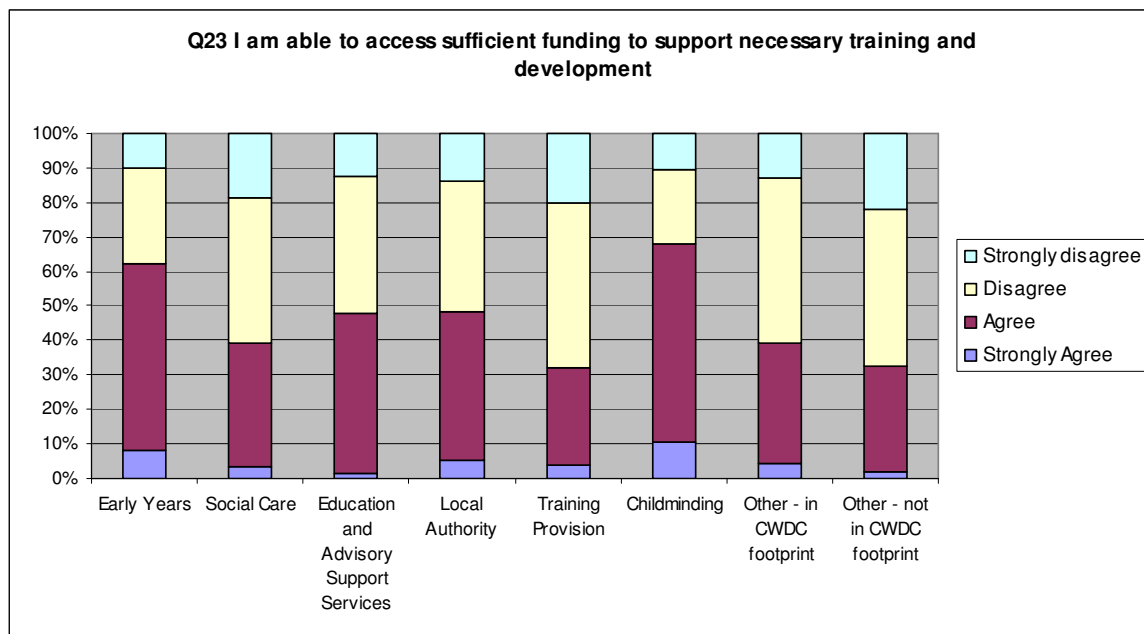
As part of the development of the Stage 1 and 2 reports, CWDC surveyed those working in, and involved with the sector. The full report summary can be seen at Appendix 1.

6.3.1 Accessing funding

(Analysis by respondents’ field of expertise⁴⁹)

Respondents’ opinions differed when they were asked to comment on the statement ‘I am able to access sufficient funding to support necessary training and development’. The lowest level of agreement came from Education Welfare Officers (18 per cent). The highest came from childminders at 69 per cent, with the early years field at 62 per cent. Other respondents were in agreement between 39 and 55 per cent of the time. (Figure 6.08)

Figure 6.08



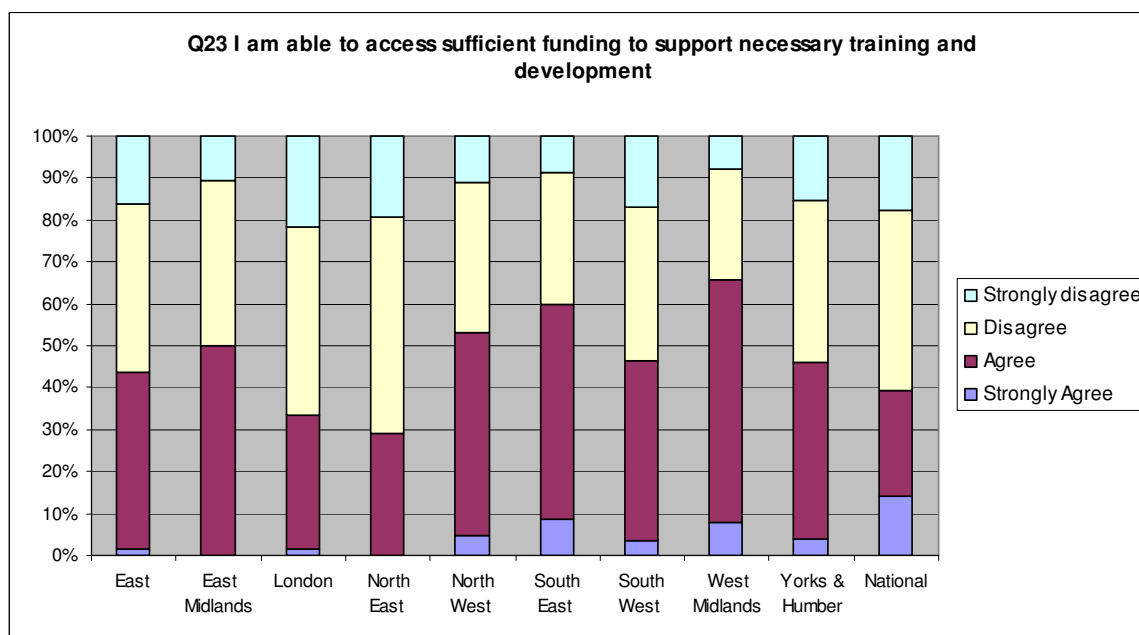
⁴⁹ Percentages given are of the total who agreed or disagreed (respondents who answered ‘don’t know’ or ‘not applicable’ are not included)

Those who were self-employed showed the most likely to have found sufficient funding for the training they need, with around 67% agreeing or strongly agreeing with the statement ‘I am able to access sufficient funding to support necessary training and development.’ Employers and employees were much less satisfied with the funding situation, with less than 50% supporting the statement in both. Those in the private sector, however, were much more likely to find funding than in the public or VCF sectors – around 63% satisfaction in the private sector compared to around 45% in the public and VCF sectors.

Analysis by geographical region⁵⁰

There was more regional variation on the funding of training than in any other section of the survey. 29 per cent of respondents in the north east agreed that they were able to access sufficient funding to support necessary training and development. London was similar, at 34 per cent. The south east and west midlands had the highest level of agreement, at 60 and 66 per cent respectively (Figure 6.09).

Figure 6.09



6.3.2 Employer investment in funding

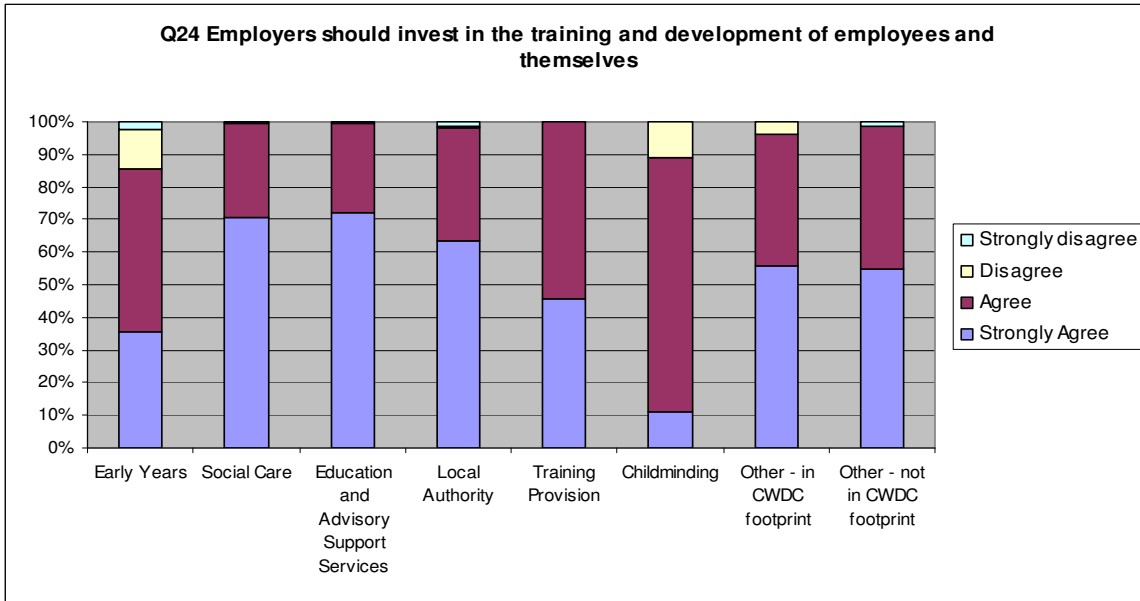
Analysis by respondents' field of expertise⁵¹

All groups of respondents agreed that employers should invest in the training and development of employees and themselves (between 86 and 100 per cent agreement) (Figure 6.10).

⁵⁰ Percentages given are of the total who agreed or disagreed (respondents who answered ‘don’t know’ or ‘not applicable’ are not included)

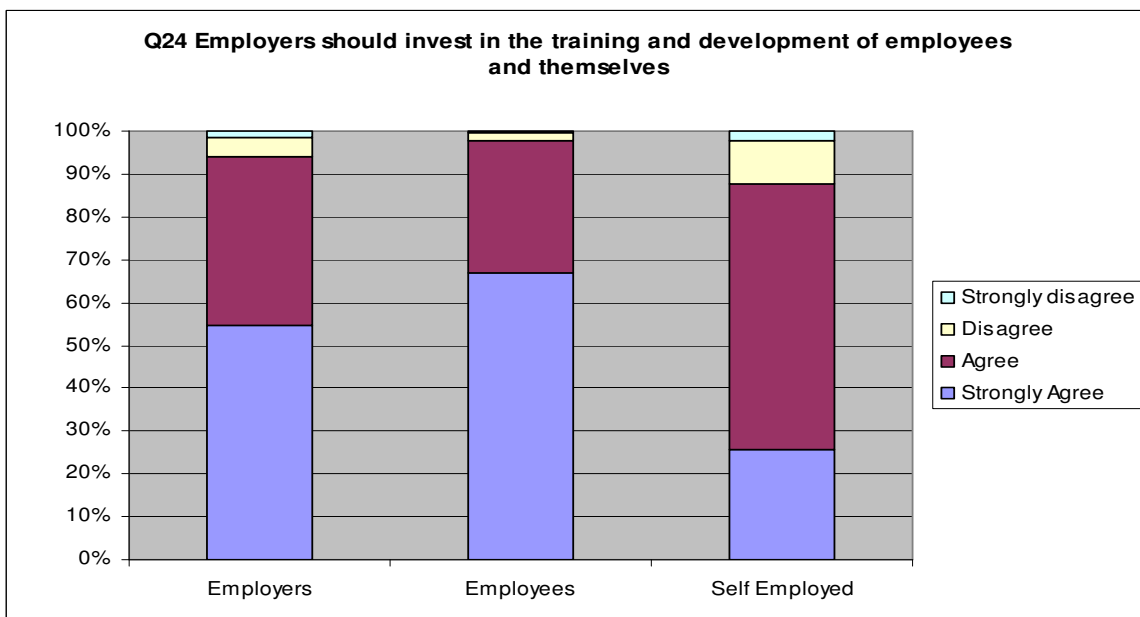
⁵¹ Percentages given are of the total who agreed or disagreed (respondents who answered ‘don’t know’ or ‘not applicable’ are not included)

Figure 6.10



The majority also agreed that individuals and the self-employed should be encouraged to invest in their own training and development (between 62 and 83 per cent agreement). The greatest agreement came from those working in the public sector, while private sector employers were more likely to disagree with the statement ‘Employers should invest in the training and development of employees and themselves.’ Of those working in the public sector who did not support the statement, nearly all strongly disagreed, suggesting a sharp division in the expectation of the role of the employer in the public sector.

Figure 6.11



Analysis by geographical region⁵²

Respondents consistently agreed that employers should invest in the training and development of employees and themselves (ranging from 88 per cent in the south east to 100 per cent in the north east).

Figure 6.12

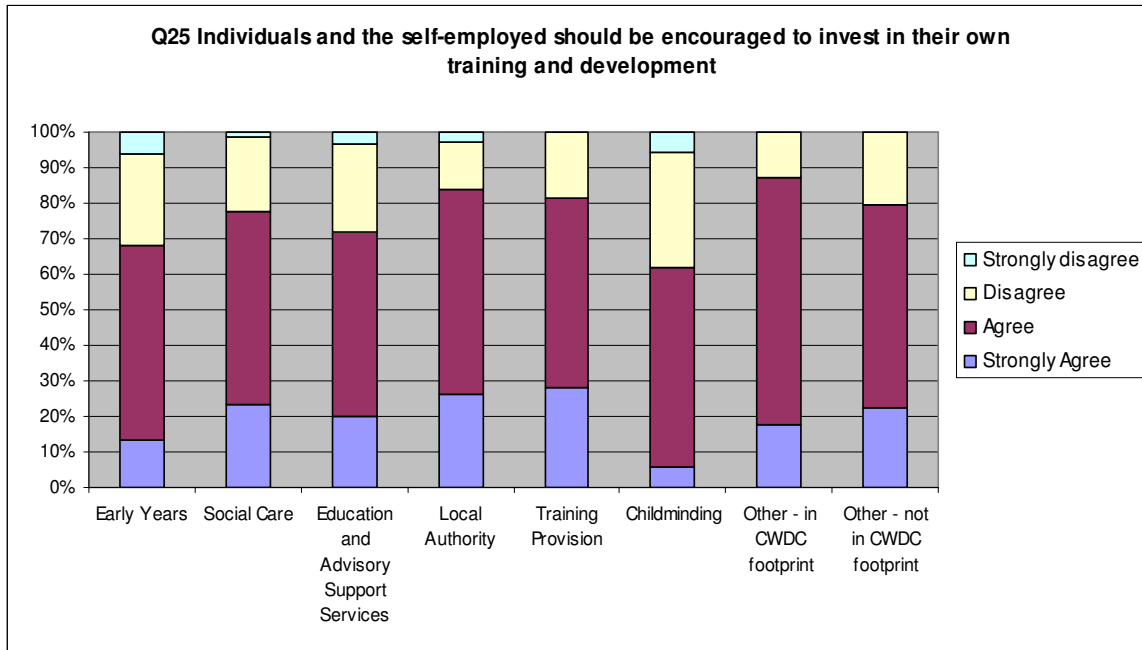


6.3.3 Employee investment in funding

There was widespread agreement with the statement 'Individuals and the self-employed should be encouraged to invest in their own training and development', most vehemently from Local Authority employers and least strongly from childminders (between 83 and 62 per cent agreement). The self-employed were least likely to agree with this statement: around 7% strongly disagreed and around 29% disagreeing. In contrast employers were most supportive, around 82% agreeing or strongly agreeing.

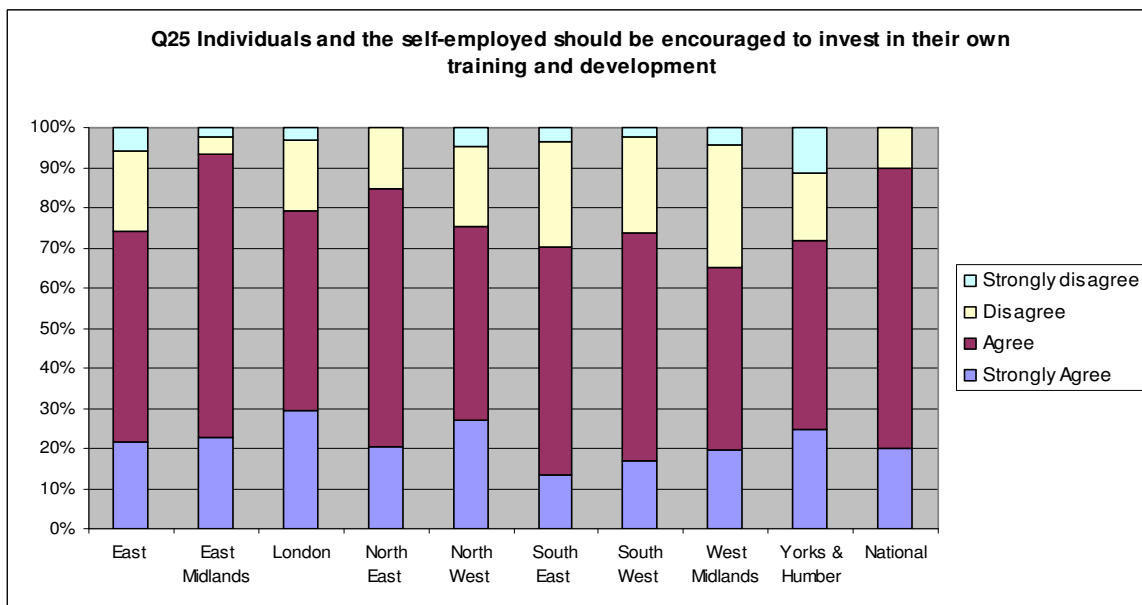
⁵² Percentages given are of the total who agreed or disagreed (respondents who answered 'don't know' or 'not applicable' are not included)

Figure 6.13



The regional breakdown of responses supports this broad agreement with the suggestion that individuals and the self-employed should invest in their own training and development (ranging from 66 per cent in the west midlands to 94 per cent in the east midlands).

Figure 6.14



7. Skills supply and demand

7.1 Overview and key messages

The key question in respect of the demand and supply of skills is:

“Does skills supply currently meet the needs of the industry and will it do so in future?”

Although data on demand is unreliable; forecasting models cannot predict the future with any great certainty and data on supply is variable and hard to interpret, what is clear is that the sector is undergoing significant change and is likely to continue doing so for at least the next five years.

A recent DfES report⁵³ notes: “In early years services the quality of care children receive is fundamental to their development. Research shows that poor quality care can have detrimental impact and is not cost effective, whilst high quality integrated care can increase cognitive development in the short run, and in the long run tends to increase income and reduce use of the welfare system.”

The report points to evidence that supports the contention that the quality of childcare (in terms of achieving better outcomes) is correlated with the level of qualifications held by carers. The same study finds that, overall, staff are qualified adequately, although in some areas workers are poorly qualified and there are problems with the qualification of new entrants necessary to expand childcare:

- Over all in childcare settings, management staff have become more highly qualified, with those holding level 3+ qualifications increasing in number between 2001 and 2003. Around 80% of playgroup and full day care managers are qualified to this level, but childminders are the least well qualified, with only 16% holding qualifications to this level.
- The proportion of supervisory staff holding Level 3 or above qualifications has decreased. This is due to the expansion of full day care which has resulted in a doubling in the number of more junior, level 2 qualified staff, compared with a stable number of more qualified staff.

