

NATIONAL COUNCIL OF  
VOLUNTARY CHILD CARE ORGANISATIONS  
*helping charities help children*

# A beginner's guide to Children & Families' Workforce Development

The basics of what you need to know and where  
to go to find out more

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## Foreword

There has never been a more important time to support learning and development for staff and volunteers in the children and families workforce, nor a more confusing environment in which to do it! This is why NCVCCO were keen to work with Home-Start UK to develop their initial ideas for this publication, and why CWDC agreed to fund its production.

This is a fast moving area of policy and practice which affects us all at varying levels. Things will continue to change; for example, the Government will shortly be publishing a White Paper taking forward the ideas in Care Matters, which will have major implications for many areas of the children's workforce.

The facts contained within this publication provide a base line on which organisations can build their knowledge of the changes and opportunities which most apply to their particular staff, volunteers and services. It also includes pointers to reliable sources of further information and helpful advice at the end of each section on how the issues described might be relevant to your work. The appendices are designed to help you seek further information and make sense of the confusing plethora of acronyms!

Workforce development is an important mechanism through which the aspirations of Every Child Matters can be made real within children's services. Shared standards and ways of working will help organisations work together better, help staff and volunteers move between employers and give children and families a better understanding of what they have the right to expect from good services.

We are aware that in the current climate of short-term contracts and grants, uncertain funding levels and changing funding relationships at local level, it is asking a great deal of voluntary organisations to invest in workforce development.

But we also know that the children and families voluntary and community sector has a commitment to its service users which is second to none, and this motivation will assist us, as individual workers and collectively within organisations, in rising to the challenges of workforce development.

I hope this guide is a useful support to you and your organisations in developing your people and your services for the benefit of children and families.

Please contact us if you have ideas or views to share on the booklet, or on workforce development more broadly.

Maggie Jones  
Chief Executive  
NCVCCO

# 1. Introduction

## **What we mean by the children's workforce**

*The principle services used by children, young people and families are early years and childcare, play, health, schools and colleges, youth work, sport and leisure, family support and children's social care, as well as a range of specialist services. There are around 2.8 million people in the paid children's workforce. A further estimated 1.5 million work on an unpaid, voluntary basis.*

**Children's Workforce Strategy, 2005**

## **Who is this for?**

This publication is for individuals and organisations that are uncertain about what 'workforce development' means in relation to children's services. You may not know what you are required to do, or not know how to get involved with workforce development. You may be overwhelmed with the new expectations for organisations and be uncertain as to which ones are urgent.

This booklet introduces the main features of the children's workforce development agenda and explains why these are important. It concentrates on the basics but includes information about where to go to find out more.

It is not intended as a best practice guide to all aspects of training and development. The focus here on the 'workforce development agenda' is used to mean the changed expectations and requirements arising from recent legislation and the major restructuring of services which have taken place – and will continue to take place – in children's and family services.

## **What is driving the children's workforce development agenda?**

The pressure to develop the children's workforce comes from several places:

- Economic pressures, government policy and society's expectations have all resulted in more parents (mainly mothers) joining the workforce and therefore more children needing pre-school, before and after school care.
- The falling birth rate and increased life expectancy means that the UK faces a skills shortage. This means there may not be enough suitably qualified workers for children's services.

- Fears that the UK is falling behind in terms of competitiveness is partly blamed on the quality of vocational training. This is linked to evidence that we have low literacy and numeracy standards. One of the solutions for these problems is to reform qualifications and develop a Skills Strategy.
- Better understanding of dangers faced by children and the investigation of individual cases of abuse has led to new legislation. The recent Children Act gives much clearer guidance as to how services are delivered and specifies the level of qualifications that workers within the service must have.

The idea of a 'children's workforce' only appeared in the last few years. This term is shorthand for a children's, young people's and families' workforce – all those workers involved with children, young people and their families and carers. Every Child Matters 2003 and the Children Act 2004 identified the dangers of services which were split into the categories of education, health and social care. The professional traditions and work practices of each sector were seen as barriers to the sharing of information and collaboration. Within the groups that make up this new group, the children's workforce, are existing professions with well established qualification structures – roles like teachers and social workers – as well as jobs which have a more recent system of qualifications – roles like youth workers and child minders.

There are also practitioners who are outside any qualification framework. Many of the jobs within the children's workforce have traditionally been female and part-time. Many have been low paid. Some types of work started as informal or voluntary roles, with unqualified workers. Some work remains unpaid. There is still a lack of clarity about which aspects of the workforce development agenda apply to voluntary workers. What is clear is that safeguarding principles and procedures apply to all working in a paid or unpaid capacity. In all other areas it will be necessary to check more detailed, possibly local, guidance and interpretation of legislation. There are also specialist roles for which a qualification does not yet exist. This diverse and fragmented workforce has traditionally not had a common understanding of the skills, qualifications and standards which are needed.

'Developing' the children's workforce is now seen as important because we need high quality services for children. We need the best possible care and education for children and one way to achieve this is to develop high standards of training linked to a qualifications structure. We also need enough workers: more people will be attracted into the sector if there are opportunities for progression and the respect which comes with a recognised profession.

All of these factors have come together and the result is that the sector is involved in a period of change and development. Workforce development is moving the children's workforce forward and this is an exciting period to be involved.

