

# Sector Skills Agreement

Stage 3 – Gap Analysis Report  
December 2007

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# Executive Summary

## Sector Skills Agreement

The Sector Skills Agreement (SSA) for the children and young people's workforce is called '**the big deal**'. It will map out the skills, knowledge and competences the workforce needs for the future; forming the basis for agreements, or 'deals' to be made between employers, education and training providers, funding agencies, sector skills councils and government about how these future skills and qualifications will be developed.

Our ambition is that the SSA will:

- ensure that the skills the children's workforce wants and needs are the skills the children's workforce gets.
- put employers in the driving seat, giving them real influence over how the skills of the children's workforce are developed.
- ensure people in the children's workforce enjoy high quality learning and career development opportunities.

The SSA process has five stages:

- Stage one - assessment of current and future skills needs.
- Stage two - assessment of current workforce development and training provision.
- Stage three - analysis of the gaps and weaknesses.
- Stage four - assessment of scope for collaborative action.
- Stage five - developing a costed action plan.

The children and young people's workforce needs to be effective, professional, skilled and knowledgeable. It should be supported to work flexibly in a modern multi-agency environment, delivering services that secure well-being and enhance the lives of children, young people, their families and carers. Careers need to be more attractive with appropriate remuneration, training and development available to ensure the workforce feels valued and rewarded. The development of the SSA is being guided by the vision in the Children's Workforce Strategy: building a world-class workforce for children, young people and families<sup>1</sup>. This sets out a vision of a world class workforce which:

- strives to achieve the best possible outcomes for all children and young people and reduce inequalities between the most disadvantaged and the rest.
- is competent, confident and safe to work with children and young people.
- people aspire to be part of and want to remain in – where they can develop their skills and build satisfying and rewarding careers.
- parents, children and young people trust and respect each other.

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<sup>1</sup> This vision is due to be updated through the publication of the Children's Workforce Strategy Action Plan, early in 2008.

## **Key messages**

The first two stages of the SSA concentrated on identifying the sector's future skill demands and the supply of training provision needed to meet them. This stage three gap analysis brings together demand and supply perspectives in order to identify priorities and actions which can be taken forward in the final two stages so that provisions and agreements for developing the future workforce can be made.

### Skills needs:

- Workforce modernisation is leading to new types of worker carrying out roles that extend across previous boundaries. The workforce is increasingly working with colleagues from other sectors in integrated settings and needs to develop skills to enhance these working practices.
- There are a number of key generic skills that are required by the whole workforce, including literacy and numeracy, communication and interpersonal skills and IT skills, plus those within the Common Core.
- There is a complex range of qualifications on offer, which are not fully understood by employers, leading to difficulty in choosing appropriate qualifications for the skills required in work roles. This situation is complicated further by the lack of clarity about the availability of funding for training and development.
- There is a need for enhanced skills across the workforce to ensure a high level of quality in provision across England and secure improved outcomes for children and young people.

### Learning supply:

- The large number of qualifications available may need to be rationalised, as the current provision is confusing for employers and potential new entrants to the sector. There is a need for clear guidance on appropriate qualifications for roles, their fitness for purpose and usefulness across the whole children's sector.
- There is a comprehensive range of training programmes across the country however there are regional gaps in provision that need to be addressed.
- 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. Some employers have raised issues around the quality of provision. There is a need to support employers to ensure a demand-led approach to the supply of learning.
- 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 by the workforce.

The key findings from stage one and stage two were analysed and presented throughout the stage three process as the priorities that need to be adopted by both the Children's Workforce Development Council (CWDC) and the sector in order to support and encourage the development of the children's workforce.

As a result of the feedback from the consultations, five overarching priority areas were identified for the sector:

<b>Priority 1</b>	<b>Recruitment and Retention</b>
<b>Priority 2</b>	<b>Workforce Skills</b>
<b>Priority 3</b>	<b>Qualifications and Training</b>
<b>Priority 4</b>	<b>Funding for Training and Development</b>
<b>Priority 5</b>	<b>Workforce Intelligence</b>

These priorities form the basis of the SSA action plans which will be agreed in collaboration with employers and stakeholders in order to outline the solutions that will support the development of a modern, world-class workforce.

# 1. Introduction

## 1.1 CWDC and its vision for the children's workforce

The Children's Workforce Development Council (CWDC) aims to improve the lives of children, young people, their families and carers in England by ensuring that those working with them have the best possible training, qualifications, support and advice. It helps children and young people's organisations and services to work together so that the child is at the centre of all services.

As one of five organisations making up Skills for Care and Development (SfCD)<sup>2</sup>, CWDC works in the interests of a range of occupational groups across the children and young people's workforce in England. It has responsibility for addressing the skills and productivity challenges of a total workforce of over 500,000 (80 per cent employees, 20 per cent self employed). The occupational groups covered by CWDC include:

- early years and childcare (70 per cent of the workforce).
- children and families social care (15 per cent of the workforce).
- education advisory and support services (5 per cent of the workforce)<sup>3</sup>.
- other small occupational groups (10 per cent of the workforce).

There are also an estimated 250,000 voluntary workers in the children's workforce in England.

The children and young people's workforce needs to be effective, professional, skilled and knowledgeable. It should be supported to work flexibly in a modern multi-agency environment, delivering services that secure well-being and enhance the lives of children, young people, their families and carers. Careers need to be more attractive with appropriate remuneration, training and development available to ensure the workforce feels valued and rewarded. The development of the SSA is being guided by the vision in the '*Children's Workforce Strategy: building a world-class workforce for children, young people and families*'<sup>4</sup>. This sets out a vision of a world class workforce which:

- strives to achieve the best possible outcomes for all children and young people and reduce inequalities between the most disadvantaged and the rest.
- is competent, confident and safe to work with children and young people.
- people aspire to be part of and want to remain in – where they can develop their skills and build satisfying and rewarding careers.
- parents, children and young people trust and respect each other.

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<sup>2</sup> Skills for Care and Development is the UK-wide Sector Skills Council (SSC) for social care, children, early years and young people's services.

<sup>3</sup> Some 10% of the workforce comprise other occupational groups

<sup>4</sup> This vision is due to be updated through the publication of the *Children's Workforce Strategy Action Plan*, early in 2008.

## 1.2 What is the Sector Skills Agreement?

Sector Skills Agreements (SSAs) are designed to improve the way in which services are delivered and work towards further developing the skills of the workforce. They are agreements and deals made between employers, education and training providers, funding agencies, sector skills councils and government about how these future skills and qualifications will be developed. The agreements mean that the employers, workers and people who use the services are at the forefront of development, giving them a real influence over the future provision of workforce skills.

The SSA for the children and young people's workforce is called '**the big deal**'. It will be a key part of the future development of the sector. A set of action plans will be agreed in collaboration with employers and stakeholders based on the findings of the SSA, in order to move closer towards achieving our vision of developing a modern, world-class workforce.

Although CWDC's SSA is focussed on the occupations within its footprint<sup>5</sup>, it will contribute to the wider agenda of workforce reform across the whole of the children's workforce as there are many other occupations that work with children and young people but that are represented by other Sector Skills Council's. For the purposes of this report, terms such as 'the workforce' or 'the sector', or the 'children's workforce' refer only to those occupations covered by CWDC. However CWDC will continue to work in partnership with other Sector Skills Councils, via the Children's Workforce Network (CWN)<sup>6</sup>, as well as the Department for Children, Schools and Families (DCSF) and other organisations that have workforce responsibilities for other parts of the children's sector, in order to support reform of the whole children's workforce.