The delivery of children and young people’s services continues to modernise to meet people’s needs and aspirations and government policy. Modernisation and change demand new skill-sets amongst all parts of the workforce, including managers. Workforce development is crucial, as is ensuring an appropriate balance between the supply and demand and the quality of training and development. Although progress is being hampered by financial pressures, continuing recruitment and retention problems, and organisational turbulence, the SSA provides a real opportunity to address these issues.

⁵³ Department for Education and Skills, 2005; The Children’s workforce in England: A Review of the evidence; Version 1.0

7.2 Skills supply and demand: drivers for change

Many factors and policy changes affect the sector's skills needs including expectations of society (including those of young people and families); government policy; the way services are delivered; and the way the workforce is managed. Drivers of change across the children and young people's workforce are explored in detail in our Stage 1 report, the following provides a brief summary.

The workforce is key to supporting parents and communities in helping children and young people meet the challenges of the 21st century. Additional training, more relevant qualifications and greater levels of skills will be important ingredients in developing further the competences that the workforce will require in the coming years: "The quality and effectiveness of services depends on those who deliver them. Not just the ability of those at the very front line of delivery, but also those in charge of managing the strategies and priorities for local delivery."⁵⁴

Service changes, now and in the future, will require different skills and attributes of both the workforce and managers, in particular:

- increased flexibility and adaptability to new ways of working.
- increased responsiveness to people who use services.
- information and communication technologies.
- communication, interpersonal and relationship skills.
- working across 'traditional' boundaries.
- 'lone' working and working in 'virtual teams'.
- entrepreneurial skills (eg business planning and sustainability; managing budgets).

The Leitch Report⁵⁵ *Prosperity for all in the global economy – world class skills* focuses on the 'delivery of a raised ambition', a responsibility to be shared between employers, individual and the government. The report recommends, amongst other things, the need to:

- Increase adult skills across all levels.
- Rationalise the way public funding for adult vocational skills is routed.
- Move away from a supply-driven model, based on government planning, towards a demand driven model of skills development.
- Strengthen the 'employer voice' by rationalising existing bodies, strengthening the collective voice and better articulating employer views on skills.
- Increase employer engagement and investment in skills; reforming and empowering Sector Skills Councils and only allowing public funding for vocational qualifications where the content has been approved by SSCs.

⁵⁴ Department for Education and Skills and HM Treasury, 2007; *Policy review of children and young people - a discussion paper*

⁵⁵ HM Treasury, 2006; *Prosperity for all in the global economy – world class skills* (Leitch report)

- Launch a new 'Pledge' for employers to voluntarily commit to train all eligible employees up to Level 2 in the workplace.
- Increase employer investment in Level 3 and 4 qualifications in the workplace.
- Improve engagement between employers and universities; increasing co-funded workplace degrees and increasing focus on skills at Level 5 and above.
- Increase people's aspirations and awareness of the value of skills.

The LSC consultation document *Delivering World-class Skills in a Demand-led System*⁵⁶ builds in particular on the Further Education White Paper⁵⁷ *Raising Skills, Improving Life Chances*, exploring the implications for post-14 funding in a demand led system, in particular the further education system.

Key messages include:

- FE needs to operate in a more open and competitive market which, coupled with a funding system that reflects customer choice, will free the system to respond flexibly to customer demand.
- Expanding choice and improving quality.
- More learners and more employers to engage with skills training, in particular increased participation in Skills for Life, Level 2, Specialised Diplomas and a guarantee of an apprenticeship place.

The successful implementation of the vision and the outcomes set out in *Every Child Matters*⁵⁸ requires agencies and organisations working together to develop more integrated and responsive services for children, young people and families. The vision set by Government will mean a continued focus on redesigning services and improving the training and development of the workforce, driven both by the Every Child Matters ambitions and by wider reforms across public services be accountable for service standards and outcomes for children; develop improved management and leadership skills.

7.3 Skill shortages, gaps and needs

Many of the strategy documents and research noted throughout this Report and our Stage 1 Report highlight both skills gaps and shortages across many part of the CWDC footprint. In particular, our Stage 1 Report highlights particular issues for each occupational group; for example particular skill shortages (ie a lack of suitably skilled people in the labour market) exist for children and family social workers, children's residential care staff, foster carers, nannies, nursery workers, and sessional care

⁵⁶ Learning and Skills Council, 2007; *Delivering World-class Skills in a Demand-led System*

⁵⁷ DfES, 2006; *Further Education: Raising Skills, Improving Life Chances (White Paper)*

⁵⁸ Department for Education and Skills, 2004 & 2005; *Every Child Matters: Change for Children* (2004 & 2005 updates)

workers. Vacancy rates in social care are higher than for all other employment sectors in England⁵⁹.

Compounding current shortages and gaps:

- Turnover rates are high, being particularly so amongst care staff and in the south east of England.
- Jobs are becoming increasingly complex and integrated due to the changing nature of delivery and the blurring of 'traditional' boundaries between sectors.
- Agency staff are often brought in to fill vacancies and there are often difficulties in attracting, and retaining, the kind of workers which reflect the diversity of the community served.
- Many services are increasingly dependent on international recruitment to fill vacancies, which often creates a need for training in English as an additional language, together with training in English operational and cultural backgrounds.

*Options for Excellence*⁶⁰ reports that there is a need to both increase the supply of workers and to increase the level of appropriate skills of many existing workers: there are both skill shortages and skills gaps (ie skills deficiencies).

The National Employers Skills Survey (NESS)⁶¹ suggests that social care employers, both in children's and adult services) report significant skills gaps in their existing workforce. Reported skills gaps were more common in social care than in the economy as a whole (about 35% compared to about 25% across all sectors).

The NESS also indicated that social care employers are more likely than average to report that skills gaps cause difficulties in meeting quality standards and cause difficulties in introducing new working practices. However, they are less likely to report that skills gaps cause difficulties in meeting service objectives or delays in developing new services. This could suggest that employers see skill gaps more as a response to regulatory requirements than client or business development needs.

Skill needs vary considerably across different parts of the workforce; these will be analysed in detail in our Stage 3 work and in the development of our Sector Skills Agreements. Consultation undertaken during the development of this report has identified the following key generic skills required by the majority of the workforce:

- language, literacy and numeracy skills.
- communication, interpersonal and relationship skills.
- information and communication technology skills, including both assistive technologies, applications of ICT, information management and e-learning.

⁵⁹ Commission for Social Care Inspection, 2005; *The state of social care in England 2004-05*

⁶⁰ Department of Health / Department for Education and Skills, 2006; *Options for Excellence – Building the Social Care Workforce of the Future*

⁶¹ LSC, 2006; *National Employer Skills Survey 2005*

In addition, the workforce needs skills to:

- ensure the safety of children and young people.
- prepare staff for work with children, young people and families.
- raise aspirations and encourage children and young people to fulfil their potential.
- help individuals to work in multidisciplinary teams which make connections between different agencies.
- help them to work in new and developing ways of delivering services, including working in partnerships, multidisciplinary and cross-agency teams; and adopting flexible approaches which enable a rapid response to new models of delivering services and new opportunities.
- help them to work with children and young people with disabilities⁶².

Those in management roles need additional generic skills including:

- leadership and management.
- commissioning and negotiation.

Many of these skills are embedded in the Common Core of Skills and Knowledge for the Children's Workforce and in the future these will form part of qualifications for working with children young people and families; and will be the focus of work towards out Sector Learning Strategy.

These messages are supported by the CWDC workforce survey undertaken to inform the SSA process.

7.3.1 Findings from the CWDC workforce survey

In November 2006 the CWDC developed and hosted an on-line survey of employers' views on workforce skills and training. The survey ran from 19 December 2006 to 12 February 2007 and attracted 1062 responses, of which 38 per cent were on behalf of employers or organisations.

7.3.1.1 Recruitment

Analysis by respondents' field of expertise⁶³

Respondents from early years and social care fields, Connexions Personal Advisers and Education Welfare Officers indicated that it was easier to recruit people with basic skills

⁶² This follows particularly from the 2005 revision to the Disability Discrimination Act and the resulting Disability Equality Duty

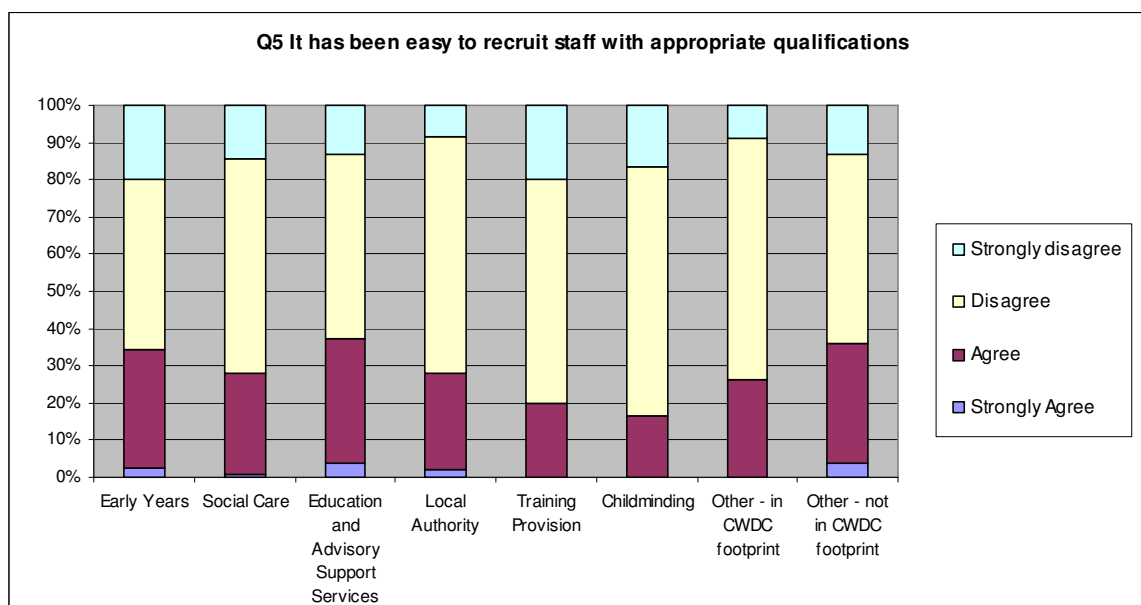
⁶³ Percentages given are of the total who agreed or disagreed (respondents who answered 'don't know' or 'not applicable' are not included)

than it was to recruit staff with the appropriate qualifications⁶⁴. Over half of each of these respondents agreed that it was necessary to recruit people who are not suitably qualified and train them further.

86 per cent of Educational Psychologists agreed that it was easy to recruit people with appropriate basic skills and 17 per cent agreed that it was easy to recruit staff with appropriate qualifications. 30 per cent agreed that it was often necessary to recruit staff who are not suitably qualified and provide them with further training.

Learning Mentors indicated that they felt it was as easy to recruit people with appropriate qualifications as basic skills (80 and 88 per cent respectively). 61 per cent agreed that it was often necessary to recruit staff who are not suitably qualified and provide them with further training.

Figure 7.00



Source: CWDC Workforce Skills and Training Survey (and for subsequent graphs)

The responses showed that it was hardest for the private sector to recruit individuals with appropriate qualifications, 72% identifying that they strongly disagreed or disagreed with the statement 'it has been easy to recruit staff with appropriate qualifications'. The private sector and voluntary, faith and community sector share a similar proportion of employers saying they strongly agree with this statement, around 3%. However, overall across the sectors, 69% strongly disagreed or disagreed with the statement, indicating that there is either a shortage of skills, or problems within the current procedures for recruiting staff.

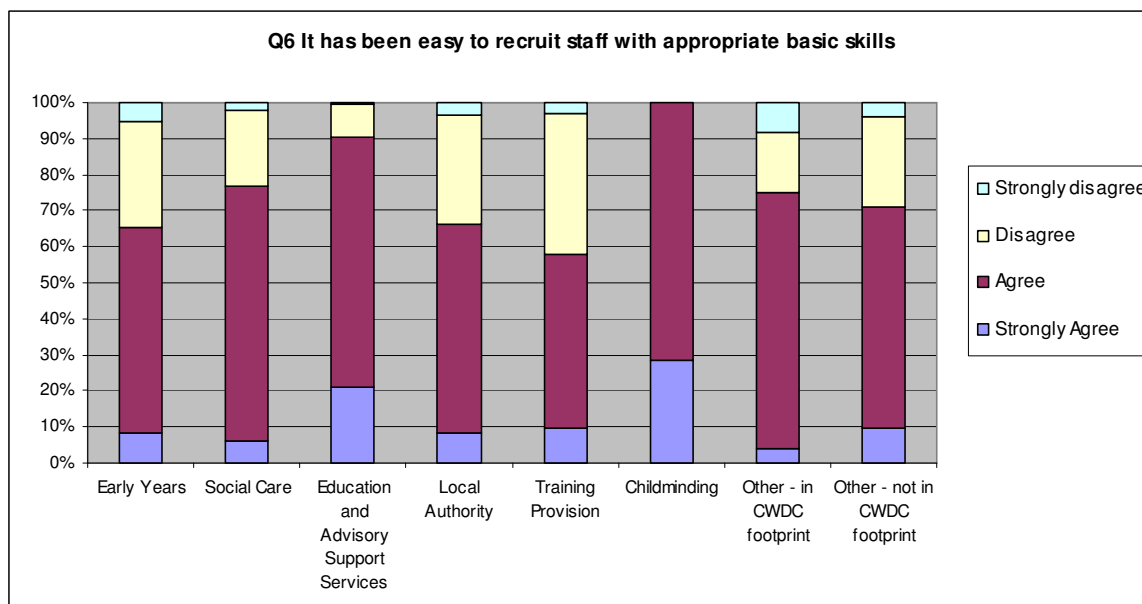
Regionally, the greatest problems of recruitment have been found in the West Midlands and London, while the North West reports the most positive experience.

⁶⁴ 65-95 per cent of respondents in each of these groups agreed that it was easy to recruit staff with basic skills. 28-41 per cent agreed that it was easy to recruit staff with appropriate qualifications

7.3.1.2 Recruitment and Basic Skills

While the problems of recruiting appropriately trained staff are clear from the previous section, this contrasts sharply with the number of staff with basic skills. In all sectors, well over half of respondents strongly agreed or agreed with the statement ‘it has been easy to recruit staff with appropriate basic skills’. Those finding the most problems are training providers, local authorities and early years.

Figure 7.01

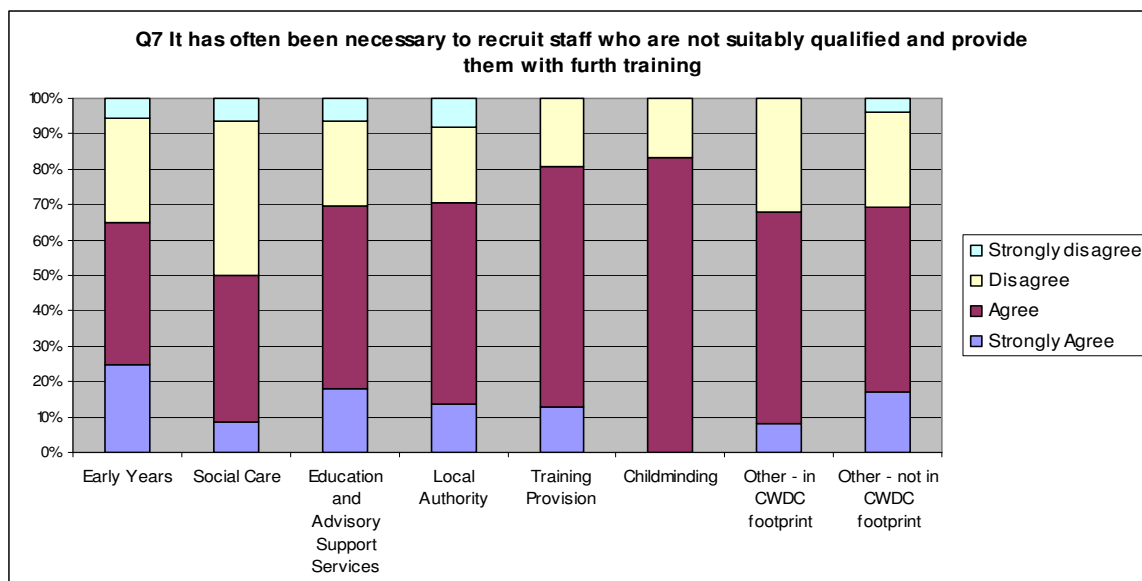


The regional breakdown of responses reveals that those in the North East and East have found the least problems recruiting those with basic skills, while London and Yorkshire and the Humber have found the most problems.

7.3.1.3 Recruitment and further training

The consequence of the high numbers of inappropriately trained people means that the responses to Question 7 are not surprising, namely that it is very common for staff to be recruited who are not suitably qualified and need to be provided with further training. This is least common in Social Care, and most common in childminding and training provision.

Figure 7.02



7.3.1.4 Information about training

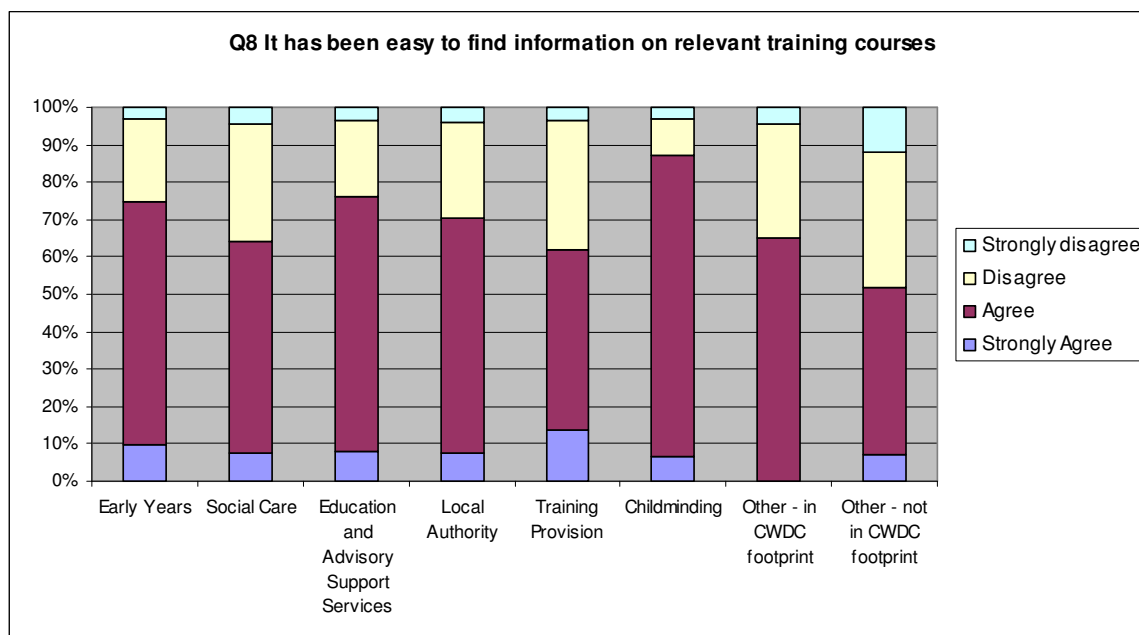
Analysis by respondents' field of expertise⁶⁵

Most respondents agreed that it was easy to find information on relevant training and that there were courses available which met staff needs. Respondents from most fields of expertise agreed that there were training courses that met their needs as a manager, employer, or self-employed person (62 to 88 per cent of respondents). However, only 38 per cent (six out of 16) of Learning Mentors who responded agreed.