The SSA process has five stages:

- Stage one - assessment of current and future skills needs.
- Stage two - assessment of current workforce development and training provision.
- Stage three - analysis of the gaps and weaknesses.
- Stage four - assessment of scope for collaborative action.
- Stage five - developing a costed action plan.

Stage one has provided an evidence base of the current and future skill needs of the children and young people's workforce in order to underpin the development of the whole SSA process<sup>7</sup>.

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<sup>5</sup> CWDC's Footprint is available from <http://www.cwdcouncil.org.uk/whatwedo/cwdcfootprint.htm>.

<sup>6</sup> The Children's Workforce Network (CWN) is an alliance committed to creating and supporting a world-class children's workforce <http://www.childrensworkforce.org.uk/>.

<sup>7</sup> The Stage one report is available at <http://www.cwdcouncil.org.uk/projects/sectorskillsagreement.htm>

Stage two has increased the sector's understanding about supply of training and development. The report presents an assessment of the extent, appropriateness and quality of current education and training provision for the children's and young people's workforce<sup>8</sup>.

### **1.3 Key objectives of stage three**

The first two stages of the SSA concentrated on identifying the sector's future skill demands and the supply of training provision needed to meet them. The stage three gap analysis brings together demand and supply perspectives in order to identify priorities and actions which can be taken forward in the last two stages so that provisions and agreements for developing the future workforce can be made.

The key objectives of stage three are to:

- pull together the findings from stages one and two.
- identify the key issues and gaps facing the workforce.
- test the issues identified in stage one and stage two with the sector through consultation.
- identify the priorities for action with the sector.
- identify potential solutions and actions with the sector to address the issues and gaps facing the children's workforce.

### **1.4 Future scenarios**

In order to support the identification of future skills needs at stage one and to help inform the stage three gap analysis, four possible futures, or scenarios, were developed to scope out the likely changes to the children's workforce. These scenarios considered how the UK's economy could perform and how society could change over the next ten years.

The four scenarios presented in the report, *Future Generations*<sup>9</sup>, were:

- Family Values.
- Aspiration Generation.
- Them & Us.
- Networks.

Two key broad trends of national economic performance and individual/group social identity were chosen within which to develop the scenarios. These trends were chosen as they would have large impacts on many factors within the future working environment of the children's workforce and were broad enough to encompass all three main occupational groups within the CWDC footprint.

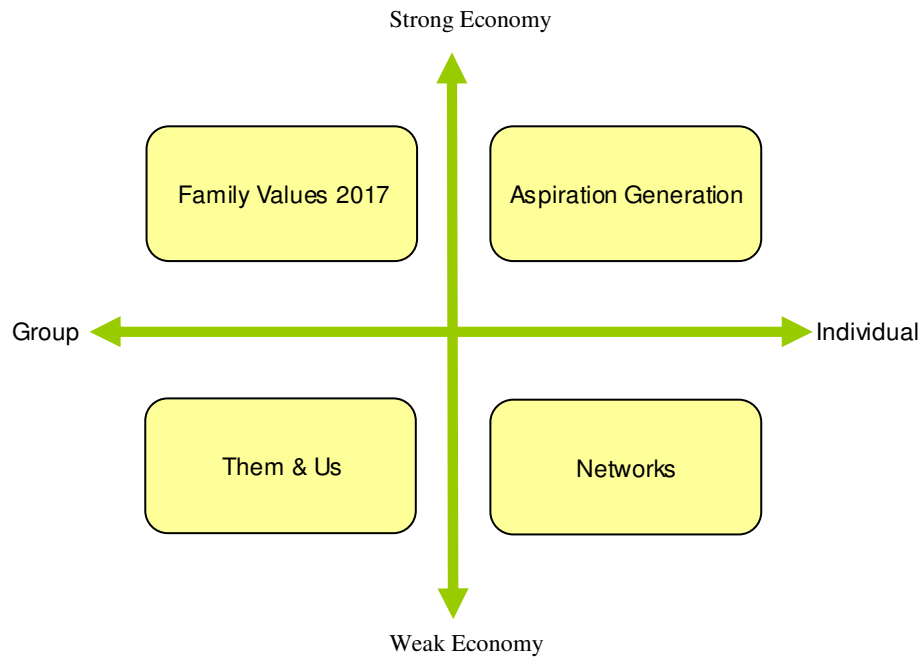
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<sup>8</sup> The Stage two report is available at <http://www.cwdcouncil.org.uk/projects/sectorskillsagreement.htm>

<sup>9</sup> This report can be found at <http://www.cwdcouncil.org.uk/projects/futurescoping.htm>



Figure 1: Trends used to develop scenarios



The skills required in each of these potential futures are similar and at times closely reflect the current and future skills needs of the sector, as identified in the stage one report. For example, the need for an integrated, multi-agency approach is a common theme throughout the report, as is supporting the workforce reform agenda and the associated skills required. It was felt therefore that additional scenario planning would not add further value to this gap analysis as the key issues identified in the SSA and the potential solutions to address them would be the same, no matter which of the scenarios are considered.

Sections 2-4 of this report discusses the key issues and challenges that CWDC and the sector now faces and outlines a range of potential solutions in the form of early action plans.

## 2. Key issues and challenges facing the sector

### 2.1 Key findings from stage one

The stage one report provides an analysis of existing data, which helps the sector to understand better the characteristics of the children's workforce. The report highlights that, compared to the total labour force in England, the children and young people's workforce:

- is predominantly female, (although at management level the proportion of men is higher).
- has a higher proportion of part-time workers.
- works lower than average weekly hours – a reflection of its part-time nature, and
- is more likely to have dependent children.

In addition, the stage one report also discusses issues of workforce mobility within the sector and highlights that the complexities around qualifications and training acts as a barrier to moving between jobs and the number of qualifications and awarding bodies, professional institutions and registration bodies operating in the sector is leading to a high degree of confusion.

The report provides a detailed breakdown of the current policy drivers that guide the development of the children's workforce and explores the implications and potential impact they could have on the workforce. The analysis concludes that government policy, changing work patterns and practices, enhanced expectations and career aspirations of existing and potential members of the workforce and improved employer expectations broadly drive the skills demand for children's services.

The analysis of current and future skills needs highlighted the following:

- The skills needed by managers, workers, self-employed and volunteers vary considerably across different parts of the workforce. Workforce modernisation is leading to new types of worker carrying out roles that extend across previous boundaries.
- There are a number of generic skills that are required by the whole workforce, including literacy and numeracy, communication and interpersonal skills and IT skills, and a set of core skills based on the Common Core<sup>10</sup>. These also include expertise in information sharing, understanding of child development and how to support children through the transitions in their lives.

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<sup>10</sup> The Common Core of Skills and Knowledge for the Children's Workforce 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 enable multi-disciplinary teams to work together more effectively in the interests of the child. Full information can be found at [www.everychildmatters.gov.uk/deliveringservices/commoncore/](http://www.everychildmatters.gov.uk/deliveringservices/commoncore/)

- The workforce increasingly works with colleagues from other sectors in integrated settings and needs to develop skills to enhance these working practices, for example in leading or being part of multi-agency teams.
- There is a complex range of qualifications on offer, which are not understood by employers, leading to difficulty in choosing appropriate qualifications, which can provide the required skills. This situation is complicated further by the lack of clarity about the availability of funding arrangements.
- There is a need for enhanced skills across the workforce to ensure a high level of quality in provision across England and secure improved outcomes for children and young people.

## **2.2 Key findings from stage two**

The stage two report presents an assessment of the extent, appropriateness and quality of the current education and training provision for the children and young people's workforce and draws on the findings from stage one in order to determine the sector's preferred direction of change.

The analysis shows the current provision of training and development is variable and complex. There is 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 lead to higher levels of pay.

The stage two report discusses current work being carried out by CWDC in association with other organisations in order to streamline the provision of qualifications, for example through the review of National Occupational Standards and the Integrated Qualifications Framework (IQF). This streamlining should facilitate mobility within and across the different occupational groups within the children's workforce.

The stage two research 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 used. Many people cited difficulty in finding funding, or time for training as the main reasons for not undertaking it. There is regional variation in terms of what financial support is available, as well as differences across different parts of the sector. Consequently, the report recognises that data collection at a regional level is a priority.

The stage two report highlighted the following:

- The large number of qualifications needs to be reduced, as the current provision is confusing for employers and potential entrants to the sector. There is a need for guidance on appropriate qualifications for roles, their fitness for purpose and usefulness across the children's sector. Duplication of qualifications must also be reduced.

- There is a comprehensive range of training programmes across the country however, there are regional gaps.
- There is a wide range of non-accredited training undertaken in the sector.
- Delivery of learning/training provision is not sufficiently flexible to meet employer needs in terms of time, location, relevance etc. Some employers have raised questions around the quality of provision. There is a need to support employers to ensure a demand-led approach to the supply of learning.
- 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 across the children's workforce.

### **2.3 Synthesis of key findings from stage one and stage two**

The assessment of the current and future skills needs in both stages one and two highlights 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.
- a shortage of workforce data.

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

- Basic skills in literacy and numeracy are 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 including effective communication, safeguarding and multi-agency working, needs to be embedded within future qualifications.
- Qualifications need to be rationalised to ensure that employers and learners have access to high quality, fit for purpose qualifications that are appropriate to new and changing roles. There is a need to avoid duplication of qualifications to ensure employers can access the right training.
- Commissioning and procurement skills are required as service delivery is increasingly contracted out.
- Good leadership and management skills are fundamental to the modernisation of the workforce. New ways of working will require different leadership and management skills and these will need to be reflected in training programmes.
- Skill levels need to be raised in some parts of the sector and more Level 3 and 4 qualifications should be made available to workers, particularly in early years occupations.

These issues will feed into the national action plan that will underpin the regional action plans.

The key findings from stage one and stage two were analysed and presented throughout the stage three process as the priorities that need to be adopted by both CWDC and the sector in order to support and encourage the development of the children's workforce.

### **3. Challenges for CWDC and the sector (gap analysis) – the workforce of the future**

#### **3.1 Stage three methodology**

In order to identify the key priorities to be taken forward as part of CWDC’s SSA, a number of meetings and consultation events were held which enabled us to test the findings identified in stages one and two with employers and stakeholders. The consultation process included:

- regional consultation events with stakeholders and employers.
- online consultation exercise.
- consultation with national reference group of employers and key stakeholders.
- consultation with Third Sector expert reference group.
- consultation with CWDC colleagues.

The consultation events were promoted as an opportunity for the sector to engage with CWDC in the development of the SSA. The events enabled representatives from the workforce to:

- find out what the key issues were from the stage one and stage two research.
- understand how these key issues presented CWDC and the sector with a number of specific challenges, and
- begin to work towards identifying priorities and potential solutions.

As a result of the feedback from the consultation, five overarching priority areas were identified for the sector and subsequently form the basis of the action plans:

<b>Priority 1</b>	<b>Recruitment and Retention</b>
<b>Priority 2</b>	<b>Workforce Skills</b>
<b>Priority 3</b>	<b>Qualifications and Training</b>
<b>Priority 4</b>	<b>Funding for Training and Development</b>
<b>Priority 5</b>	<b>Workforce Intelligence</b>

The following section looks at each of the five priorities in turn, highlights the underlying issues identified in stage one and stage two and outlines the resulting challenges facing CWDC and the sector.

## 3.2 Priority 1: Recruitment and Retention

### Issues:

- There is a striking gender imbalance across the workforce, particularly in the Early Years sector, although, at management level the proportion of male workers is higher. Greater numbers of male workers across the sector are needed to provide a balance and mix of positive role models.
- People from BME backgrounds are poorly represented with only 3 per cent of the children's workforce being from BME backgrounds.
- There are very low numbers of workers with disabilities.
- An increase in the diversity of the general population will require an increase in the diversity of the children's workforce in order to respond to the needs of the different ethnic populations and cultures at local community level.
- The sector is perceived to have low professional status and remuneration which impacts on recruitment and retention.

### Future Challenges:

- To support the diversification of the workforce (in relation to gender, ethnicity, disability and age) in order to better respond to the needs of children, young people, their families and carers.
- To promote the sector as a world-class workforce that delivers high quality services to children, young people and families.
- To recruit new entrants into the sector including young people, older workers, returnee's to work, migrant workers and people from under-represented groups.
- To develop workforce solutions that take into account the needs of large employers, SMEs, part-time workers, self-employed workers and the Third Sector.

### **Feedback from the consultation:**

Generally respondents felt that low salaries within the sector directly impacts upon the ability to recruit into the workforce and to retain highly qualified staff. However, it was also acknowledged that it is not within CWDC's remit to set salary levels. Participants felt that the children's workforce needed to offer more attractive recruitment and reward packages, which will in turn encourage people to enter the profession and progress within it. Increased levels of pay, particularly in early years and childcare occupations, was raised as an issue in all the regional consultation events.

The consultation events highlighted that the sector had a commitment to improving the skills of the workforce. However, without the introduction of mandatory requirements it was felt that initiatives would be considered as good ideas but would be unlikely to be fully implemented or adopted by employers. Those who contributed to the consultation frequently suggested that one possibility could be to place a requirement upon all occupations within the children's workforce to be registered and therefore regulated, with minimum qualification levels and CPD expectations.

### **3.3 Priority 2: Workforce Skills**

#### Issues:

- Literacy and numeracy are identified as skills gaps in the existing workforce as well as in young people training to enter the workforce.
- New ways of working such as integrated services, information sharing, on-line CAF and e-learning will all require functional IT skills but this has been identified as a current skills gap in the existing workforce.
- Current leadership and management practices are not always fit for purpose and are not sufficiently able to respond to the new ways of working in the context of integrated, multi-agency services.
- There is a wide range of non-accredited training undertaken in the sector, which often duplicates qualifications and yet is not transferable and does not support workforce mobility.

#### Future Challenges:

- To ensure new entrants and existing members of the workforce are equipped with basic skills in literacy and numeracy via *Skills for Life*<sup>11</sup> qualifications.
- To improve IT skills at both basic user and advanced user levels and support access to suitable training programmes.
- To support the development of excellent leadership and management skills throughout the workforce to enable effective practice in the context of integrated, multi-agency services.
- To recognise the value of non-accredited training in workforce development and to support accreditation of such learning where appropriate.
- To embed the Common Core of Skills & Knowledge across the children's workforce.
- To improve commissioning and procurement skills in order that they support effective local workforce planning and service delivery.

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<sup>11</sup> *Skills for Life* is the national strategy for improving adult literacy and numeracy in England.



## **Feedback from the consultation:**

Respondents suggested that there was a need to recognise the difference between leadership and management skills and that action to improve the skills within the sector may need different approaches. Also, it was felt that the skills needs would vary between large public sector organisations and small private, voluntary and independent organisations. It was suggested that the needs of first level line managers should be recognised and strategies put in place to address their training needs. In addition, management skills needed within the Third Sector also included generic skills, such as business planning, budget management and monitoring and evaluation.

Respondents valued non-accredited training to maintain up to date skills and knowledge but agreed that the mechanisms for accrediting such training needs to be established, where appropriate.