The problems of finding appropriately qualified staff cannot be wholly explained by difficulty identifying relevant training courses, as the results of Question 8 – It has been easy to find information on relevant training courses – suggests that in all sectors, the majority of respondents agreed or strongly agreed with the statement. Among childminders this was as high as 88%, while in the social care and training provision sectors the figures were around 62% (Figure 7.03).

⁶⁵ Percentages given are of the total who agreed or disagreed (respondents who answered 'don't know' or 'not applicable' are not included)

Figure 7.03



There are limited regional variations in the ease with which course information is available, only the London region shows a particular difficulty, with around 47% of respondents disagreeing or strongly disagreeing with the statement in question 8. In all other regions, the support for the statement was between 62% and 78%.

7.3.1.5 Availability of training

Analysis by respondents' field of expertise⁶⁶

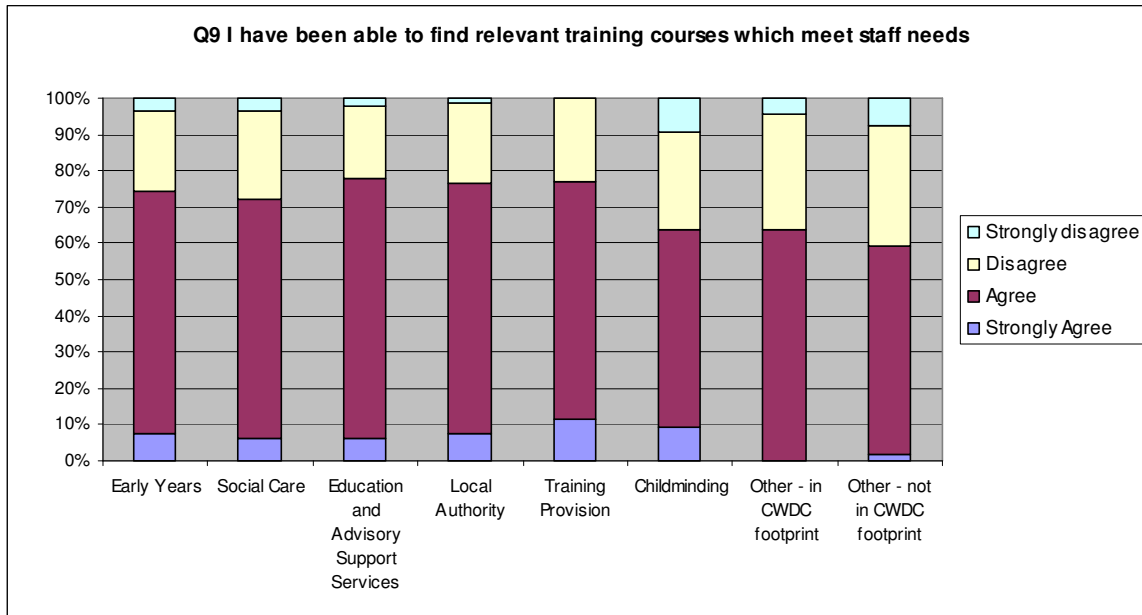
Most respondents agreed that there were enough places available on suitable training courses (70 per cent and over); 56 per cent of those working in social care and childminding agreed, and 48 per cent of early years respondents agreed.

Learning Mentors indicated that the number and range of qualifications available has made it difficult for them to know what qualifications practitioners should hold (88 per cent agreeing with the statement). 50 per cent of childminders and those in the early years field, 45 per cent of Education Welfare Officers, 34 per cent of Connexions staff, 27 per cent of social care respondents and 20 per cent of Educational Psychologists agreed with the statement.

Across the sectors featured among the respondents to the survey, employers have been able to find the relevant training courses that they require, with only childminding as a sector reporting less than 70% agree or strongly agree with the statement 'I have been able to find relevant training courses which meet staff needs'.

⁶⁶ Percentages given are of the total who agreed or disagreed (respondents who answered 'don't know' or 'not applicable' are not included)

Figure 7.04



The regional breakdown indicates that access to information is easier from a regional perspective than for those working for a national organisation – all regions except London registered more than 70% satisfaction with the ease of locating provision, while just 47% of those working for a national organisation agreed or strongly agreed.

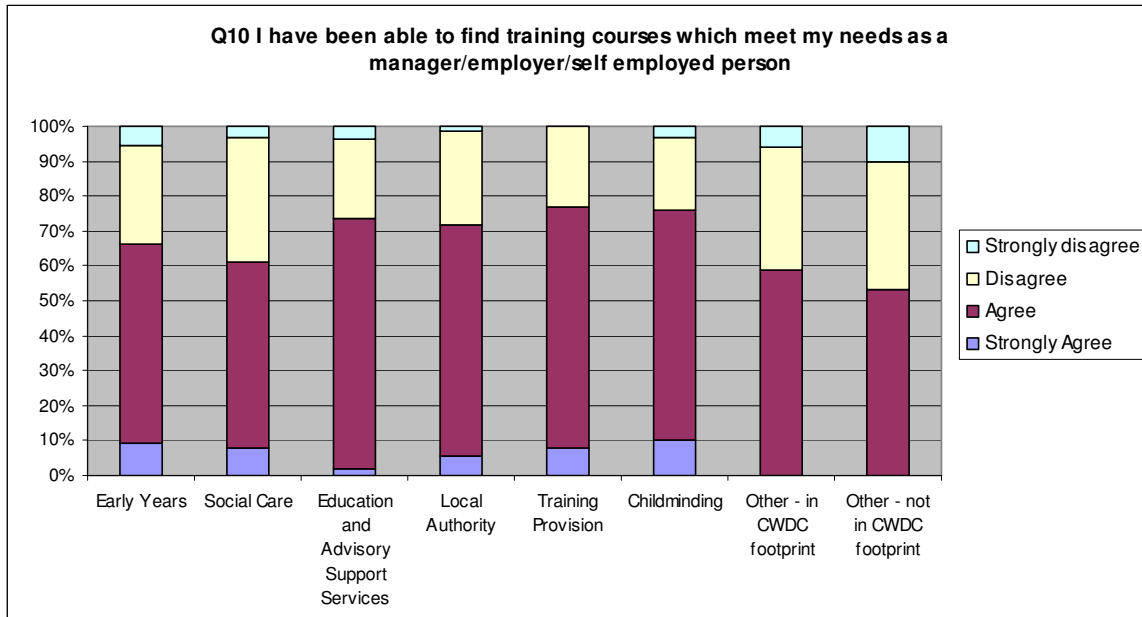
Figure 7.05



Source: Workforce Skills and Training Survey 2007

There was slightly more variation in the provision of training courses for managers/employers/ self-employed people, while the average satisfaction across the different sectors was 71% for staff training, it was just 67% for this managerial level of staff.

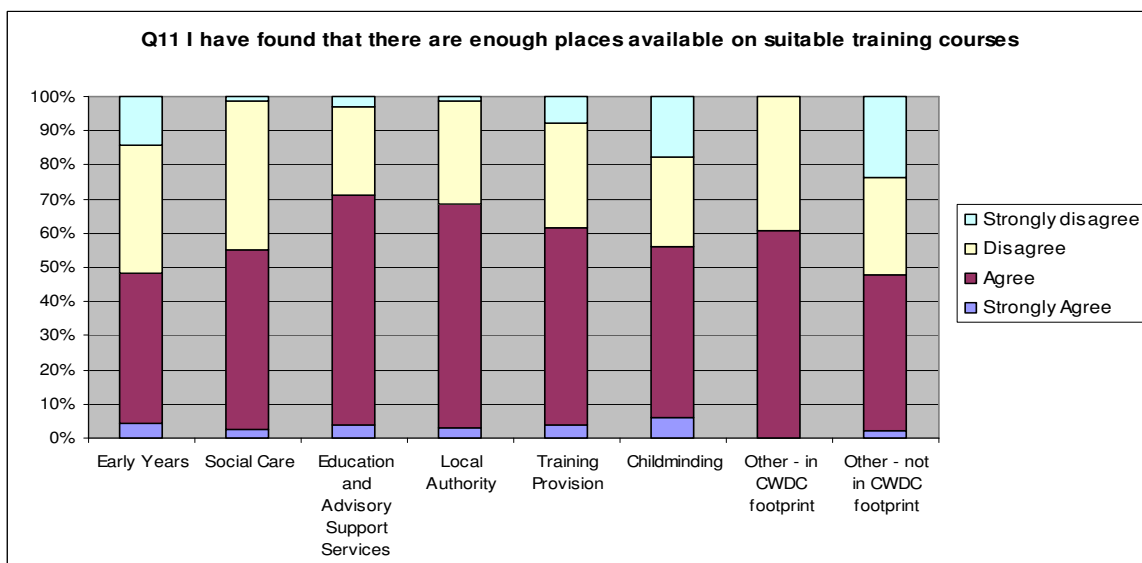
Figure 7.06



Regional provision appears to be consistent across the country, although again there was more dissatisfaction registered from those working for national organisations. The North East region showed the most positive experience – almost 80% of employers agreed or strongly agreed with the statement.

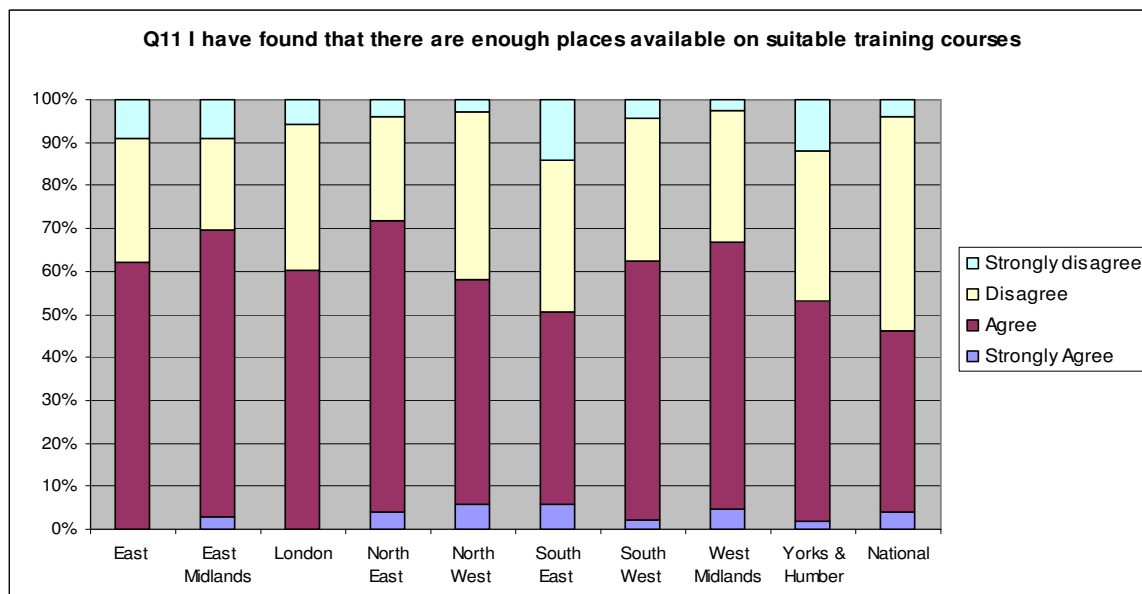
Question 11 asked employers to respond to the statement ‘I have found that there are enough places available on suitable training courses’. The Early Years sector responses show that this is the sector in which provision is least likely to match demand, with 51% disagreeing or strongly disagreeing with this statement. In fact 15% of respondents strongly disagreed. In all other sectors the majority agreed or strongly agreed, although in social care and childminding, it was only just over 50%.

Fig. 7.07



Regional provision varies, with satisfaction ranging from 50% in the South East to 72% in the North East.

Figure 7.08



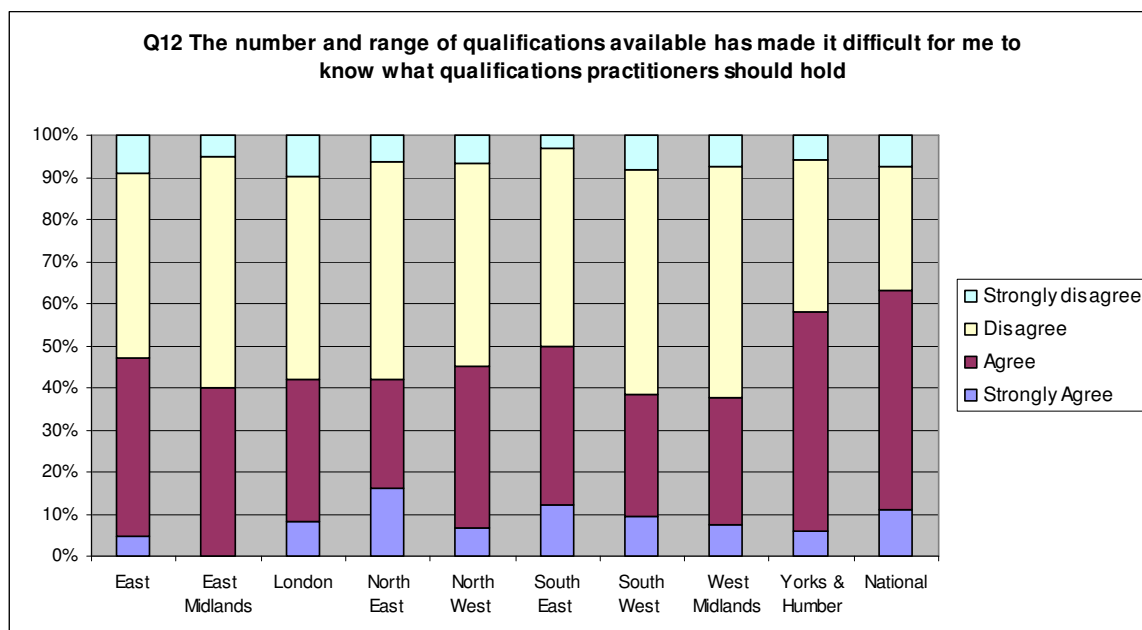
7.3.1.6 Range of qualifications

One of the issues that is often raised in relation to the difficulties of finding suitably qualified staff is the range of qualifications that are available and the complexity of the training and qualification system. Question 12 raised this issue directly, asking employers to respond to the statement 'The number and range of qualifications available has made it difficult for me to know what qualifications practitioners should hold'. The responses were mixed, with 73% of those in the social care sector disagreeing or strongly disagreeing. For those falling in the 'other – in CWDC footprint' category, 71% of respondents agreed or strongly agreed with the statement. The other sectors returned response rates indicating approximately half were satisfied with the current situation.

Those in the public sector appear to find the current situation least complex and just over half of the voluntary, community and faith sector respondents found it too complicated.

When the responses are analysed by their regional breakdown (see Figure 7.11), the national organisations once again returned a different response from the regions, with 63% of respondents identifying their agreement. The average for the regions was just 44% dissatisfaction with the current qualifications system in terms of its clarity. The highest levels of agreement were in Yorkshire and the Humber, where 59% of respondents agreed or strongly agreed with the statement.

Figure 7.09



7.3.1.7 Value of staff training

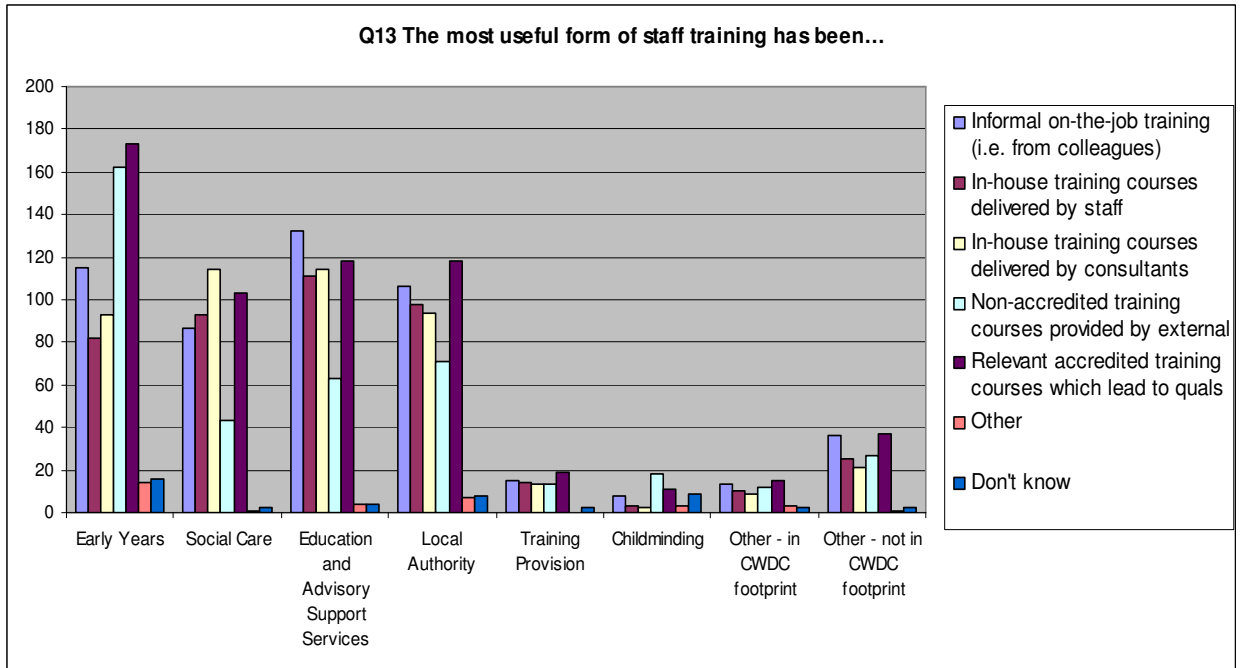
Analysis by respondents' field of expertise⁶⁷

Across all the fields of expertise, respondents found the following types of training to be the most useful:

- informal on-the-job training (i.e. from colleagues, as and when required);
- in-house training courses delivered by staff members;
- in-house training courses delivered by consultants/training companies;
- relevant accredited training courses which lead to qualifications.

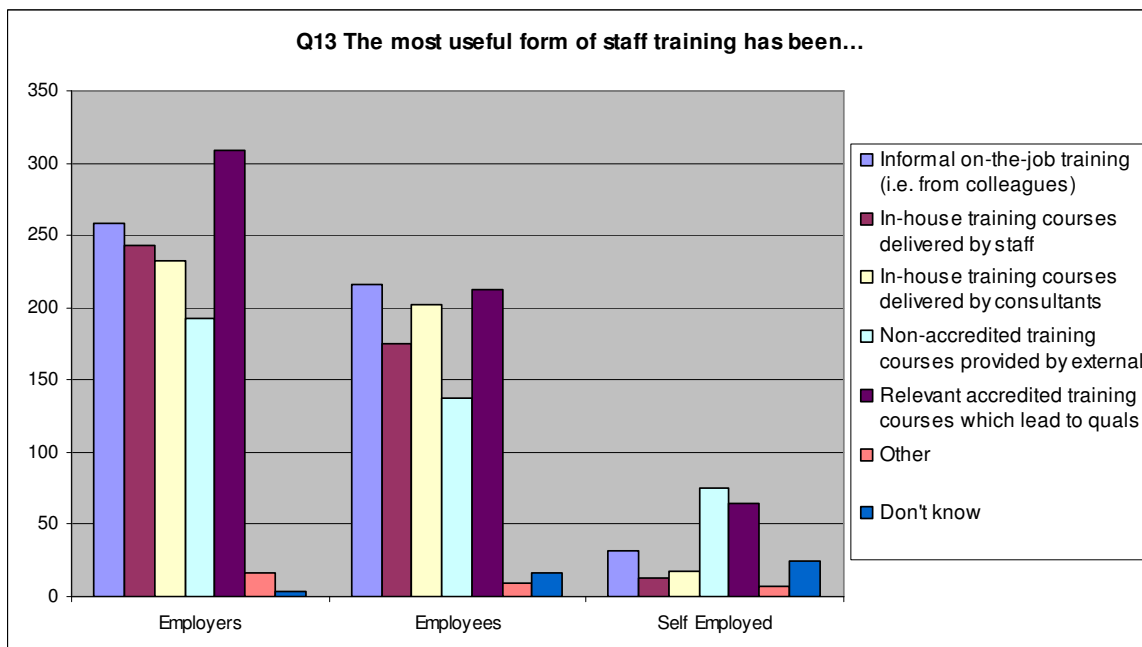
⁶⁷ Percentages given are of the total who agreed or disagreed (respondents who answered 'don't know' or 'not applicable' are not included)

Figure 7.10



In each field of expertise, apart from early years and childminding, these four forms of training were placed above non-accredited training courses provided by external providers. Few respondents suggested other forms of training though three respondents offered university level training as useful and two said local authority training was useful.

Figure 7.11

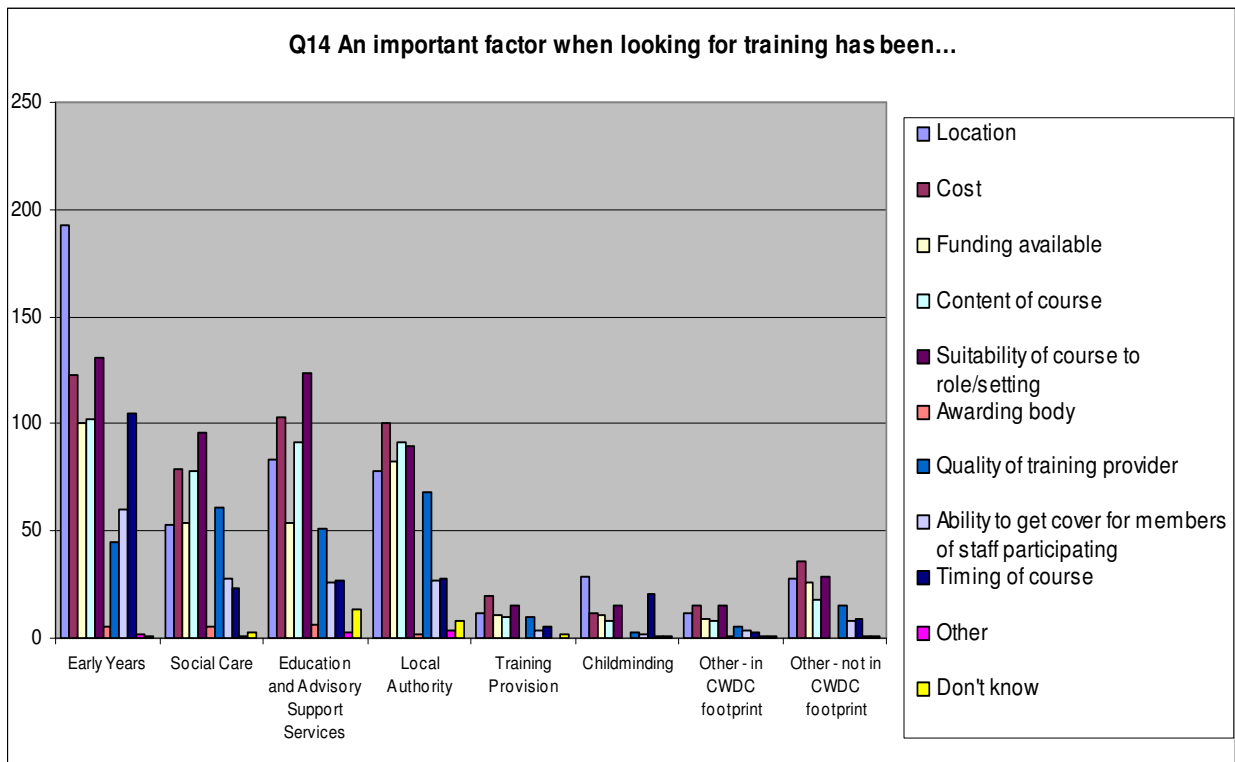


Respondents were asked about the most important factors when looking for training and the following options were given:

- location;
- cost;

- funding available;
- content of course;
- suitability of course to role/setting;
- Awarding Body;
- quality of training provider;
- ability to get cover for members of staff participating in training;
- timing of course.

Figure 7.12



Source: Workforce Skills and Training Survey 2007

In most fields of expertise, the top five factors in the above list received the highest score. However, Connexions staff placed slightly less importance on the availability of funding compared to the other factors in this top five⁶⁸.

Of the four remaining factors (Awarding Body, quality of training provider, ability to get cover for members of staff participating in training and timing of course) the Awarding Body was consistently scored as less important. The remaining factors were scored at a similar level, apart from the timing of courses which was scored as slightly more important for those working in childminding and early years.

The factors most affecting decision-making differ between employers, employees and the self-employed. For employers, the three most important factors were cost, suitability of

⁶⁸ 23 Connexions Personal Advisors who responded agreed that 'funding available' was important, as compared with 58, 63, 66 and 95 who agreed that the location, cost, content and suitability (respectively) were important factors.

course to role/setting and location. Employees valued suitability most, with location and course content being the next most important, while the self-employed valued location most, while timing and cost were the next most important. For all the awarding body proved the least specifically identified factor.

The awarding body was of less importance across the sectors, while the public sector valued cost, suitability and content most, both the private and VCF sectors identified location as of key concern, with cost and suitability being of next, almost equal importance.

7.3.2 Supply and demand - key trends

The DfES report⁶⁹ provides a useful analysis of the likely patterns of demand for children's services. It uses a combination of techniques to look at population predictions together with socio-economic factors to do this.

Population projections show an overall 4% decrease of 0-19 year olds in the general population over the next 6 years to 2012 with the greatest drop indicated in the Northern regions (North East and West, and Yorkshire and Humberside) where a 12-15% drop is predicted. This contrasts with a predicted 4% decline in the South East and East. However, London is the exception to this pattern with no decline predicted.

The report highlights key socio-economic factors affecting demand. The two main factors which contribute most to demand are the numbers of children living in families claiming income-related benefits, and those living in lone-parent families. Other factors include the population density of an area as well as the numbers of children living in families claiming income-related benefits, in lone-parent families, in flats and those with a long-term limiting illness.

The size of the population is a key factor in determining demand. Regional variations in population are more profoundly affected by migration than is the national population. This migration has a strong impact on the regional-level demand for services. Figure 7.13 shows the projected 0-19 population changes by region, showing large predicted population declines the North East and North West, and much slower declines in Southern and Eastern regions of England.

Figure 7.13: Projected 0-19 population change by region from 2005-2012

Region	% change
London	-1
East	-1
South East	-2
South West	-2

⁶⁹ Department for Education and Skills, 2005; *The Children's workforce in England: A Review of the evidence; Version 1.0*

East Midlands	-4
Yorkshire and Humber	-5
West Midlands	-5
North West	-7
North East	-9

Source: GAD 2003-based sub-national projections for England

Beyond the variations in demographic factors, areas also vary in type, geographic location, levels of deprivation and so on. An inner London borough, for example, looks very different to a shire county in the North East. Rural areas face difficulties in provision of services to a population spread thinly over a large area, while other metropolitan areas may find the provision of services to an ethnically diverse population is a challenge.

7.3.2.1 Balance of labour supply and demand in relation to early years provision

Available evidence suggests that, overall, the supply of childcare places is sufficient to meet demand at current prices with nearly 2.5m children are enrolled in childcare⁷⁰. Over the last 7 years the number of places has risen by over half a million, and NAO evidence revealed that very few parents reported being unable to use childcare due to it being unavailable⁷¹. This corroborates evidence⁷² suggesting that the most likely reason for parents not using childcare was choice, rather than cost. However, around 25% of parents did report a lack of available free childcare places for both pre-school and school-aged children⁷³.

An indication of the adequacy of the supply of labour to permit further increases in provision is given by information on recruitment difficulties faced by providers of early years and child care services:

- Around three-quarters of all providers were recruiting in 2002-03.
- All settings experienced recruitment difficulties in the same period.
- However, although many settings are losing staff, they are doing so at a lower rate than they are recruiting, implying that the sector is not shedding workers, but that the growth of supply is behind that of the demand.
- Providers of care in non-school time (out of school and holiday clubs) are more likely to report difficulties in recruitment than full day care providers. 43% of non-school time provider managers reported some kind of difficulty, compared with only 20% of full day care providers.

⁷⁰ Childcare and Early Years Work Force Survey 2002/3, Overview Report

⁷¹ National Audit Office, 2004; Early Years: Progress in Developing High Quality Childcare and Early Education Accessible to All

⁷² Department for Education and Skills research report (RR348), 2001; *Repeat Study of Parents' Demand for Childcare*

⁷³ Department for Education and Skills research report, 2002; *Repeat Study of Parents Demand for Childcare*

The expansion of the sector is driven largely by central and local government funding, which pays for 53% of provision⁷⁴.

7.3.2.2 Balance of Labour Supply and Demand in relation to social services provision

The extent to which the demand for children's social services (CSS) is satisfied can be assessed by comparing the number of children who are known to need social services to the number who actually receive them

A recent study⁷⁵ compared the number of children known to be in need in two communities, against the number who actually received social services. The study found that:

- Only 38% of children in need lived in families that received social services. This suggests that the unmet demand was 62% of children in need (those who did not receive CSS).
- Over two-thirds of unmet demand related to children in the significant impairment category.
- The study did find, however, that children with more serious needs were more likely to receive social service support.

Evidence on the supply of social workers suggests that vacancy and turnover rates are too high for certain roles, and in certain regions. A significant cause of this is that "most public sector staff are leaving because of push, not pull, factors"⁷⁶. Specific factors causing individuals to leave the social care workforce are:

- Lack of recognition and status.
- Pay seen as low in relation to cost of living, especially in the South East.
- Competition within the sector and wider economy for skilled and unskilled employees.
- Loss of job satisfaction.
- Lack of managerial support.

This evidence suggests that the supply of CSS is inadequate to meet demand for these services. This will likely not come as a surprise to many working in the area, yet it is important that the reasons for this are identified so that appropriate policies may be devised to address it.

7.3.2.3 Future demand for social workers

⁷⁴ National Audit Office; 2004, Early Years: Progress in Developing High Quality Childcare and Early Education Accessible to All

⁷⁵ Department of Health, 2003; Children Supported and Unsupported in the Community

⁷⁶ See the Audit Commission's website

The child population projections suggest that the 0-19 population is predicted to fall to 2012, but this overall trend masks an increase in older-teenagers. In recent years, despite this fall in child population, the numbers of children receiving social care has increased⁷⁷, which has implications for the level of unmet demand for CSS:

- For the period 1993-2003, the number of children looked after has risen 23% in absolute terms⁷⁸, and the rate (per 10,000 children) has also risen (22%)
- Other children, who receive social services but are not looked after by them, increased by nearly 5% between 2001 and 2003, to a total of 164,400.

The increasing number of children being looked after does not necessarily reflect a rise in the incidence of childhood social issues. There are two related points here: One is that more children are remaining in care longer⁷⁹. The other is the lowering of thresholds for accessing care. This suggests that whilst social workers are working with a smaller segment of the overall child population, the needs of this group are more challenging and complex. Similarly, the profile of disabled children living in the community has changed meaning that there is a far greater need for individualised packages of care for them and their families. This brings with it a corresponding need for increased competences and capacity to manage risk for social workers specialising in the care of disabled children.

7.3.2.4 Balance of labour supply and demand – foster carers

Local Authorities (LAs) aimed to raise the supply of foster families to 28,000 in 2005. According to an informal survey of some LAs conducted by the Fostering Network in 2002⁸⁰, there is unmet demand for fostering families in England, in the form of demand for certain types of carers. To meet this demand, the supply of appropriate fostering families must be increased by around 8,200 carers. Particular types of children for whom the supply of foster carers is inadequate are:

- looked after children aged over 10.
- sibling groups.
- challenging behaviour.
- Disabled.
- black and minority ethnic groups.
- particular cultural, ethnic or religious mixes.
- those requiring placement near their families.

Adequacy of supply to meet future demand for foster carers, and action to increase supply

⁷⁷ See: www.dfes.gov.uk/rsgateway/DB/SFR/s000418/index.shtml Statistical First Release on Children in Need. Between 2001 and 2003, the number of children in need increased by about 2%

⁷⁸ From about 64,000 in 2000 to 69,100 in 2003

⁷⁹ Between 1999 and 2003, the average number of days for the last period in care for children ceasing to be looked after rose each year from 598 to 772. Source: *Children looked after by Local Authorities Year Ending 31 March 2003. Volume 1: Commentary and National Tables* (Table Q)

⁸⁰ See: www.thefostering.net/comdir/cditem.cfm?NID=453. Indicative figure only

Clearly there is a need for extra foster care workers to meet particular needs. As noted above, while there may be a need for extra foster carers overall, the type of foster carer recruited is of equal or greater importance. Hence a particular style of recruitment strategy is required.

A 'Research in Practice' report⁸¹ suggests areas in which recruitment could be improved. A key message is that success of recruitment depends on schemes being well-targeted. The targeting of recruitment schemes should be based on a local audit of need to identify areas where there are too few carers. One area in which targeting has improved recruitment is in the proportions of foster carers from ethnic minority backgrounds. However, evidence suggests that many local authorities are not equipped to perform this kind of audit, so are often not able to target recruitment effectively.

In addition, there are key messages concerning retention. While it is important to ensure that foster caring does not cost the foster carer (i.e. their allowance and fees are enough to cover the cost of looking after the child or young person), it is also extremely important to provide adequate support services. Such services, or the lack of them, can be a key factor in many foster carers' decision to leave the profession.

⁸¹ See: www.rip.org.uk/publications/champions/championsone/Champions_for_Children1.html

8. Priorities and recommendations

The Stage 1 and Stage 2 reports are designed to provide the essential underpinnings for the subsequent stages of the SSA development process.

Key issues identified during Stages 1 and 2 include⁸²:

- The workforce needs **more diverse skill-sets** to be better able to respond to the needs of service users, to provide increasingly flexible services and to respond positively to change.
- The **number and range of qualifications** on offer to the workforce is too high and confusing for employers.
- Qualifications are the main **barrier to career progression** and mobility between occupations within the children's workforce.
- There is a need to ensure that all future qualifications are developed around the requirements of the **Common Core of Skills and Knowledge**.
- **Funding** for training and development needs to be rationalised, simplified, and clarified to maximise investment.
- **Literacy, numeracy and communication skills** need to be developed in order to support the vision of a world class workforce and improve outcomes for children and young people.
- There is a sector wide need for **ICT skills** to respond to new ways of working, e-learning opportunities and service user expectations.
- Good **leadership and management skills** are essential for the development and modernisation of the sector.
- The sector is perceived to have low professional esteem and remuneration which impacts on **recruitment and retention**. This needs to be addressed and the public perception of the sector raised.
- **Delivery of training provision** requires greater flexibility and innovative solutions to meet employer needs, particularly in terms of time, location, duration and delivery mode.
- A wide range of **non-accredited learning** is undertaken but does not facilitate transferability; non-accredited learning is often valued highly, and its status needs to be addressed.
- Accurate and consistent **workforce intelligence**, particularly at regional level, is often lacking.
- **Apprenticeship** achievement rates for the CCLD Framework are the lowest of any sector.
- There is low take up of **Train to Gain** support by the sector. There are opportunities for this to be addressed.

⁸² These are, for completeness, repeated from earlier sections of this Report

Training and qualifications

These are significant factors for recruitment and retention within the children's workforce, together with a perceived need for remuneration change. Historically, low levels of qualification exist, with unaccredited learning used extensively within the sector⁸³.