### **3.4 Priority 3: Qualifications and Training**

#### Issues:

- The number of qualifications, particularly in early years, is confusing for employers as well as the current and future workforce.
- The delivery of training and qualifications is supplier driven and does not sufficiently meet the needs of employers and the workforce.
- Training providers are not provided with enough information about the skills and learning required by the sector in order to better respond to employer needs.
- Success rates of the Child Care Learning & Development (CCLD) Apprenticeships are low. This is partly attributable to the quality of training delivery and lack of employer engagement and support.

#### Future Challenges:

- To rationalise and reduce the number of sector specific qualifications to ensure they are fit for purpose and support career development as well as workforce mobility.
- To support the delivery of high quality, relevant and employer responsive provision of learning and qualifications.
- To improve achievement rates for the Child Care Learning & Development Apprenticeship/Advanced Apprenticeship.
- To ensure that all future qualifications and/or inductions are developed around the requirements of the Common Core of Skills and Knowledge.

## **Feedback from the consultation:**

It was generally agreed that the qualifications and training system needs to be rationalised and existing qualifications and training provisions need to be reviewed. Respondents expressed a need for qualifications to provide a balance of technical knowledge and practical experience to better equip people to carry out their roles. Training provision needs to be flexible enough to meet the different needs of the sector.

A demand was identified for pre-induction, introductory training on the policy and legislation which is driving change in the sector, specifically *Every Child Matters*.

### **3.5 Priority 4: Funding for Training and Development**

#### Issues:

- Current funding mechanisms are not sufficiently transparent, flexible or accessible leading to inconsistencies in financial support for training and development across the workforce.
- There is a lack of consistent and sector wide information on available funding for training and development which often prevents the intended recipients benefiting from funding opportunities.
- Lack of effective communication and collaborative planning between funding agencies is resulting in duplication of effort, double funding and inconsistent allocation of resources.

#### Future Challenges:

- To rationalise, simplify and clarify funding for training and development in order to maximise the impact and effectiveness of investment.
- To improve the communication of information on available workforce development support and how it can be accessed to the sector.

## **Feedback from the consultation:**

Evidence from the consultation highlighted that there is significant variation in terms of available information and access to funding opportunities at both local and regional levels.

The consultation confirmed that funding sources for training are complex and requests were made to simplify the way training is funded. Information needs to be clear and accessible to all.

Funding mechanisms need to be appropriate to support access by all types of organisations delivering services to children and young people as they range from large national organisations to SME's and micro-businesses.

### **3.6 Priority 5: Workforce Intelligence**

#### Issues:

- Workforce data has not been collected regularly or consistently across the children's workforce resulting in an incomplete picture of the sector and its skills needs.
- Employers are already asked to contribute towards a number of different data sets and do not want any additional and unnecessarily bureaucratic burdens imposed upon them.
- Workforce intelligence is not being effectively communicated back to the sector in a meaningful and useful format to support workforce planning.
- Varied and changing definitions of job roles and titles often make it difficult to collect, collate and analyse comparable data.

#### Future Challenges:

- To establish a baseline in order to accurately demonstrate impact and improvements in the sector and inform future planning.
- To agree a shared and effective approach to data collection across the children's workforce that can be translated into relevant and meaningful intelligence.
- To communicate workforce intelligence back to the sector in order to support local workforce planning and service delivery.

#### **Feedback from the consultation:**

The respondents to the consultation expressed concern about the possibility of introducing further data collection requirements. It was felt that existing collection processes need to be amalgamated to reduce the burden on the employers and improve data quality and return rates.

It was unclear to respondents how the data already collected is being used as very little information is made available to them.

Those that took part in the consultation encouraged the development of regular data reports in order to inform local and regional workforce planning and development.

### 3.7 Timescales

Priority areas	Solutions	Time Short = 18 months Medium = 3 years Long = 5 years
1. Recruitment and Retention	1. Support the diversification of the workforce to better meet the needs of children, young people and families.	Medium
	2. Promote the sector as a world-class workforce which delivers high quality services.	Short
	3. Support the recruitment of new entrants into the sector including people from under-represented groups.	Medium
	4. Develop workforce solutions that are fit for purpose for large employers, SMEs, self-employed workers and the Third Sector.	Short
2. Workforce Skills	5. Ensure the workforce is equipped with literacy and numeracy skills.	Medium
	6. Improve workforce IT skills and support access to suitable training.	Medium
	7. Support the development of excellent leadership and management skills across the workforce and integrated services.	Medium
	8. Recognise the value of non-accredited learning whilst supporting accreditation of such learning where appropriate	Medium
	9. Embed the Common Core of Skills and Knowledge across the children's workforce	Medium
	10. Improve commissioning and procurement skills to support effective local workforce planning and service delivery.	Medium
3. Qualifications and Training	11. Rationalise and reduce the number of qualifications ensuring all are fit for purpose and support career development and workforce mobility.	Long
	12. Support delivery of high quality, relevant and employer responsive provision of learning and qualifications.	Medium
	13. Improve take-up and achievement rates of the CCLD Apprenticeship/Advanced Apprenticeship.	Short
	14. Ensure all future qualifications and/or inductions are developed around the requirements of the Common Core.	Short
4. Funding for Training and Development	15. Rationalise, simplify and clarify funding for training and development to maximise effectiveness of investment.	Medium
	16. Improve the communication of information on available workforce development support and how it can be accessed.	Short
5. Workforce Intelligence	17. Establish a baseline in order to accurately demonstrate impact and inform future planning.	Medium
	18. Agree a shared and effective approach to data collection across the children's workforce	Medium
	19. Communicate workforce intelligence back to the sector in order to support local workforce planning and service delivery.	Medium

## **4. National Action Plan**

### **4.1 Background**

The overall response to the SSA consultation was positive and sector representatives were enthusiastic about CWDC's proposed direction of travel.

There was broad agreement on the issues and challenges presented and a general consensus on the priorities to be taken forward was achieved. The purpose of the regional level consultation programme was to develop local and regional level solutions based on employer collaboration. However, the actual results of the consultation demonstrated that the majority of the solutions proposed needed to be developed and driven at a national level with a view to being implemented throughout all regions.

This has led to the development of an overarching action plan for each of the five priorities. Once these national level plans have been agreed we will develop regional plans which will outline how the national initiatives will be rolled out on a regional basis, thereby resulting in one national action plan, supported by nine regional delivery plans.

### **4.2 Next steps**

The national action plan is intended to reflect the results of the stage three consultations whilst ensuring a level of flexibility to incorporate the outcomes of the DCSF Children's Workforce Strategy Action Plan and the Children's Plan. CWDC, through its involvement in the development of the Children's Workforce Strategy Action Plan will work towards ensuring that the priorities or key themes of this are aligned wherever possible with the priorities of the SSA.

A public relations agency will work in partnership with CWDC colleagues, in order to facilitate and maximise the dialogue with stakeholders about the SSA. The aim is to ensure the messages being communicated by CWDC are the most meaningful for the most appropriate audiences. Approaches will include

- identification of key messages
- prioritisation of stakeholder groups and development of tailored support programmes for each tier.
- briefing pack and toolkit for Regional Development Managers to support them in engaging the regional audiences
- recruitment of Children's Workforce Champions to support and promote the SSA
- development of a comprehensive media pack including interviews and articles for the sector press.

### **4.3 Action plans**

The following sections detail the provisional national action plans for each of the five SSA priorities. The plans outline the key challenges, potential solutions, indicative timeframes and lead partners against each priority area.

## Priority 1 Recruitment and Retention

Challenges	Potential Solutions	Short, Medium or Long term	Lead and support partners	Expected outcomes
<p>To support the diversification of the workforce (in relation to gender, ethnicity, disability, and age) in order to better respond to the needs of children, young people and families.</p>	<p>Increase the diversity of the workforce by:</p> <ul style="list-style-type: none"> <li>• The further development, roll out and promotion of the current diversity project.</li> <li>• The identification and publication of positive case studies on under represented groups working in the sector.</li> <li>• Establishing an Equality &amp; Diversity Network to share best practice with stakeholders.</li> <li>• Developing effective recruitment practices, building on identified good practice, targeting under-represented groups</li> <li>• The identification of funding for sector specific English for Speakers of Other Languages (ESOL) training to support recruitment of migrant workers (See also P2 and P4).</li> </ul>	<p>Medium</p>	<p>CWDC, DCSF, Children's Society, PLA, CAF/CASS, CAHMS, NCB, CWN, Third sector Local Authorities LSC JC+</p>	
<p>To promote the sector as a world-class workforce which delivers high quality services to children, young people and families.</p>	<p>Improve the image and raise the profile of the workforce by:</p> <ul style="list-style-type: none"> <li>• Increasing the professional status of the workforce e.g. assess the possibility of registration and regulation of a wider range of occupations.</li> <li>• The development and implementation of existing and new promotional campaigns and materials, including dissemination of IAG materials to careers staff, Connexions Personal Advisors, Skills Brokers and, Job Centre Plus.</li> <li>• Rewarding and promoting excellence in delivery of services for children, young people and families e.g. sponsorship of awards.</li> <li>• Developing and promoting progression routes and career pathways.</li> <li>• Supporting and developing retention strategies to encourage the workforce to remain within the sector.</li> </ul>	<p>Short</p>	<p>CWDC, Govt partners, employers, practitioners  Full Service Agency  CWN partners, QCA, LSC HEFCE,</p>	

<p>To recruit new entrants into the sector including young people, older workers, returnees to work, migrant workers and people from under-represented groups.</p>	<p>Improve recruitment and retention across the workforce by:</p> <ul style="list-style-type: none"> <li>• Supporting and developing recruitment strategies to attract new entrants into the workforce, including young people, returnees to work and people from under-represented groups</li> <li>• Improving, clarifying and promoting entry routes into the sector.</li> <li>• Supporting the development of an effective unit and credit based approach to the achievement of qualifications in order to support entry into the children's workforce.</li> <li>• Supporting employers to develop comprehensive training and support programmes for new entrants e.g. migrant workers.</li> <li>• Raising awareness of existing programmes to support the entry of young people into the workforce, such as the CCLD Apprenticeships and the Society Health and Development Diploma.</li> <li>• Development of and consultation on a programme to attract young graduates into sector occupations.</li> </ul>	<p>Medium</p>	<p>CWDC, CWN partners, QCA, Awarding bodies, LSC, JC+ HR depts</p>	
<p>To develop workforce solutions that take into account the needs of large employers, SMEs, part-time workers, self-employed workers and the Third Sector.</p>	<p>Ensure activities and initiatives are relevant and fit for purpose by:</p> <ul style="list-style-type: none"> <li>• Continuing to support collaborative working between the Third Sector and Local Authorities/Children's Trusts through the Workforce Strategic Partnership Programme (WSPP) funding (see also Priority 4)</li> <li>• Establishing a requirement in the Business Planning process for all products and projects to take into consideration the needs of small private, voluntary and independent organisations to ensure relevance and applicability.</li> <li>• Involving representatives from different types and sizes of employers in all consultations and engagement activities.</li> </ul>	<p>Short</p>	<p>CWDC, LAs NCVCCO, Third Sector employers.</p>	

## Priority 2 Workforce Skills

Challenges	Potential Solutions	Short, Med. Long term	Lead and support partners	Expected outcomes
To ensure new entrants and existing members of the workforce are equipped with literacy and numeracy skills.	<p>Improve literacy and numeracy skills by:</p> <ul style="list-style-type: none"> <li>• Encouraging employers to sign up to the Skills Pledge to support the development and up-skilling of the existing workforce as well as new entrants to the workforce.</li> <li>• Raising employer and workforce awareness to encourage take-up of available free Skills for Life training by workers without a Level 2 in literacy and/or numeracy (see also P4).</li> <li>• Supporting the attainment of Level 2 in literacy and/or numeracy by encouraging training providers to build Skills for Life initial diagnostic assessment and embed curriculum content into sector specific training courses. (see also P3).</li> <li>• Working in partnership with employers and trade unions to promote the need for employers to have a skilled and competent workforce.</li> </ul>	Medium	Skills brokers, CWDC, LSC, LAs, JC+ Training providers' Trade unions,	
To improve IT skills at both basic user and advanced user levels and support access to suitable training programmes.	<p>Develop an IT competent workforce by:</p> <ul style="list-style-type: none"> <li>• Identification and/or development of ICT courses for practitioner functions in the children's workforce.</li> <li>• Promoting the use of technology, including investment in ICT, to help improve business management and delivery of services and quality outcomes.</li> </ul>	Medium	CWDC, Training providers, skills brokers, E-skills	



<p>To support the development of excellent leadership and management skills throughout the workforce, to enable effective practice in the context of integrated, multi-agency services.</p>	<p>Improve the quality, effectiveness and efficiency of managers and leaders in the sector by:</p> <ul style="list-style-type: none"> <li>• Developing a Leadership and Management Strategy for the sector.</li> <li>• Supporting employers to embed the Championing Children framework across the workforce.</li> <li>• Agreeing a definition of Integrated Working and support the sector to embed Integrated Working within service delivery.</li> <li>• Exploring the feasibility of developing standards for Integrated Working and embedding integrated working in all workforce qualifications.</li> <li>• Developing targeted support for first level line managers.</li> <li>• Identification of the number and characteristics of middle managers within integrated settings, to inform the Leadership and Management Strategy.</li> <li>• Development of and consultation on a programme to support workforce capacity building (training, development and workforce reform) in the Third Sector (see also Priority 4).</li> <li>• Supporting the development of generic management skills in Third Sector organisations such as business planning, evaluation, monitoring and budgeting.</li> <li>• Developing the content of the NOS for Commissioning and Contracting, to ensure recognition of the needs of the Third Sector.</li> </ul>	<p>Medium</p>	<p>CWDC, LAs Employers, DCSF, LSC, HEFCE, Third Sector employers SfCD, CWN partners</p>	
<p>To recognise the value of non-accredited training in workforce development and to support accreditation of such learning where appropriate.</p>	<p>Improve the value of non-accredited training by:</p> <ul style="list-style-type: none"> <li>• Supporting the development and implementation of mechanisms to accredit training that is not currently accredited.</li> <li>• Supporting employers to identify training needs and to source the most appropriate training and development provision.</li> <li>• Developing a strategic approach to non-accredited learning as part of the Sector Learning Strategy.</li> </ul>	<p>Medium</p>	<p>CWDC, Training providers, QCA, Awarding Bodies Skills brokers</p>	
<p>To embed the Common Core of Skills and Knowledge across the children's workforce.</p>	<p>Embed the Common Core by:</p> <ul style="list-style-type: none"> <li>• Supporting the re-launch of the Common Core.</li> <li>• Promoting the Common Core as essential requirements across the workforce.</li> <li>• Developing essential requirements for inclusion of new qualifications on the IQF and ensure this includes reflection of the Common Core of Skills and Knowledge.</li> </ul>	<p>Medium</p>	<p>CWDC, DCSF, CWN,</p>	