There are many and diverse qualifications available to the sector, with confusion over the relative merits of these, but there is currently little guidance available on those qualifications that are essential. There is a need to ensure that all future qualifications are developed around the requirements of the Common Core of Skills and Knowledge, and that CDWC, as part of the SSC 'Skills for Care and Development', use its endorsement powers to overcome the proliferation of duplicated or unfit qualifications. We need to agree what to invest in, proactively promoting these and ensuring that the vast majority of funding is directed towards them. The development of our Sector Learning Strategy will take forward this process – with ideas and scenarios for the future tested during Stage 3 and embedded during Stages 4 and 5.

Coherence in new qualifications will be also addressed by the parallel development of an Integrated Qualifications Framework (IQF). The IQF will help to simplify and rationalise new qualifications through a unit and credit based framework, across the full range of qualifications including both vocational and higher education awards.

Qualifications that are available to workers in related groups, outside the CWDC footprint (e.g. in education and health) include many of the skills requirements of those within the footprint. Joint work with these groups is already being explored to facilitate integrated working across several children's sectors in England, to develop improved career progression and mobility across this and other children's sectors, and to reduce the confusion around similar qualifications.

Foundation degrees are being further explored with a view to ensuring their fitness for purpose for the sector.

Apprenticeships will be further investigated, in particular to explore the issues around the low completion rates (around 50%).

Professional Status is being developed within the early years workforce to enable a diversity of routes into higher levels of the profession. Evaluation of the progress of this initiative is currently under way and will feed-into subsequent SSA development.

Non-accredited training is widely used in the sector and has advantages in some cases. However, there is a need to improve workforce intelligence and to explore with employers and learners the appropriate extent of this form of training and to ensure the training employers need is made available, with the advantages of transferability and career progression that accreditation provides. Again, there is a need to invest in 'high status' qualifications.

⁸³ CWDC, 2006; Recruitment, Retention and Rewards in the Children's Workforce

Training delivery modes are worthy of further consideration, with the location and timing of training courses as important factors in the choice of training provision. There are indications from employers that many feel unable to influence training supply, and tend to use the courses offered by local training suppliers. The low take-up of Train to Gain across the sector needs to be evaluated, and the potential for Train to Gain at Level 4+ will be investigated.

Funding

Funding for training is a mixed picture, with 20-40% of employers finding it difficult to access funding for the training they would like to use. The public and voluntary sectors feel they have less access than private employers to the funding they need. Some regions are indicating a need for short term information on funding to be supplied whilst longer term work on rationalising funding takes place. For example, one local authority is employing people to teach basic skills rather than using LSC supply. Again our SLS and Stages 3, 4 and 5 will provide opportunities to address these issues.

Data collection

The collection and collation of workforce intelligence at a regional level is an immediate priority. Children and young people's plans are under development across England and will include collecting local data and developing local strategies to inform understanding of local learning supply issues. It is expected that information will be available from 2008. Meanwhile, the local issues are under discussion with key partners for example LSC, TDA and RDAs to examine local priorities. This engagement will continue to be enhanced by significant consultation during stages 3 to 5. Issues expected to arise include, for instance, regional partnerships supplying joint training in a common induction across five authorities.

There is a need to ensure that planning for change is staged with plans to address immediate needs, for example, collecting data on a regional level and providing information on funding issues to employers is differentiated from longer term plans, for example the completion of an IQF by 2010. Detailed action plans will be developed during stages 3 to 5 of the SSA process.

Next Steps

CWDC is taking the key messages from our Stage 1 and 2 reports out to employers and other stakeholder (including providers of learning supply, regulators, awarding bodies, funding agencies and partner SSCs) across England during our Stage 3 work. This work is due to commence in May 2007 with a national level meeting to test the key messages with a sector-wide employer reference group. This will be followed up by regional level consultation events during June and July, as well as a web based consultation in order to widen the sector engagement as much as possible.

We will be seeking solutions to the above priorities and identifying opportunities for collaboration that will meet the challenges and changing skill-needs of the 'workforce of the future'.

Options on the preferred direction of change will be developed which will lead to early action plans by October 2007 and a series of focussed Sector Skills Agreements by January 2008.

In parallel with this, we will be consulting on, and developing our Sector Learning Strategy (SLS). Further details of this process are provided in our Stage 1 Report.

Finally, there is no 'magic wand' solution to the challenges and changing skills needs facing the children's workforce, but this should not mask the considerable achievements of the past few years. CWDC and its Children's Workforce Network partners have been tireless in pursuing an agenda of modernisation and workforce reform that will meet the changing requirements of children, young people and families, the vision of the sector and the aspirations of society and government. The SSA will be the overarching framework that sets into context solutions, and provides a means for the sector to engage with the diverse range of stakeholders to create a more dynamic workforce development model in which resources can be better used and focused to meet real sector priorities. The direction of travel and the magnitude of the task are clear. The needs and aspirations of children, young people and families, and of society and government, require an urgent response. The SSA will give voice to that urgency.

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Appendices

Appendix 1 - Workforce Skills and Training Survey 2007

Introduction

In November 2006 the CWDC completed an on-line survey of employers' views on workforce skills and training. The results from this survey will inform the development of the CWDC's sector skills agreement (SSA)⁸⁴. The survey ran from 19 December 2006 to 12 February 2007 and attracted 1062 responses of which 38 per cent were on behalf of employers or organisations.

Once the survey was completed, an initial analysis identified nearly 800 people who were willing to be contacted for further, more detailed information. These respondents were sent a follow-up set of questions in order to gain more detail on the availability of workforce skills. (See Appendix A for key findings from the follow-up work)

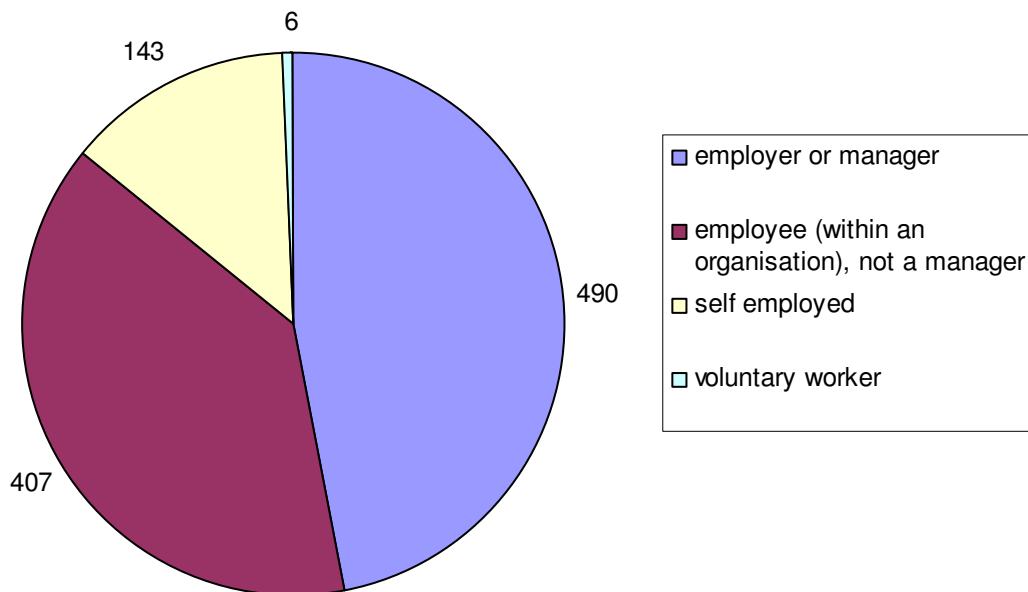
The Results

The first section of the survey (questions 1-4) collected background information on the respondents and their employers/organisations. These questions showed the following findings:

Fig. 1.

⁸⁴ Further information about the SSA can be found at
<http://www.cwdcouncil.org.uk/projects/sectorskillsagreement.htm>

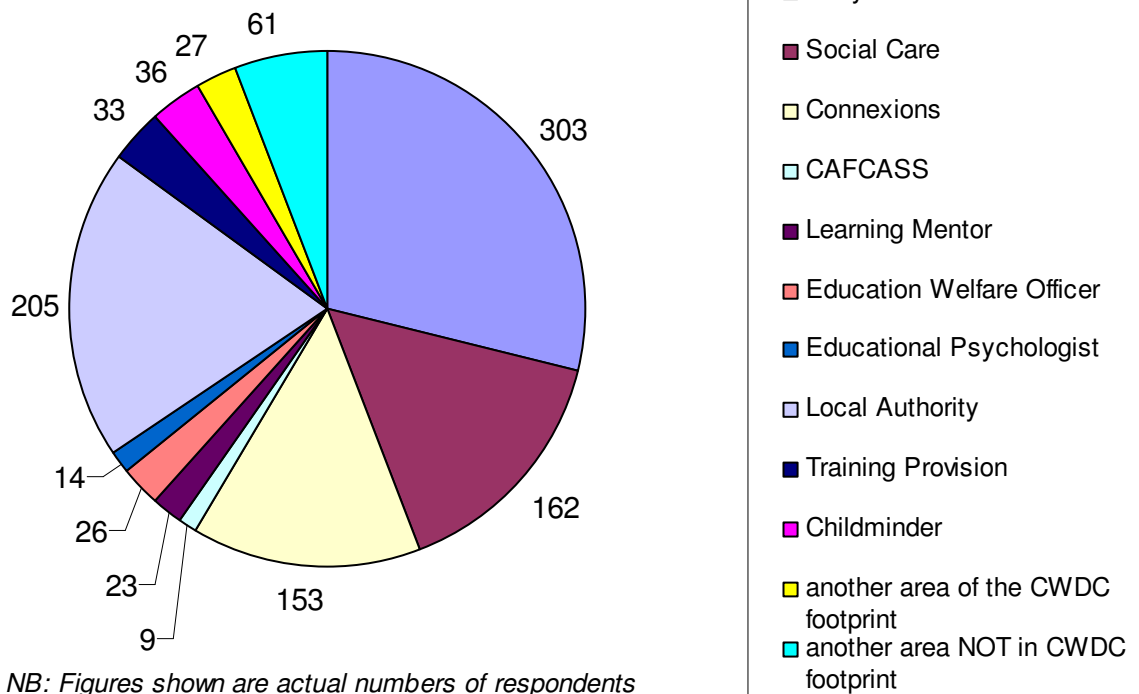
Employment Role



NB: Figures shown are actual numbers of respondents

Fig. 2.⁸⁵

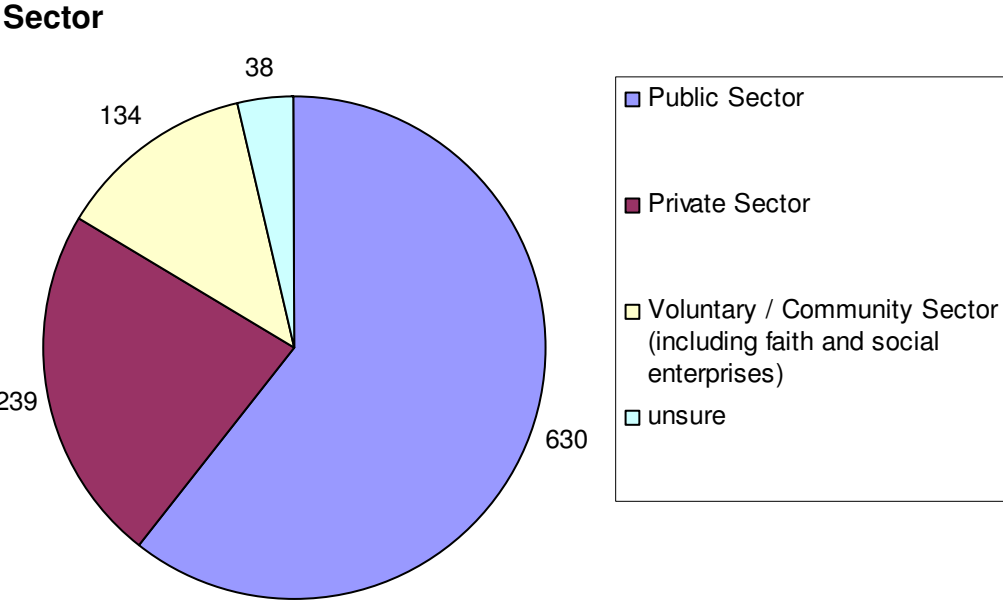
Field of Expertise



NB: Figures shown are actual numbers of respondents

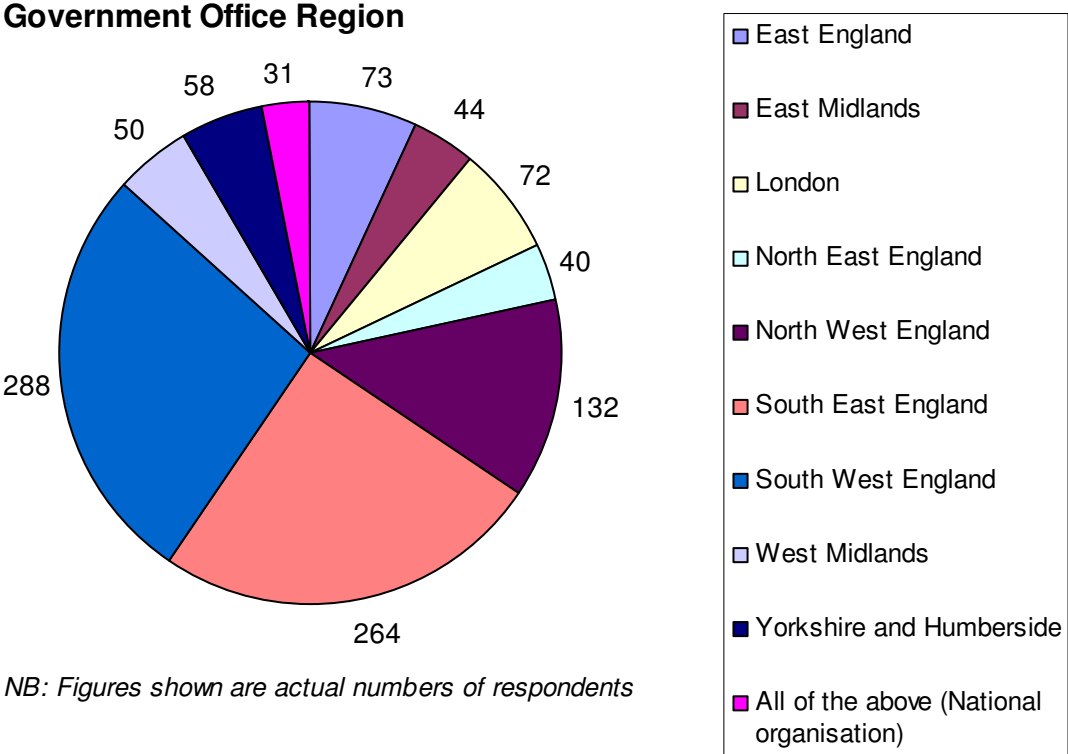
⁸⁵ Categories relate to area/nature of work rather than specific job titles (e.g. Childminding Network Coordinator is categorised in 'childminder')

Fig. 3.



NB: Figures shown are actual numbers of respondents

Fig. 4.



The majority of the questions asked for respondents' views on workforce skills and training. The answers have been analysed by the respondent profile (employment role, field of expertise, sector, and geographical region). This analysis has not shown great variation (of 20 per cent or more) on the basis of respondent profile compared with the results for the whole sample.

Differences according to respondent profile are set out in each of the following sections to this report. These differences occur mainly when the responses are analysed according to respondents' field of expertise.

Recruitment

Fig. 5.

It has been easy to recruit staff with appropriate qualifications

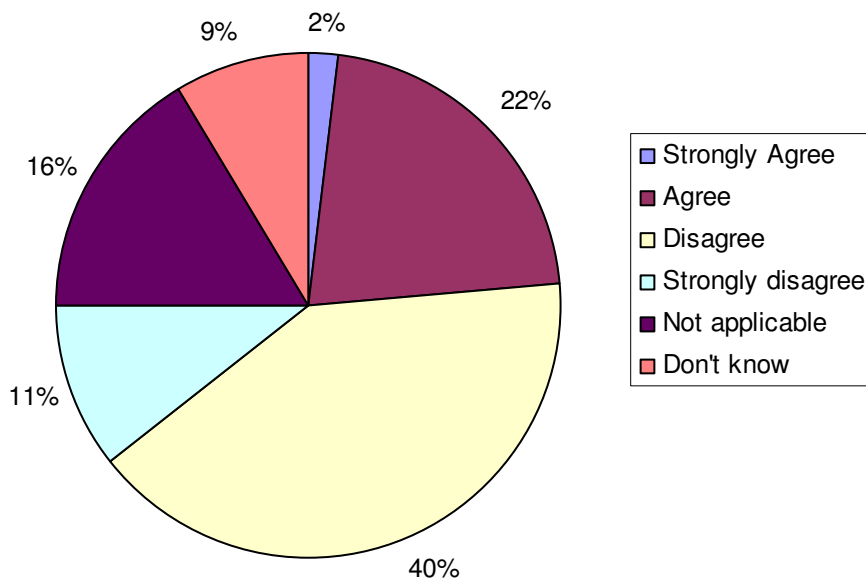


Fig. 6.

It has been easy to recruit staff with appropriate basic skills (e.g. numeracy, literacy)

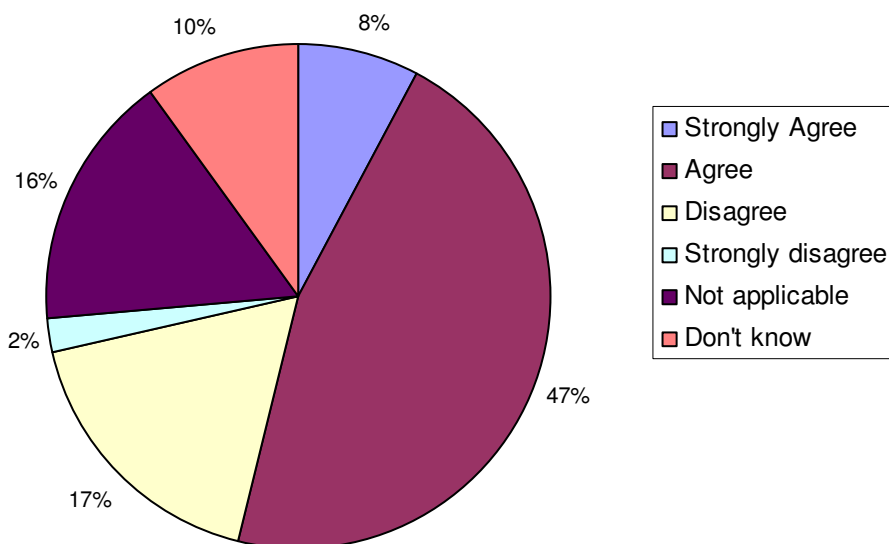
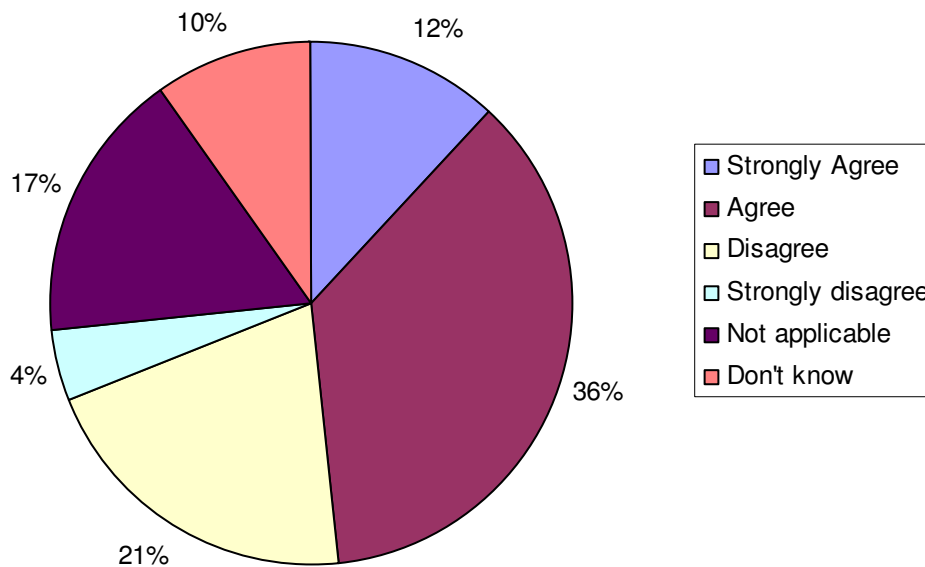


Fig. 7.

It has often been necessary to recruit staff who are not suitably qualified and provide them with further training



Analysis by respondents' field of expertise⁸⁶

Respondents from early years and social care fields, Connexions Personal Advisers and Education Welfare Officers indicated that it was easier to recruit people with basic skills than it was to recruit staff with the appropriate qualifications⁸⁷. Over half of each of these respondents agreed that it was necessary to recruit people who are not suitably qualified and train them further.

86 per cent of Educational Psychologists agreed that it was easy to recruit people with appropriate basic skills and 17 per cent agreed that it was easy to recruit staff with appropriate qualifications. 30 per cent agreed that it was often necessary to recruit staff who are not suitably qualified and provide them with further training.

Learning Mentors indicated that they felt it was as easy to recruit people with appropriate qualifications as basic skills (80 and 88 per cent respectively). 61 per cent agreed that it was often necessary to recruit staff who are not suitably qualified and provide them with further training.

Training and qualifications

⁸⁶ Percentages given are of the total who agreed or disagreed (respondents who answered 'don't know' or 'not applicable' are not included)

⁸⁷ 65-95 per cent of respondents in each of these groups agreed that it was easy to recruit staff with basic skills. 28-41 per cent agreed that it was easy to recruit staff with appropriate qualifications

Fig. 8.

It has been easy to find information on relevant training courses

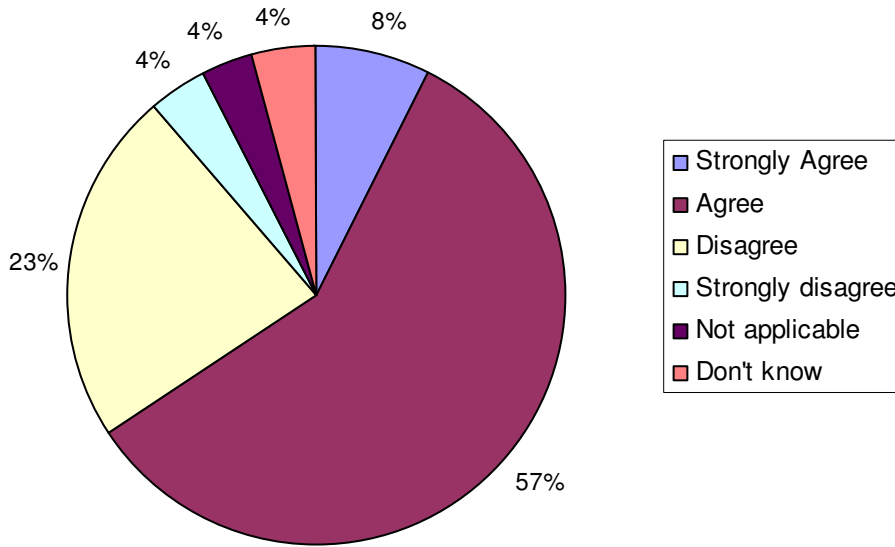


Fig. 9.

I have been able to find training courses which meet staff needs

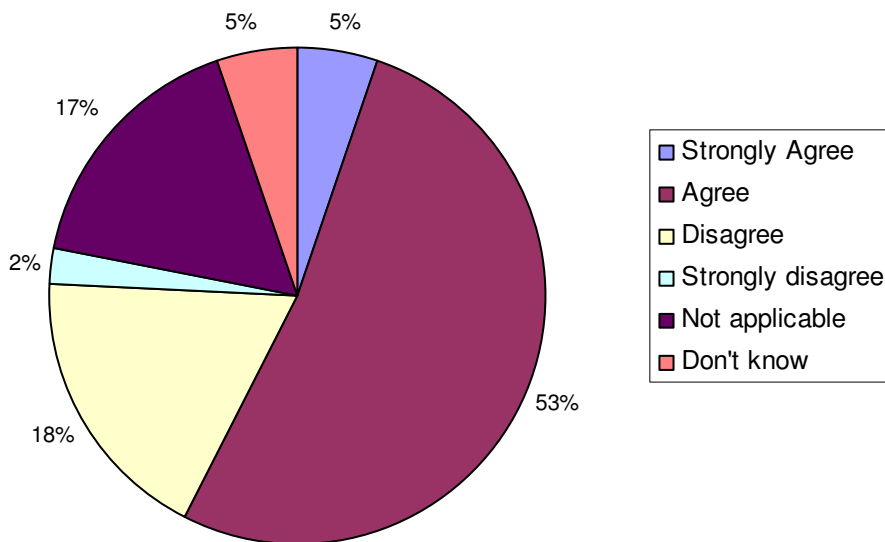


Fig. 10.

I have been able to find training courses which meet my needs as a manager/employer/self employed person

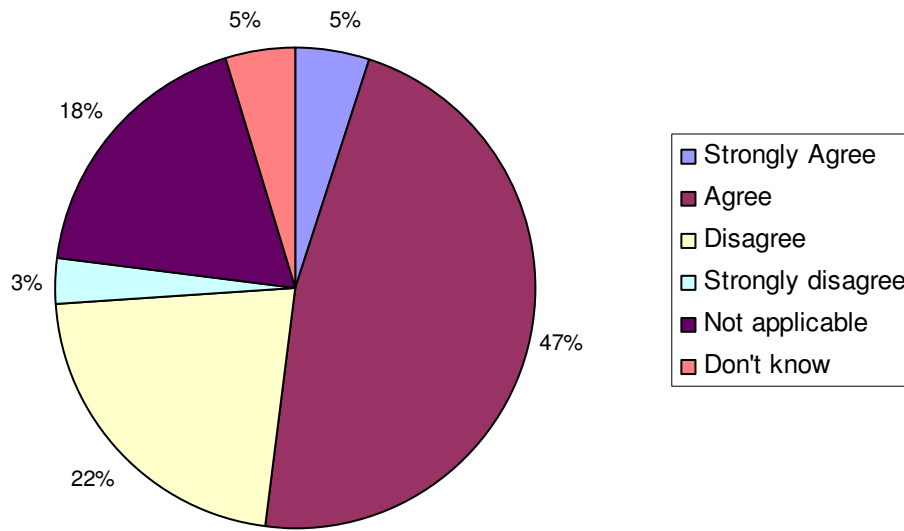


Fig. 11.

I have found that there are enough places available on suitable training courses

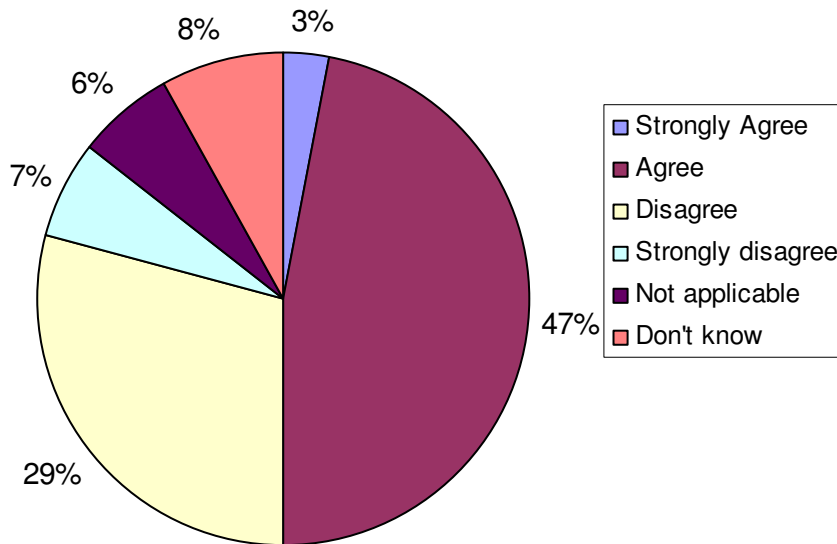


Fig. 12.

The number and range of qualifications available has made it difficult for me to know what qualifications practitioners should hold

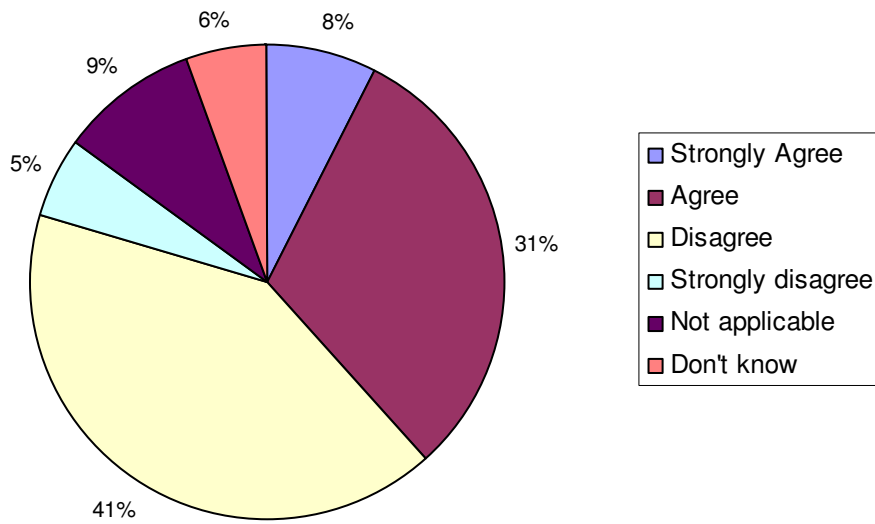


Fig. 13.

What has been the most useful form of staff training?

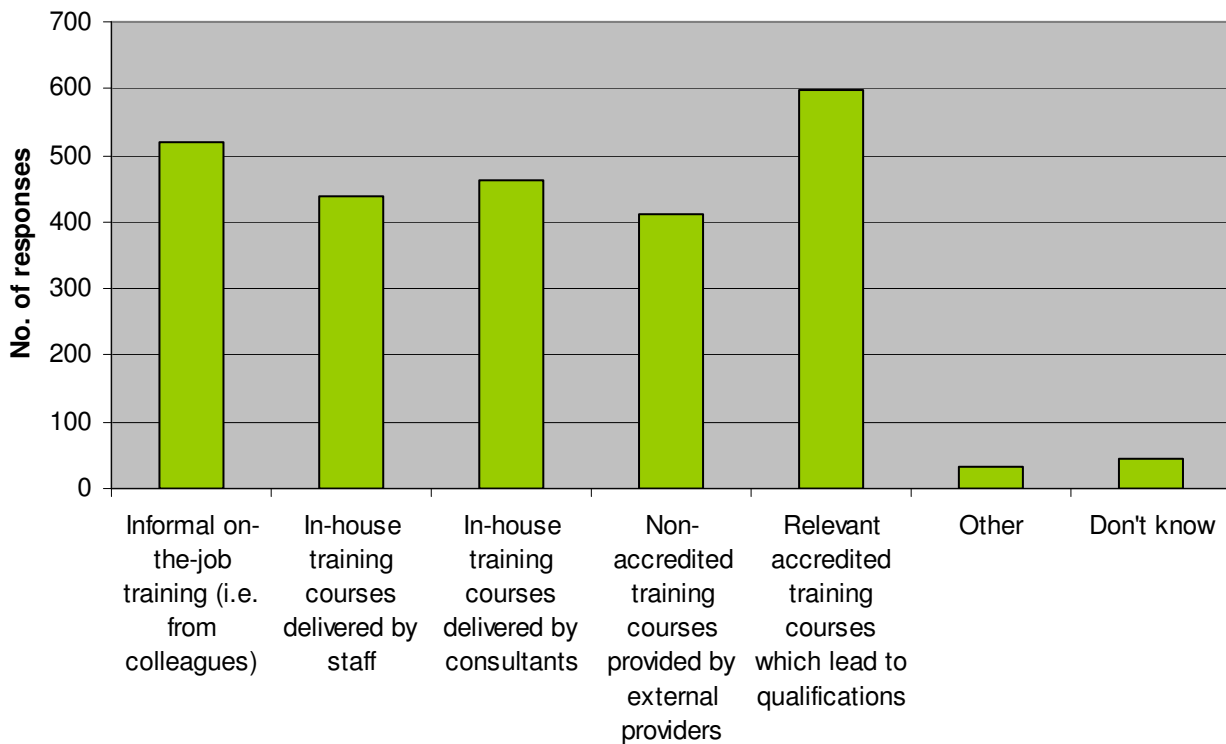
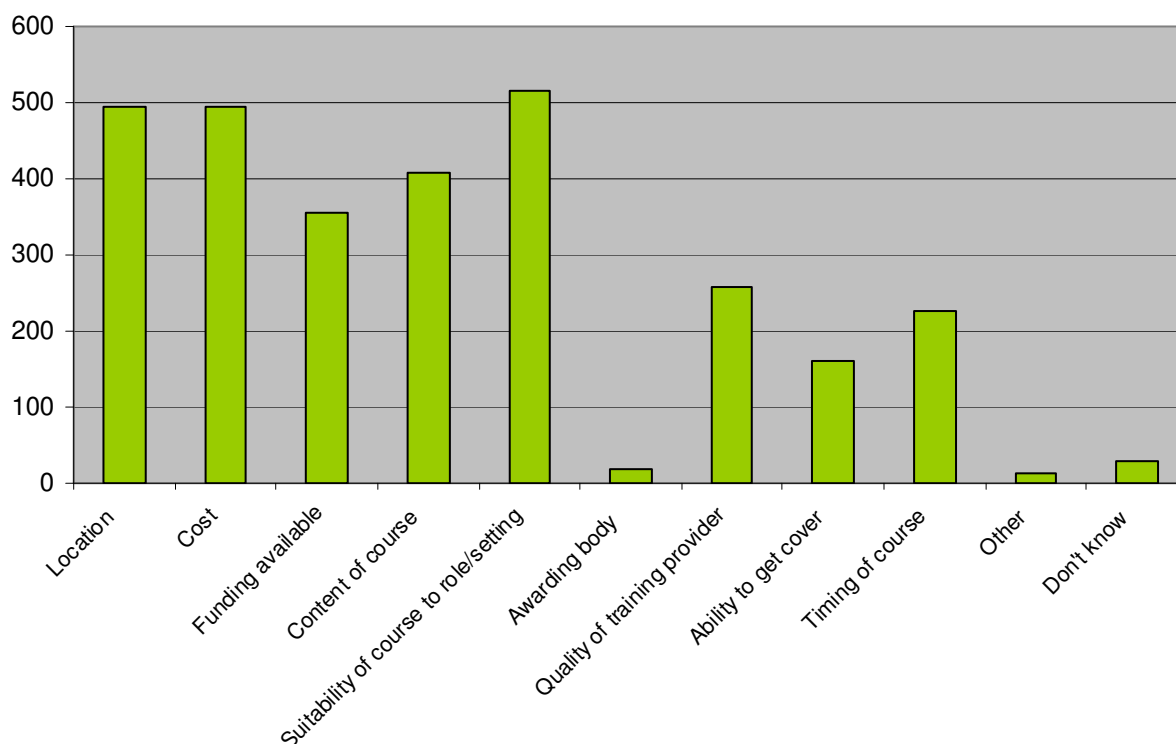


Fig. 14.

What has been an important factor when looking for training?



Analysis by respondents' field of expertise⁸⁸

Most respondents agreed that it was easy to find information on relevant training and that there were courses available which met staff needs. Respondents from most fields of expertise agreed that there were training courses that met their needs as a manager, employer, or self-employed person (62 to 88 per cent of respondents). However, only 38 per cent (six out of 16) of Learning Mentors who responded agreed.

Most respondents agreed that there were enough places available on suitable training courses (70 per cent and over); 56 per cent of those working in social care and childminding agreed, and 48 per cent of early years respondents agreed.

Learning Mentors indicated that the number and range of qualifications available has made it difficult for them to know what qualifications practitioners should hold (88 per cent agreeing with the statement). 50 per cent of childminders and those in the early years field, 45 per cent of Education Welfare Officers, 34 per cent of Connexions staff, 27 per cent of social care respondents and 20 per cent of Educational Psychologists agreed with the statement.

Across all the fields of expertise, respondents found the following types of training to be the most useful:

- informal on-the-job training (i.e. from colleagues, as and when required);

⁸⁸ Percentages given are of the total who agreed or disagreed (respondents who answered 'don't know' or 'not applicable' are not included)

- in-house training courses delivered by staff members;
- in-house training courses delivered by consultants/training companies;
- relevant accredited training courses which lead to qualifications.

In each field of expertise, apart from early years and childminding, these four forms of training were placed above non-accredited training courses provided by external providers. Few respondents suggested other forms of training though three respondents offered university level training as useful and two said local authority training was useful.