<p>To improve commissioning and procurement skills in order that they support effective local workforce planning and service delivery.</p>	<p>Improve commissioning and procurement skills for effective workforce planning and service delivery by:</p> <ul style="list-style-type: none"> <li>• Identifying and promoting models based on best practice of workforce commissioning at regional, sub-regional and local levels.</li> <li>• Supporting the involvement and engagement of the Third and Private Sectors in the development, implementation, delivery and review of local and regional integrated children’s workforce strategies and their action plans.</li> <li>• Providing guidance and support to commissioners of children’s services which promotes: <ul style="list-style-type: none"> <li>• understanding needs within the context of national and local priorities,</li> <li>• identifying and agreeing outcomes for children, families and communities</li> <li>• designing and delivering service provision to meet outcomes</li> <li>• managing, monitoring and evaluating performance</li> </ul> </li> <li>• Providing guidance and support to those who procure children’s services so that the best and most appropriate processes for meeting local needs are developed and implemented.</li> </ul>	<p>Medium</p>	<p>CWDC, employers, Local Authorities, C&amp;YP strategic partnerships</p>	
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### Priority 3 Qualifications and Training

Challenges	Potential Solutions	Short, Med. Long term	Lead and support partners	Expected outcomes
<p>To rationalise and reduce the number of sector specific qualifications to ensure they are fit for purpose and support career development as well as workforce mobility.</p>	<p>Ensure relevant and appropriate qualifications by:</p> <ul style="list-style-type: none"> <li>• Developing a Sector Learning Strategy in order to address the key learning and qualification needs across the workforce and which will cover quality of learning, rationalisation and future proofing of qualifications, raising standards and using qualifications to support regulation. The SLS will include:               <ul style="list-style-type: none"> <li>○ Introduction of an Integrated Qualifications Framework</li> <li>○ Development of credit based, unitised qualifications that are fit for purpose, support career development and mobility within the workforce.</li> <li>○ Defining relevant and appropriate full Level 2 and 3 qualifications for the workforce.</li> <li>○ Development of a strategy for non-accredited training.</li> </ul> </li> <li>• Ensuring that the skills, knowledge and qualifications required by the workforce are clearly articulated to employers, workers, training providers and inspectors.</li> <li>• Exploring the feasibility for development of and sector endorsement of Integrated Working qualifications, ensuring all units are compatible with IQF</li> <li>• Undertake a Gateway project (as part of the development of the IQF) which reviews the development of Foundation Degrees (FD) for the children's workforce in order to 1) assess their effectiveness in supporting the delivery of the IQF, for children's services in England and 2) inform future development work on FDs.</li> </ul>	<p>Long</p>	<p>CWDC, SfCD QCA, CWN, regulatory bodies, SSCs, awarding bodies, training providers, FDF, employers, LSC</p>	

<p>To support delivery of high quality, relevant and employer responsive provision of learning and qualifications.</p>	<p>Improve the responsiveness, relevance and quality of the provision of training and qualifications by:</p> <ul style="list-style-type: none"> <li>• Completing and promoting the sector specific Part B of the New Standard for Employer Responsiveness and Vocational Excellence including guidance for training providers to support achievement of the standard.</li> <li>• Developing information and guidance for employers to assist them in identifying quality training provision, including listing those training providers with the quality standard on CWDC's website.</li> <li>• Raising employer commitment to increasing the skills and qualification levels of the children's workforce.</li> <li>• Working in partnership with Skills for Care to raise the awareness of the sector with non-sector based Skills Brokers to improve links between employers and training providers.</li> <li>• Working towards a joined up approach with Train to Gain Skills Brokers to encourage employer sign up to the Skills Pledge.</li> <li>• Testing the effectiveness of a field support team in the delivery of new Learning Mentor induction training.</li> <li>• Responding to identified demand/gaps in provision for example developing a set of standards and guidance for short courses on introduction to Every Child Matters.</li> </ul>	<p>Medium</p>	<p>CWDC, CFE, LSC, training providers, employers, Skills Brokers, QIA,</p>	
<p>To improve achievement rates for the Child Care Learning and Development (CCLD) Apprenticeship/Advanced Apprenticeship.</p>	<p>Improve success rates for the CCLD Apprenticeship programmes by:</p> <ul style="list-style-type: none"> <li>• Reviewing and revising the CCLD Framework and updating the Employer Rights and Responsibilities workbook.</li> <li>• Scoping the feasibility of and demand for Adult Apprenticeships for the sector.</li> <li>• Marketing and promoting the CCLD framework to employers in a bid to improve completion rates.</li> <li>• Agreeing regional targets for increasing the number of apprenticeships.</li> </ul>	<p>Short</p>	<p>CWDC, LSC, Training providers, employers</p>	
<p>To ensure that all future qualifications and/or inductions are developed around the requirements of the Common Core of Skills and Knowledge.</p>	<p>Ensure content on the Common Core is included in qualifications by:</p> <ul style="list-style-type: none"> <li>• Developing essential requirements for inclusion of new qualifications on the IQF and ensure this includes reflection of the Common Core of Skills and Knowledge.</li> <li>• See also Priority 2.</li> </ul>	<p>Short</p>	<p>CWDC, CWN, awarding bodies</p>	

## Priority 4 Funding for Training and Development

Challenges	Potential Solutions	Short, Med. Long term	Lead and support partners	Expected outcomes
<p>To rationalise, simplify and clarify funding for training and development in order to maximise the impact and effectiveness of investment.</p>	<p>Rationalise current funding methodologies in order that accessible, flexible and coherent funding streams and support mechanisms are available for the children’s workforce by:</p> <ul style="list-style-type: none"> <li>• Developing mechanisms to support partnership working with different funding agencies to ensure that investment in training and development supports the needs of the sector.</li> <li>• Working with the Learning and Skills Council (LSC) and Department of Innovation Universities and Skills (DIUS) to negotiate a change to the Train to Gain eligibility policy to include childminders and foster carers as sole traders (in line with cases made in the construction and transport sectors)</li> <li>• Working in partnership to develop funding mechanisms that are capable of supporting unitised learning as well as full qualifications.</li> <li>• Promoting joined up planning in order to maximise available investment in training and development</li> <li>• Identifying means of ensuring contracts for service delivery awarded to the Third Sector include arrangements for full cost recovery and enable coverage of training and development costs.</li> </ul>	<p>Medium</p>	<p>CWDC, LSC, HEFCE, DCSF, DIUS, Local Authorities, RDAs</p>	
<p>To improve the communication of information on available workforce development support and how it can be accessed, to the sector.</p>	<p>Improve sector access to existing funding by:</p> <ul style="list-style-type: none"> <li>• Raising awareness of and encouraging take-up of fully funded Skills for Life training in literacy and numeracy (see also P2)</li> <li>• Improving the clarity and frequency of information to the sector relating to the availability of financial support for workforce development.</li> <li>• Encouraging and supporting employers to invest in leadership and management training for middle managers to support the move towards integrated working.</li> <li>• Develop, promote and support the take-up of a co-financed training and development fund for the Third Sector which will support the workforce capacity building activity (see also P2).</li> </ul>	<p>Short</p>	<p>CWDC, LSC, Training providers, employers</p>	

## Priority 5 Workforce Intelligence

Challenges	Potential Solutions	Short, Med. Long term	Lead and support partners	Expected outcomes
To establish a baseline in order to accurately demonstrate impact and improvements in the sector and inform future planning.	<p>Ensure accurate baseline data on the children's workforce by:</p> <ul style="list-style-type: none"> <li>• Taking a lead on collation of available workforce intelligence and undertaking research to develop understanding of footprint occupations where little data exists.</li> <li>• Assessing the feasibility of aligning data submission with inspection requirements to improve submission rates.</li> </ul>	Medium	CWDC, CWN, Local Authorities, OFSTED	
To agree a shared and effective approach to data collection across the children's workforce that can be translated into relevant and meaningful intelligence.	<p>Establish a shared and effective approach to data collection by:</p> <ul style="list-style-type: none"> <li>• Ensuring mechanisms are fit for purpose and do not introduce unnecessary bureaucracy or additional burdens for the sector.</li> <li>• Investigating how national organisations (CWN) may support LAs in the collection, collation and analysis of workforce data by working towards a centrally defined, standard approach to collecting data at local levels, incorporating common definitions, common data items and ways of recording information.</li> <li>• Establishing a service level agreement with SfC by which CWDC will purchase the workforce data from the National Minimum Data Set (NMDS).</li> <li>• Working with the Department (DCSF) to determine how best to widen the existing data protocol for the school sector in order to cover the children's sector.</li> </ul>	Medium	CWDC, employers CWN, Regional partnerships SfC, DCSF, LSC,	
To communicate workforce intelligence back to the sector in order to support local workforce planning and service delivery.	<p>Improve the communication and use of workforce intelligence by:</p> <ul style="list-style-type: none"> <li>• Translating workforce intelligence into meaningful information for the sector and regions.</li> <li>• Disseminating improved sector wide strategic workforce intelligence to support the strategic planning of workforce development.</li> <li>• Supporting the sector to interpret and utilise workforce data as integral aspects to workforce planning and service delivery.</li> </ul>	Medium	CWDC, SfC Employers, Children's Trusts/ C&YP partnerships	

## Appendix 1 Employer / Stakeholder Engagement

CWDC undertakes extensive consultation with employers, service users and stakeholders and engages with the sector on a regular basis due to the frequency of new initiatives being developed in response to a changing sector and workforce. For example, in addition to the ongoing sector engagement supporting the development of the SSA, consultations have been undertaken on a variety of initiatives including, among others:

- Training, support and development standards for foster care (Feb 07)
- Consultation on the role of the Lead Professional to support their training and development needs (Feb 07)
- Consultation on the draft common generic transferable units for the children's workforce (Mar 07)
- Consultation on Corporate Governance (Sept 07)
- Consultation with children and young people on how learning mentors make a difference to their lives (Oct 07)
- Consultation on the implementation of integrated working (Nov 07)
- Consultation to inform the programme of support for newly qualified Social Workers (Dec 07)
- Evaluation of the CCLD Apprenticeship Framework in England (Jan 08)
- Consultation workshops on the current usage of National Occupational Standards (Feb 08)

The following sections outline the number of employers and stakeholders that were engaged in the development of the SSA, particularly the consultation activities at stage three.

### CWDC Board members

CWDC is led by employers through a board of 25 representatives from organisations across its range of sectors. The board members provided have provided advice and challenge at each stage of development of the SSA and helped to voice the needs of the different occupational groups that they represent.

Board members		
Name	Seat	Nominated by
Steve Alexander	Pre-school Groups	Pre-school Learning Alliance
Elaine Cowes	Children's and Family Centres	National Council of Voluntary Child Care Organisations
Vic Citarella	Local Government	Local Government Association
Professor Sir Brian Follett	Non Executive Chair	Training & Development Agency for Schools
Gill Haynes	Childminders and Nannies	National Childminding Association
David Hunter	Education / Training Providers	Lifelong Learning UK
Cllr Rita Krishna	Children's Services	Local Government Association
Susan Reid	Local Authority Early Years Employers	Local Authority Early Years Co-ordinators' Network
Sherry Malik	Self employed / agency social workers & support staff	Children and Family Court Advisory and Support Service

Board members (cont.)		
Name	Seat	Nominated by
Roger Morgan	Children's Champion	National Children's Bureau
John Papworth	Youth Support Services	National Association of Connexions Partnerships
Dame Gillian Pugh	Parents and Carers	National Family and Parenting Institute
Bob Reitemeier	Voluntary Organisations	National Council of Voluntary Child Care Organisations
Charlie Rice	Childminders and Nannies	National Childminding Association
John Richards	Employees	Trades Union Congress
Bridget Robb	Professional Organisations	British Association of Social Workers
Tom Starkey	Independent Children's Homes	Independent Children's Homes Association
Purnima Tanuku	Day Nurseries	National Day Nurseries Association
Robert Tapsfield	Foster Care	The Fostering Network
Brian Strutton	Employees	Trades Union Congress
Jacky Tiotto	Children's, Adults and Health Services	Improvement and Development Agency
Liz Richardson	Day Nurseries	National Day Nurseries Association
Howard Cooper	Directors of Children's Services	Association of Directors of Children's Services

### Integrated Workforce Committee

The Integrated Workforce Committee (IWC) has acted as a project board for the SSA, reporting to the main CWDC board. The purpose of the committee has been to advise and assist the Board, overseeing CWDC activity to raise skills and improve integration across the whole of the sector workforce.

Integrated Workforce Committee members
British Association of Social Workers
CAFCASS
Employers Organisation for Local Government
GMB – Britain's General Union
National Centre for Excellence in Residential Childcare
National Childminding Association
National Day Nurseries Association
Ofsted
Peterborough City Council
Pre-school Learning Alliance



### **SSA subgroup of the IWC (virtual group)**

The role of the subgroup has been to support CWDC staff in the day-to-day management of the project; provide advice, guidance and support that clearly articulates employers requirements and concerns and to feedback progress to the IWC and board.

IWC SSA Sub-group members
ACTAN
Barnardo's
Birmingham Local Authority
Lancashire County Council
Learn to Care
London East Connexions Partnership
National Association of Independent Schools and Non-Maintained Special Schools (NASS)
National Centre for Excellence in Residential Childcare
National Childminding Association
Pre-school Learning Alliance
Stockton-on-Tees County Council

### **SSA / SLS National Reference Group** *(may be updated following the March meeting)*

This reference group was formed as a result of the initial SSA stakeholder meeting in May 2007, which provided delegates with an overview of the broad themes emerging from Stages 1 and 2 of the SSA process as well as testing out the identified priority issues for the consultative stage.

Organisation
Barnardo's
British Association of Social Workers
Castlecare Group
Children and Family Court Advisory and Support Service
Children's Links
Connexions East Midlands NVQ assessment Centre
Greater Manchester Connexions
I CAN
Institute of Career Guidance
Local Government Association
London East Connexions Partnership
National Association of Independent Schools and Non-Maintained Special Schools
National Childminding Association
Park Lane College
Skills for Care
Social Care Institute for Excellence
The Learning Trust

### Engagement in the SSA stage three consultation:

In order to identify the key priorities to be taken forward as part of CWDC's SSA, regional events and an online consultation exercise were held with stakeholders and employers which tested the findings identified in stages one and two. The events were promoted as an opportunity for the sector to engage with CWDC in the development of the SSA. They enabled representatives from the workforce to understand the key issues and to help CWDC begin to work towards identifying priorities and potential solutions.