Respondents were asked about the most important factors when looking for training and the following options were given:

- location;
- cost;
- funding available;
- content of course;
- suitability of course to role/setting;
- Awarding Body;
- quality of training provider;
- ability to get cover for members of staff participating in training;
- timing of course.

In most fields of expertise, the top five factors in the above list received the highest score. However, Connexions staff placed slightly less importance on the availability of funding compared to the other factors in this top five⁸⁹.

Of the four remaining factors (Awarding Body, quality of training provider, ability to get cover for members of staff participating in training and timing of course) the Awarding Body was consistently scored as less important. The remaining factors were scored at a similar level, apart from the timing of courses which was scored as slightly more important for those working in childminding and early years.

⁸⁹ 23 Connexions Personal Advisors who responded agreed that 'funding available' was important, as compared with 58, 63, 66 and 95 who agreed that the location, cost, content and suitability (respectively) were important factors

Qualifications

Fig. 15.

A BA/BSc undergraduate degree equips potential employees with the relevant skills and knowledge to carry out their role effectively

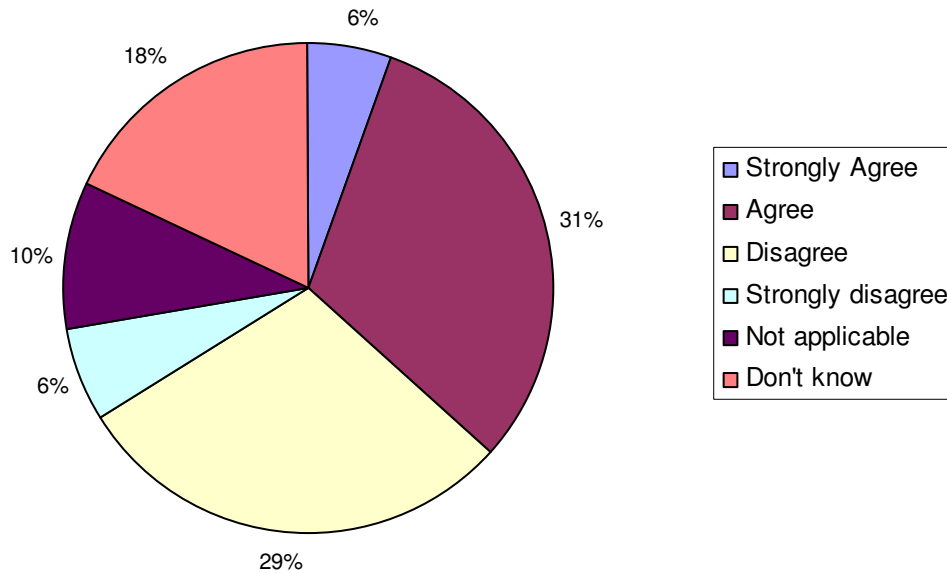


Fig. 16.

A Foundation degree equips potential employees with the relevant skills and knowledge to carry out their role effectively

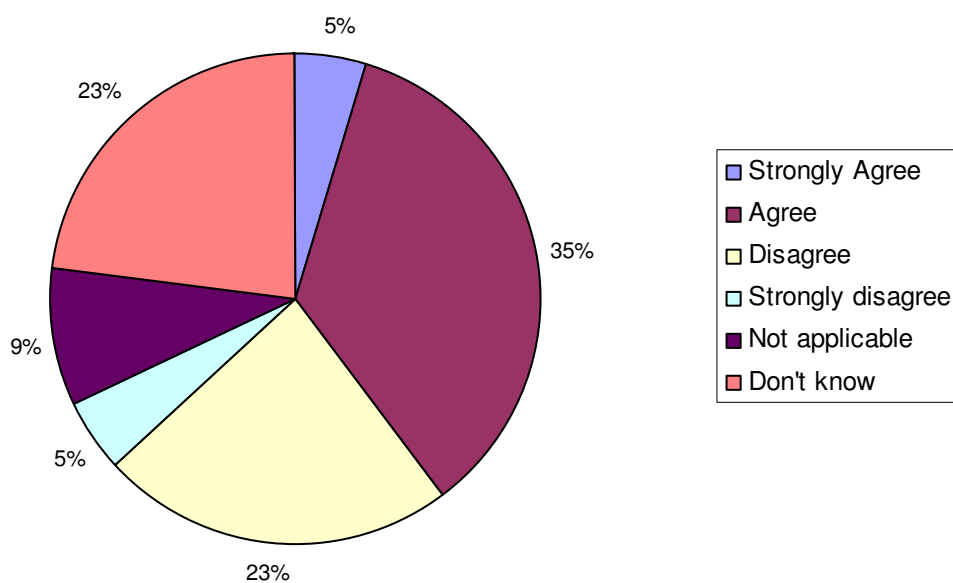


Fig. 17.

An NVQ Level 3 or equivalent equips potential employees with the relevant skills and knowledge to carry out their role effectively

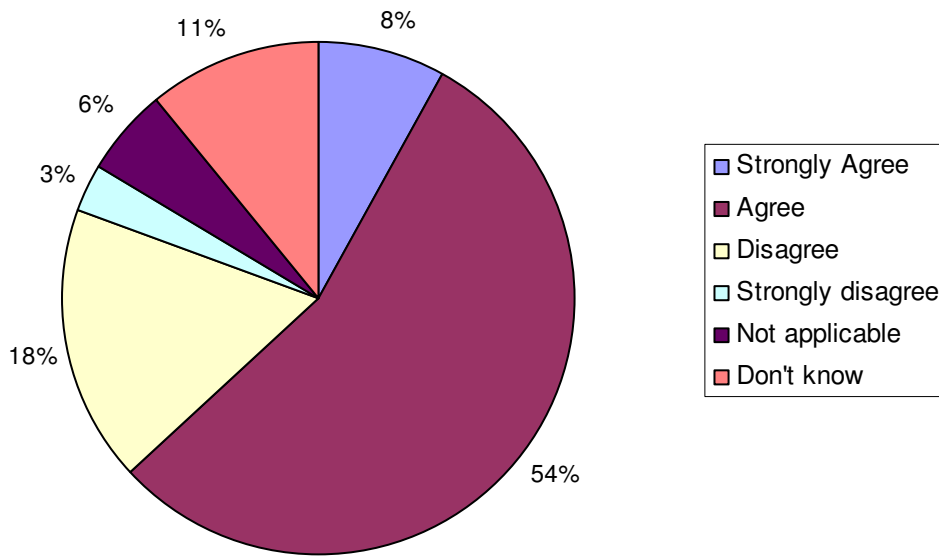


Fig. 18.

An NVQ Level 2 or equivalent equips potential employees with the relevant skills and knowledge to carry out their role effectively

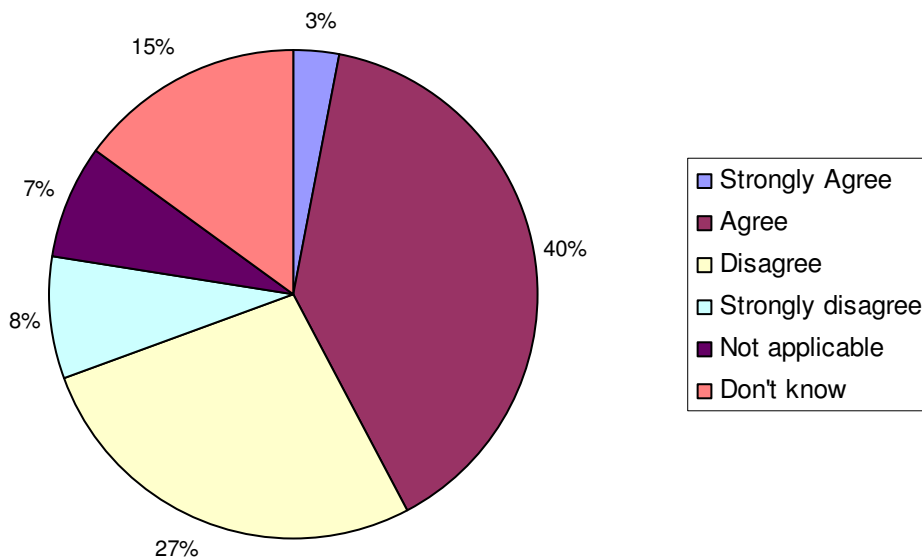


Fig. 19.

An NVQ Level 1 or equivalent equips potential employees with the relevant skills and knowledge to carry out their role effectively

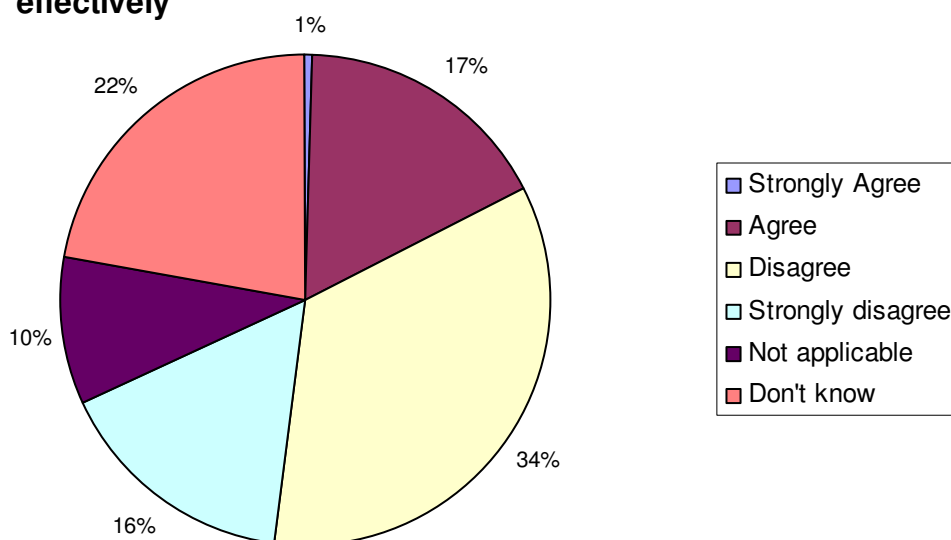


Fig. 20.

The completion of an apprenticeship framework equips prospective employees with the relevant skills and knowledge to carry out their role effectively

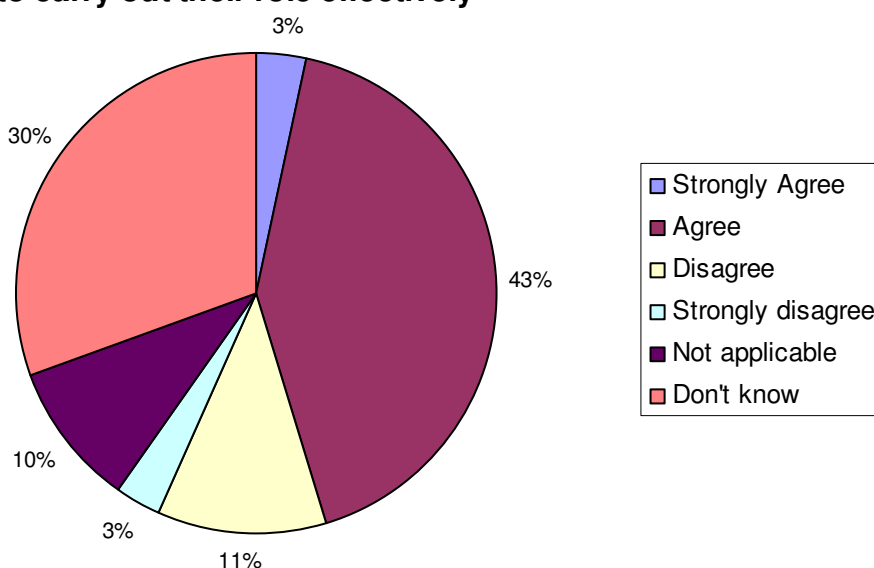


Fig. 21.

Relevant experience equips potential employees with the skills and knowledge to carry out their role effectively

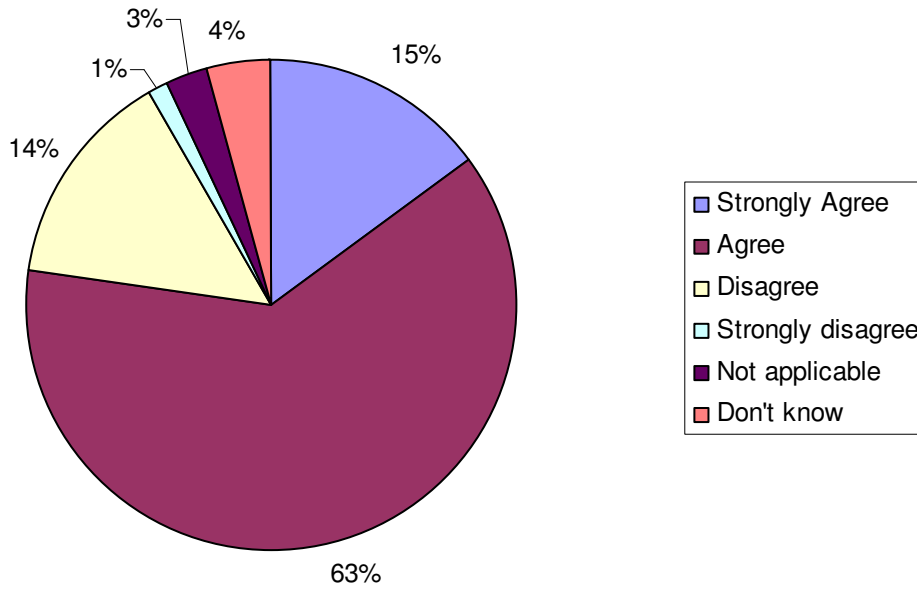
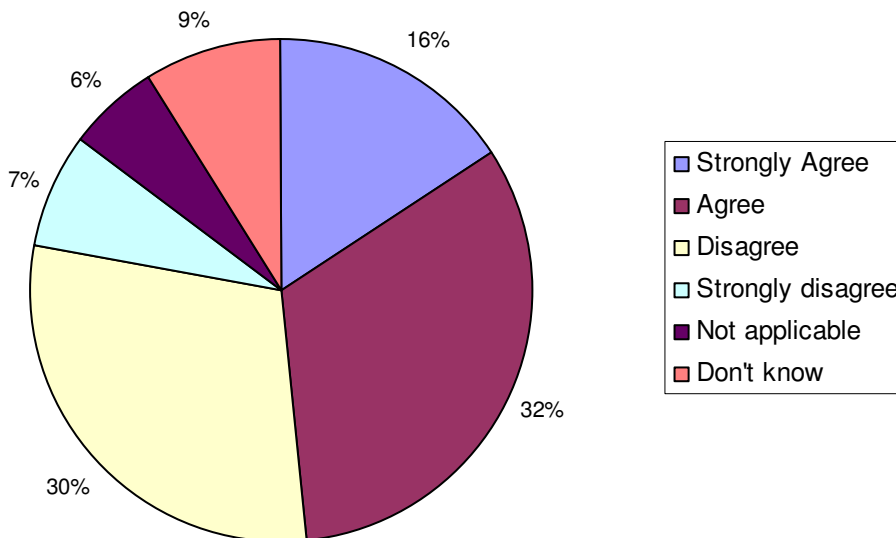


Fig. 22.

There is a need for a graduate level professional (holding at least a BA/BSc undergraduate degree) in my area of the workforce



Analysis by respondents' field of expertise⁹⁰

This section on qualifications asked respondents the extent to which they agreed or disagreed that each level of qualification and/or experience equipped potential employees with the relevant skills and knowledge to carry out their role effectively.

The tables below show the percentage of people who agreed within each field of expertise, in ranked order (from most to least agreement).

Table 1.

Early Years	
<i>Qualification Level</i>	<i>Percentage agreement</i>
Level 3	85%
Experience	85%
Apprenticeship	80%
Foundation Degree	68%
Level 2	64%
BA/BSc	43%
Level 1	31%

Table 2.

Education and Advisory Support Services⁹¹	
<i>Qualification Level</i>	<i>Percentage agreement</i>
Experience	83%
Apprenticeship	71%
Level 3	64%
BA/BSc	56%
Foundation Degree	48%

Table 4..

Social Care	
<i>Qualification Level</i>	<i>Percentage agreement</i>
Experience	81%
Apprenticeship	73%
Level 3	66%
BA/BSc	54%
Foundation Degree	47%
Level 2	42%
Level 1	22%

Table 5.

Local Authority	
<i>Qualification Level</i>	<i>Percentage agreement</i>
Experience	82%
Apprenticeship	75%
Level 3	72%
Foundation Degree	68%
BA/BSc	58%

⁹⁰ Percentages given are of the total who agreed or disagreed (respondents who answered 'don't know' or 'not applicable' are not included)

Level 2	39%
Level 1	14%

Level 2	55%
Level 1	29%

Table 3.

Training Provision	
<i>Qualification Level</i>	<i>Percentage agreement</i>
Apprenticeship	91%
Level 3	78%
Level 2	66%
Foundation Degree	50%
Experience	48%
BA/BSc	44%
Level 1	35%

Table 6.

Childminding	
<i>Qualification Level</i>	<i>Percentage agreement</i>
Level 3	91%
Experience	88%
Apprenticeship	80%
Level 2	75%
Foundation Degree	69%
Level 1	46%
BA/BSc	37%

Respondents from each area of expertise agreed that experience was important. Apprenticeships and Level 3 qualifications were consistently in respondents' top three in terms of importance, and Level 1 was always in the bottom two.

Graduate Level Professionals

Respondents were asked to comment on the extent to which they agreed or disagreed with the statement 'there is a need for a graduate level professional (holding at least a BA/BSc undergraduate degree) in my area of the workforce'. The level of agreement with this statement was quite similar across the social care, Connexions, Education Welfare, local authority and training provision respondents, at between 60 to 75 per cent. The greatest level of agreement came from Educational Psychologists (92 per cent) and the lowest from the childminding field (5 per cent). 22 per cent of Learning Mentors and 33 per cent of respondents in the early years field felt that there was a need for a graduate level professional in their area of the workforce.

Funding for Training

Fig. 23.

I am able to access sufficient funding to support necessary training and development

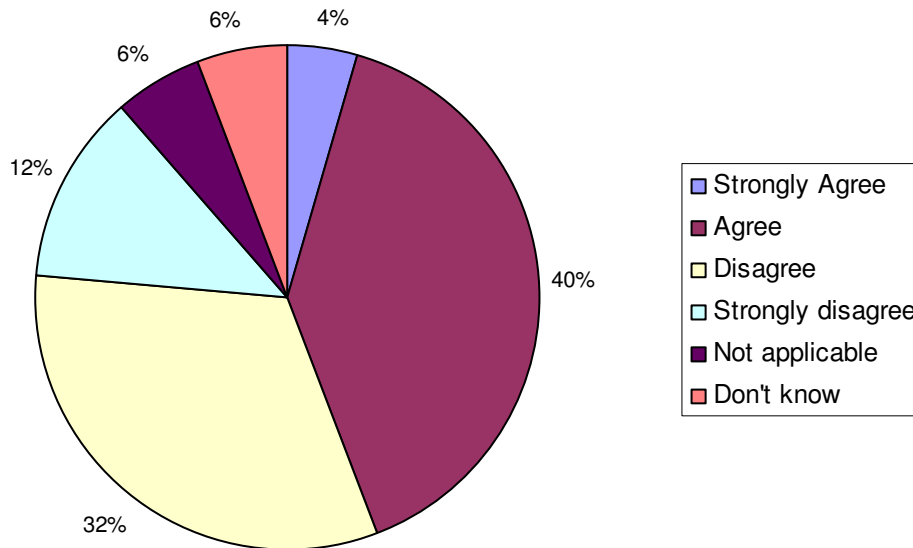


Fig. 24.

Employers should invest in the training and development of employees and themselves

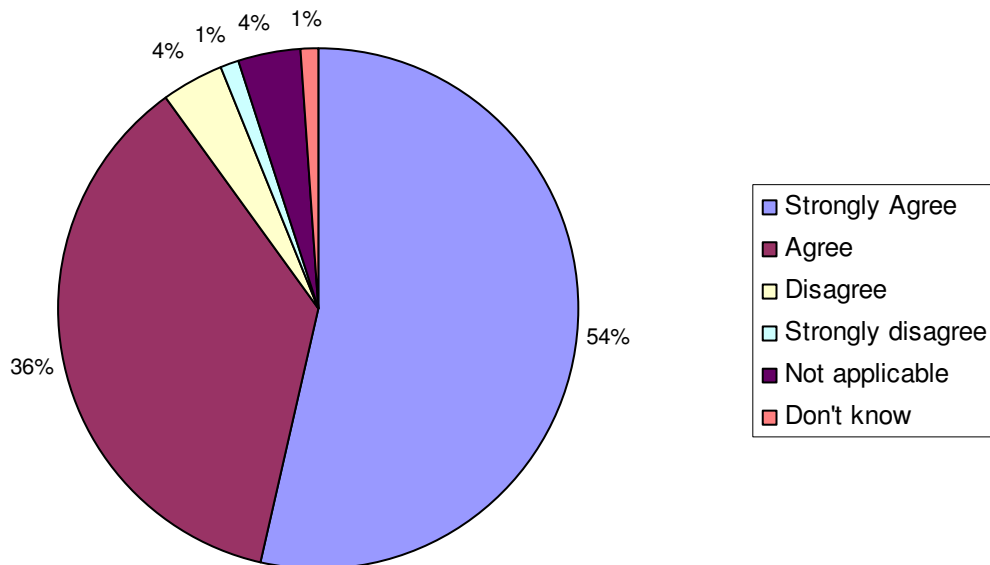
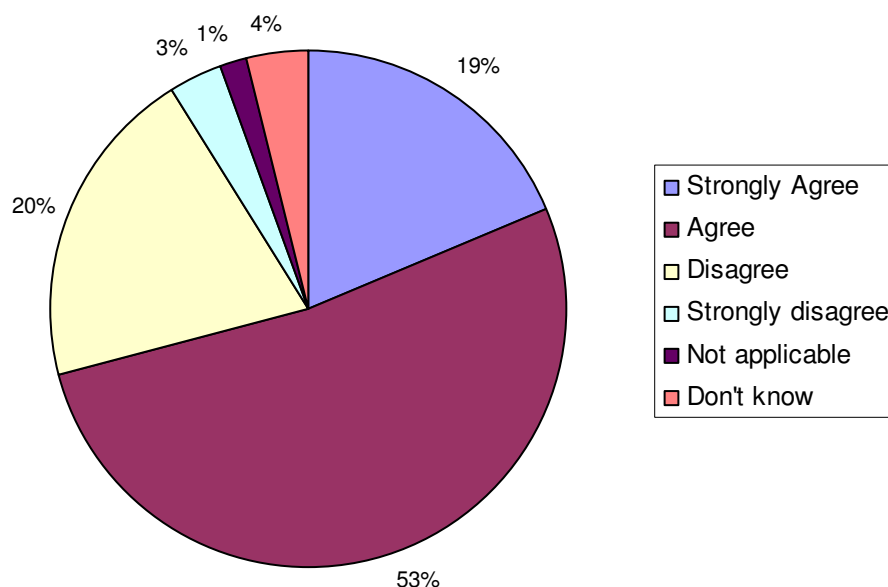


Fig. 25.

Individuals and the self-employed should be encouraged to invest in their own training and development



Analysis by respondents' field of expertise⁹²

Respondents' opinions differed when they were asked to comment on the statement 'I am able to access sufficient funding to support necessary training and development'. The lowest level of agreement came from Education Welfare Officers (18 per cent). The highest came from childminders at 69 per cent, with the early years field at 62 per cent. Other respondents were in agreement between 39 and 55 per cent of the time.

All groups of respondents agreed that employers should invest in the training and development of employees and themselves (between 86 and 100 per cent agreement), and that individuals and the self-employed should be encouraged to invest in their own training and development (between 62 and 83 per cent agreement).

Analysis by geographical region⁹³

There was more regional variation on the funding of training than in any other section of the survey. 29 per cent of respondents in the north east agreed that they were able to access sufficient funding to support necessary training and development. London was similar, at 34 per cent. The south east and west midlands had the highest level of agreement, at 60 and 66 per cent respectively.

Respondents consistently agreed that employers should invest in the training and development of employees and themselves (ranging from 88 per cent in the south east to 100 per cent in the north east). Respondents also agreed that individuals and the self-employed should be encouraged to invest in their own training and development (ranging from 66 per cent in the west midlands to 94 per cent in the east midlands).

⁹² Percentages given are of the total who agreed or disagreed (respondents who answered 'don't know' or 'not applicable' are not included)

⁹³ Percentages given are of the total who agreed or disagreed (respondents who answered 'don't know' or 'not applicable' are not included)

Skills

Respondents were asked to indicate the degree to which they agreed or disagreed that the following skills were readily available in their current setting:

- effective communication and engagement with children, young people and families (involving listening and building empathy, summarising and explaining, consultation and negotiation);
- understanding of child and young person development (involving observation and judgement, empathy and understanding);
- ability to safeguard and promote the welfare of the child (involving relating, recognising and taking considered action, communication, recording and reporting, personal skills);
- ability to support transitions in the lives of children and young people (involving identifying transitions and providing support);
- ability to work across multi-agency settings (involving teamwork, communication, assertiveness);
- ability to share information effectively across different agencies (involving information handling, clear communication, engagement);
- ability to deliver integrated services to children, young people and their families;
- basic skills (e.g. literacy, numeracy);
- ability to commission and contract work out;
- leadership and management skills;
- ability to make use of technology (including IT and specialist equipment);
- understanding disability and surrounding issues.

Respondents agreed that most of these skills were readily available in their current setting (ranging from 74 to 92 per cent for each skill). The exception was commissioning and contracting, for which only 36 per cent of respondents agreed this skill was available and 38 per cent of respondents saying they “did not know” or that this was not applicable.

Further information on the availability of these skills was collected through a follow up e-mail survey. Details of the responses are in Appendix A.

Other skills

103 respondents provided comments on the other skills that were readily available in their setting. This represented just under 10 per cent of those surveyed, with a high number of respondents from youth work. The responses reflect the different priorities of different agencies and organisations, with some referring specifically to skills within their workforce e.g. Connexions, whereas others referred to more generic skills needs across the workforce.

Issues that were apparent in relation to analysing these responses were that:

- responses did not always clearly differentiate between skills and knowledge and some respondents were concerned with the lack of provision or access to training opportunities, whereas others referred to the personal qualities and attributes needed by practitioners;

- there was confusion as some respondents were unsure whether the questions related to skills currently available in their setting, whether they had access to individuals with these skills, or whether they had opportunities to obtain the skills;
- for those in education and training, there appeared to be confusion regarding whether the question related to their student population, the children's workforce or their own staff. As a result, the responses were mixed and there was no majority view on any particular skills deficit.

The analysis of individual respondents' comments identified some key issues in relation to perceptions of the gaps in skills and knowledge which may or may not be applicable more widely. Further investigation is required to determine whether these views are representative of the workforce. However, we report the full list of issues that have been identified in order to provide a full record of the responses.

- understanding of cultural, equality and diversity issues – not just racial equality or disability but of family and lifestyle diversity, discrimination, power relationships and ideology, particularly across mainstream/universal services;
- understanding adolescence and youth culture; the impact of poverty and links between poverty, delinquency and anti-social behaviour;
- how to develop a non-judgemental approach, but challenge effectively; reflective practice;
- a greater understanding of child development and developmental needs, particularly emotional development and resilience, across the age range but especially adolescent development;
- the impact of different experiences on children's development;
- the importance of play;
- analysing information obtained through observation and assessment and translating this into service planning, delivery and review;
- information technology skills;
- organisational, finance and budgeting skills; managerial and administrative skills;
- legal and statutory requirements;
- communication with children and adults, life experience, empathy and true partnership working, especially with parents;
- better understanding of the work of other agencies, multi-agency working together.

Connexions staff responded on behalf of their own workforce skills needs and identified:

- organisational ability, meeting deadlines, ability to manage self;
- knowledge and understanding of the issues facing young people, the changing labour market and opportunity awareness;
- the roles and responsibilities of the range of organisations working with children and young people and the relevant legislation;
- strategies for influencing children and young people and their families;
- equality issues, personal safety, substance abuse awareness, sexual health, data protection and information sharing;
- solution focussed, motivational interviewing techniques, ethical and anti-discriminatory practice;
- support for children, young people and their families to access benefits.

Connexions staff also expressed concern about reduction in training budgets and de-skilling.

General comments on the availability of skills

182 respondents provided general comments on skills, representing approximately 17 per cent of the responses. One emergent issue was the importance of gaining experience to enable effective practice; as highlighted earlier, it is not clear to what extent these views represent the whole workforce. Other comments included the following:

- that poor management, ineffective management and inappropriate organisational structures impair the ability of staff to deliver high quality services and/or meet skills gaps and training needs;
- a focus on targets and performance indicators, which are sometimes irrelevant or inappropriate, can impair the ability to deliver real and creative solutions for children and young people;
- the complexity of the workforce is not well understood. Many, including managers, do not recognise and value unique professional roles and approaches;
- the skills identified in the questions reflected mixed levels of skills within teams, with some staff being highly skilled and others not;
- the skills identified are the basic requirements of a team;
- expertise is in danger of being lost in the drive towards integration;
- the childcare aspect of the role will be lost to the teaching role;
- there are few opportunities to develop higher ordered thinking and analytical skills within the constraints of the National Curriculum which is compounded by a lack of “soft skills” development e.g. empathy, emotional intelligence, reflection and scope for learning from mistakes;
- soft skills are undervalued, but the workforce needs high self-esteem and self-actualisation in order to make a positive impact on children and families;
- basic skills are still lacking in workers entering the sector;
- information sharing between agencies remains poor and there is a reluctance by those in social services to act preventatively rather than react once an incident had occurred;
- Data Protection seems to be used in many instances by statutory agencies to justify not sharing relevant information. A lack of close partnership working and mutual distrust still exists between agencies;
- too many qualifications which seem to deliver the same outcomes.

A key issue set out by at least one respondent related to the need for properly implemented performance management systems to be embedded within organisations delivering services for children. This issue was linked to the comments regarding poor management.

Good practice would link performance management to training and development – personal and role related, allowing managers to identify objectives for individual staff that would contribute to organisational objectives, where appropriate. Training needs would be identified through appraisal and the quality of the workforce would, in theory, be improved by supporting the

development of individuals with potential and weeding out those who were not performing; thus linking ability and potential with job roles and progression opportunities

Concern was expressed that there was a lack of training for working with different age groups, especially in relation to child development and communication skills. Practitioners were expected to work with children of different ages, and sometimes they were not trained, they worked outside their area of expertise and they felt ill equipped.

Connexions respondents made a number of comments:

- practitioners must be able to see the wider picture for children and their families – i.e. the child in context of family and wider society;
- Connexions Personal Advisors for young people with learning difficulties and disabilities would benefit from being placed within multi-agency teams;
- it would be helpful to have modular qualifications incorporating transferable skills between different agencies;
- communication between agencies working with children and young people is still generally very poor;
- particular skills are required for practitioners in agencies that deal with adolescents, who are able to make independent decisions;
- some highly qualified (degree) and experienced Personal Advisors strongly resented having to undertake additional qualifications such as the PA Diploma.

Barriers to recruitment and retention

Respondents were asked to comment on the main barriers to recruiting and retaining fully trained/qualified/skilled staff. This question received the highest number of comments with 792 responses. The majority (56 per cent) commented that the main barrier to recruitment and retention was low levels of pay and remuneration compared with other industries.

As highlighted in the previous section, the key issues identified below are not given here as representative of the workforce, as further investigation will be required in order to determine whether this is the case. However it is important to report these issues in order to provide a full record of the responses. Key issues identified were:

- there was significant disparity between the high level of qualifications being required and the low levels of pay, which has a negative impact on recruiting and retaining staff;
- the general reluctance to invest in training and development of staff, as they were likely to leave for better pay. For example, private nursery providers had lost staff to the education sector since they were able to offer a better salary alongside pension schemes and other benefits such as improved holiday entitlement. Nurseries were also under pressure from schools as parents were being encouraged to use schools for childcare in order to gain a place in the same school for their child's education;
- the lack of a career structure in the early years sector, with little conviction that degree level qualifications would improve the quality of care;
- private early years establishments expressed concern about the affordability of employing graduates without subsidies. In most cases they said that they would need to increase the costs to parents in order to be able to finance a graduate salary, and this

was felt to be unacceptable as it increased the already high costs of childcare beyond the reach of many parents;

- people commented on the regulatory requirements which meant that providers need to pay for another practitioner to stand in for the trainee, thus potentially doubling the cost of providing training.

There were further individual comments on the following issues:

- employers are willing to provide and pay for training – particularly mandatory training, but reluctant to support or subsidise qualifications including vocational qualifications;
- there is a marked reluctance to train/upskill qualified staff in case they leave for improved salaries;
- a majority of respondents had experienced difficulty in recruiting staff with suitable skills and qualifications;
- there is a disparity between the high levels of qualifications required and the low pay, leading to “churn” in the workforce – low wages mean people leave. Some respondents felt that workers could receive better pay in supermarkets or cleaning. Many would like to be able to reward staff and pay them more;
- basic skills levels are still poor.

In addition, individual responses cited bureaucratic recruitment processes, the value placed on people who work with children, working unsocial hours and poor management practice as barriers to recruitment and retention. Some individuals commented that the lack of career opportunities or more generally the cost of living could be a barrier. Funding was also highlighted as an issue, especially the lack of funding specifically for training and development. Some respondents in the voluntary/community sector (including faith and social enterprises) commented that short term funding was counter-productive to encouraging a stable and well-trained, effective workforce.

Early Years Targets

The survey included four questions about targets for the early years sector. This part of the consultation was extended in order to gain more responses and CWDC’s Early Years team will report the findings in autumn 2007.

Concluding Comments

This is the first general skills and training opinion survey undertaken by the CWDC. The information is extremely valuable to CWDC, and a special thank you is extended to those who responded, especially those who provided detailed comments.

A few respondents commented that some of the questions were difficult to answer. This was mainly in reference to the general questions in the qualifications and skills sections. These questions could have been made more specific during the design of the survey (for example respondents could have been asked to consider the questions in relation to differing levels of staff seniority – assistants, supervisory staff and management) however this would have

considerably lengthened the survey which may have discouraged people from responding. We tried to address this issue by asking more specific questions in the follow up survey (see Appendix A).

Results from this survey will be included in the CWDC's Sector Skills Agreement later this year. The findings will also inform projects across the organisation. The feedback we have received on the design of the survey will be used when developing future consultations.

Appendix A

The CWDC decided to follow up the workforce skills survey by e-mailing a number of additional questions to 798 of the respondents (those who provided e-mail addresses and said they were happy to be contacted again). They were asked to draw on their personal experience within the children's workforce in order to rate:

- the importance of a series of skills to their organisation/business;
- the ease with which staff who have these skills are recruited;
- the extent to which it is a training priority for staff or themselves in their organisation/business.

262 people responded to the e-mail.

Table 7

Skill	Average ⁹⁴ Value		
	Importance of the skill <i>1 = Not at all important 10 = Very important</i>	Ease of recruitment <i>1 = Very easy 10 = Very difficult</i>	Training priority <i>1 = Not a priority 10 = Very high priority</i>
Effective communication and engagement with children, young people and families	9.74	5.80	7.83
Understanding of child and young person development	8.90	5.90	7.42
Ability to safeguard and promote the welfare of the child	9.60	5.99	8.62
Ability to support transitions in the lives of children and young people	8.64	5.90	7.18
Ability to work across multi-agency settings	8.49	6.25	7.20
Ability to share information effectively across different agencies	8.64	6.09	7.35

⁹⁴ The averages are the mean figures

Ability to deliver integrated services to children, young people and their families	8.22	5.99	7.10
Basic skills (e.g. literacy, numeracy)	8.93	5.98	5.79
The ability to commission and contract work out	4.94	5.75	4.27
Leadership and management skills	8.08	6.31	7.08
The ability to make use of technology (including IT and specialist equipment)	7.74	5.99	6.66
An understanding of disability and surrounding issues	8.61	6.16	7.62



Part of the Sector Skills Council,
Skills for Care and Development

This report is the twp of five stages of the Sector Skills Agreement (SSA) for the Children's Workforce in England. A SSA is an agreement between employers, the government, partner organisations and skills bodies to deliver an agreed action plan to meet the priority skill needs of the sector. Stage 2 of the SSA is an assessment of current training provision for the children's workforce.

For more information on the SSA please visit

<http://www.cwdcouncil.org.uk/projects/sectorskillsagreement.htm>

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