Respondents to the online consultation	
Access Training	Northamptonshire County Council
Barnardo's	Pipkins Nurseries Ltd
Barrow Excellence Cluster Partnership	Portsmouth Local Authority
Borough of Poole	Pre-school Learning Alliance
Canterbury Christ Church University	Pyramid (charity organisation)
Children's Links	Sheffield Early Years Education and Childcare Service
Children's Workforce Development (Suffolk CC) - youth service	Somerset County Council
Connexions	Tendring Excellence Cluster
Connexions (Tyne and Wear)	The Children's Society
Council for Awards in Children's Care and Education	Three Bears Pre-school
Deaf Services C&F Team CFE Kent	Tower Hamlets Children's Services
Dedicated Social Work Services Ltd	Training Plus Merseyside
Education Development International (EDI)	Tyneside Early Education - registered practitioner
Havering Local Authority	Unit for Deaf People, Derby City Council
Huddersfield University	Universities Council for the Education of Teachers (UCET)
Inspired Youth	University of Derby
Kineton Playgroup	University of Hertfordshire
Knowsley Early Years	University of Southampton
Learning Mentor (Primary School)	University of Wolverhampton
Liverpool John Moores	Warwickshire Local Authority - Children Young People & Families
Local Authority Children's Centre	West Berkshire Council
LSC	Woodlands Day Nursery
National Childminding Association	Worcestershire County Council - Early Years and Childcare
National Day Nurseries Association	

### Participants at the regional consultation events

0-11's Children & Families Centre, Wigan	Connexions – Norfolk
Abacus Nursery	Connexions – Nottinghamshire
After Care N.W. Ltd	Connexions – Somerset
Aimhigher Healthcare Strand, South East	Connexions – Suffolk
Akamas	Court Oak Kindergarten
Anthony Road Children Centre BCC	Derby Children & Young People's Dept. Derby City Council
Ashbury Meadow Children's Centre	Derbyshire County Council
Aspect	Derbyshire County Council Adult Community Education Service
Barking and Dagenham Local Authority	Derbyshire County PCT
Barnardo's	Deykin Avenue Nursery
Barnsley Local Authority	Doncaster Local Authority

## Participants at the regional consultation events (cont.)

Bedfordshire Local Authority	Early years & Childcare, Derbyshire
Berkshire Care Association	Early Years Play and Childcare Service, Somerset
Better Choices	Edgbaston Kindergarten
Birmingham City Council Human Resources	Edge Hill University
Birmingham City Council, Childcare and EY Team	Essex Local Authority
Blackburn Early Years Team	Essex YOS
Blackburn with Darwen Borough Council	Foster Carers
Blakenhall Neighbourhood Nursery, Wolverhampton	Fostering Solutions
Bracknell Forest Borough Council	FPM Training
Bridgewater College	George Perkins Day Nursery
Business and Education South Yorkshire	Happy Faces Pre-school
Butterflies Day Nursery, Wolverhampton	Havering Crossroads
C &YP Workforce Lead Bedfordshire	Hempsall Consultancies Limited
C &YP Workforce Lead Cambridgeshire	Hertford Regional College
C &YP Workforce Lead Hertfordshire	Hertfordshire County Council
C &YP Workforce Lead Peterborough	Home-Start UK
CAFCASS	InTrain Ltd
Calcot Services for Children	Kent County Council
Cambridgeshire Local Authority	Kirklees Local Authority
Camden Local Authority	Knowsley Local Authority
Centre of Vocational Excellence	Leicester City Council
CfBT	Leicestershire County Council
Cherry Tree Children's Centre	Leicestershire Early Years & Childcare Service
Cheshire Local Authority	Lifelong Learning UK
Childcare Partnership Managers, JCP	Lincolnshire County Council
Children & Young People's Services, Wigan	
MBC	Little Robins Day Nursery
Children and Young People's Directorate, Stockport Local Authority	Liverpool City Council
Children Families and Social Care, Manchester Local Authority	
Children Services Directorate, Warrington	London Borough of Sutton
Children's & Young People's Dept / Professional Excellence Centre, Wirral Local Authority	London Councils
Children's Services HR, Nottingham City Council	
City College Norwich	LSC East of England Regional Skills Team
Compass Children's Services	Luton Local Authority
Connexions - Bedfordshire and Luton	Manchester Local Authority
Connexions - Cambridgeshire and Peterborough	Manchester Sure Start Partnership
	Muath Children's Centre
Connexions - Cheshire and Warrington	National Childminding Association
Connexions - Derbyshire Limited	National Council for Voluntary Child Care Organisations
Connexions - Essex, Thurrock and Southend	Nestor Healthcare Group Plc
Connexions – Hounslow	NHS
Northamptonshire County Council	Northampton Excellence Cluster
Nottingham Children's Services	St Edith's Pre-school
Nottingham City Council	St Helens Council
Nottingham Trent University	Staffordshire Local Authority
Nottinghamshire Children Centres	Stockport Sure Start
NSPCC	Suffolk County Council
Oxfordshire County Council	Telford & Wrekin Council
	The Children's Society

## Participants at the regional consultation events (cont.)

Parents and Children Together	The Children's Resource Centre
Patchwork Ltd	The Children's Trust (Greenwich)
Pre-school Learning Alliance	The Fostering Network
Kensington and Chelsea Local Authority	The Princess Alexandra Hospital NHS Trust
Rochdale Local Authority	Thurrock Local Authority
Rochdale Sure Start	Thurrock SSAT/14-19/ AimHIGHER
Royal Borough of Windsor and Maidenhead Local Authority	TLC Neighbourhood Nursery, Wolverhampton TNG
Rutland County Council	University of East Anglia
Salford Foster Care Association	University of Northampton
Salford Homestart	University of Nottingham, School of Nursing
Sandwell Local Authority	Vocational Advisor
Skills for Care	Voluntary Sector Training Organisation
SkillsActive (Playwork)	Wakefield Local Authority
SkillsActive East Midlands	Warrington Borough Council, Fostering Team
Somerset CC, Children's Centres	Warwickshire Assoc of Youth Clubs
Somerset College / CoVE	Warwickshire County Council
Somerset Local Authority	Warwickshire County Council
South East Essex College	WDGS Oldham Local Authority
South Essex Teaching Confederation	Westminster, Kensington, Chelsea EIC
South Leicestershire College	Wirral Local Authority - Social Care
Southend Local Authority	
Southern Derbyshire (NHS) Workforce Dev Team	Wolverhampton EY and Childcare Service
SPDNS Nurse Care	Worcestershire County Council EYCS

### Integrated Qualification Framework consultation

At the same time as the stage three SSA consultations, CWDC also consulted on the Integrated Qualification Framework. In partnership with the Children's Workforce Network (CWN), CWDC hosted a series of regional events to explore key proposals and implications of the forthcoming Integrated Qualifications Framework (IQF). Delegates were able to discuss the inclusion criteria and trial units for the IQF and learn more about how the new framework will fit with the existing QCA Qualifications and Credit Framework. The workshops also explored recognition of prior learning and potential issues that may arise from the IQF.

The results from this consultation contributed to the SSA stage three and helped to frame the action plan and potential solutions relating to qualifications development and career progression. Engagement at the five regional events totalled 367 individuals and 283 organisations. The IQF will also be integral to the Sector Learning Strategy and will support the implementation of Priority Three of the SSA in relation to qualifications and training.

### Third Sector

A contractual relationship has been established between CWDC and NCVCCO in order to ensure the involvement of the Third Sector in CWDC activities and to feed in the voice of the sector on workforce and related issues. This has been done through, publicising events and consultations, supporting and assisting VCS involvement in events, focus groups, development activities, providing a two-way communication route to enable the VCS to express their views and priorities to CWDC and feeding in the views of the NCVCCO Workforce Development Task Group.

To ensure that representation from the Third Sector was included in the SSA stage three consultations, the invitations to the regional events were issued to representative organisations. In addition, the SSA priorities and potential solutions were shared with NCVCCO who then tested the stage 3 SSA information with their members and fed back their collated responses on their behalf to CWDC at a reference group meeting.

### **Trade Unions**

A joint meeting between CWDC, Skills for Care and representatives from relevant trade unions was held in October to discuss the key SSA issues and the model trade union action plan for sector skills agreements. The meeting provided the opportunity to introduce the proposed solutions as part of the early action plans and to identify where trade union involvement would be sought.

It was agreed that formal sign up would be achieved via an exchange of letters between CWDC and Unison on behalf of the TUC.