*“Such a workforce will be one that people aspire to join and are loath to leave. A workforce that inspires trust and respect from parents and carers, as well as from children and young people themselves.”*

**Margaret Hodge, MP, Minister for Children, Young People and Families, Forward to the Children’s Workforce Strategy, 2005**

### **Is the children’s workforce development agenda relevant for Wales, Northern Ireland and Scotland?**

The UK-wide Children’s Workforce development agenda is being taken forward by Skills for Care & Development, the Sector Skills Council for Social Care, Children and Young People. The member bodies of this SSC are:

- Care Council for Wales
- Northern Ireland Care Council (NISCC)
- Scottish Social Services Council (SSSC)
- Skills for Care (previously Topps England)
- Children’s Workforce Development Council (CWDC)

Scoping & Mapping of the Early Years & Children’s Services Workforce in Wales is an exercise conducted in 2006 which is pointing in a similar direction to that which this agenda is taking in England, but is at an earlier stage. The National Review of the Early Years and Childcare Workforce (2006) in Scotland is doing a similar job and in Northern Ireland, the Northern Ireland Social Care Council has a Sector Learning Strategy which, in a less detailed way, appears to be moving in the same direction.

## 2. Induction

### Induction and workforce development

Induction is an essential component of development for the children's workforce. New staff joining organisations and existing staff moving to new posts from 2007 can start with expectations in terms of training and development that match the vision of the **Children's Workforce Strategy 2005**. This will mean that they should feel that there will be opportunities to enhance their skills and build careers which may develop within and beyond their immediate role. They will expect to work comfortably with children's workers from other organisations and teams. They will start with an understanding that safeguarding children is an individual responsibility but one shared between all individuals and agencies that work with them. Therefore getting induction right in this new climate is both important and challenging.

All organisations will usually have some kind of induction programme for new staff, from the formally structured, detailed programmes of large organisations, to much more informal and individual arrangements made by the very smallest organisations. The information in this section explains new expectations in terms of induction and the new resource which exists to deliver these. If your organisation currently has a low key approach to induction, there are opportunities and support available to help you develop and improve induction for your staff.

### New expectations and requirements

In September 2006 the **Children's Workforce Development Council (CWDC)** published the **CWDC Induction Standards**. These include some underpinning principles and values and seven Standards:

- Standard 1 Understand the principles and values essential for working with children and young people
- Standard 2 Understand your role as a worker (employed/self employed)
- Standard 3 Understand health and safety
- Standard 4 Know how to communicate effectively
- Standard 5 Understand the development of children and young people
- Standard 6 Safeguard children (keep them safe from harm)
- Standard 7 Develop yourself

You can download a copy of the Standards from:  
[www.cwdcouncil.org.uk/projects](http://www.cwdcouncil.org.uk/projects)

From September 2006 these are the recognised standards to meet the requirements of the National Minimum Standards that support the Care Standards Act 2000. Those children's organisations which provide children's social care should be already using the CWDC Induction Standards. The CWDC Standards *replace* the induction and foundation standards published by Topss England in 2001 (Topss was the organisation representing adult social care, which is now Skills for Care). For other children's organisations the standards are being piloted from October '06 - September '07 and potentially developed further. Guidance for wider implementation will be issued in September 2007.

## Using the standards

For social care staff it is expected that induction should be completed before a new member of staff is considered 'safe to leave alone with responsibility' for children or young people in their care, and that should be achieved within a

period of 24 weeks of starting work. The CWDC has produced an Induction Workbook as a tool for working through the standards to plan how these will be met and to record evidence of learning. When the induction is completed the line manager signs a Certificate of Successful Completion which a worker will take with them if they move to another employer with the children's workforce.

## Links to the Common Core and NVQs

The standards are mapped to the **Common Core of Skills and Knowledge** for the children's workforce, introduced as a result of **Every Child Matters** (see Section 3: Continuous Professional Development). Staff inducted using the CWDC Induction Standards will have covered most of the skills and knowledge required for the Common Core. The Induction Standards are also mapped to the **General Social Care Council (GSCC) Code** for social care workers and to Health and Social Care NVQs at levels 3 and 4.<sup>1</sup>

## Local training

Ten local authorities are piloting integrated (delivered to mixed groups from different occupations and agencies) training programmes based on CWDC Induction Standards. Check your local **Children's Workforce Development Plan** (it should be on your local authority website) to see if your authority is one of them. It may be possible to access this training.

## Learning Mentors' Induction

From April 2007 the Children's Workforce Development Council will roll out the new, revised, Learning Mentor Induction Training programme. This is a five day, level 2/4 programme, which is based on the CWDC Induction Standards and the

<sup>1</sup> You'll find an explanation of what 'levels' mean in the section on qualifications

Common Core of Skills and Knowledge. The new programme includes generic and role specific modules. Responsibility for the Learning Mentor initial training programme transferred from the DfES to the CWDC in 2006. More information on Learning Mentor training can be found at [www.cwdcouncil.org.uk](http://www.cwdcouncil.org.uk) and [www.standards.dfes.gov.uk](http://www.standards.dfes.gov.uk) or by emailing [Improgramme@cwdcouncil.org.uk](mailto:Improgramme@cwdcouncil.org.uk).

## **Training, Support & Development Standards for Foster Care**

The CWDC is also working on Training, Support and Development Standards for Foster Care, which will be launched in May 2007. The standards build on the CWDC Induction Standards and have been adapted to meet the needs of foster carers, and to reflect their unique position of looking after children in their own homes. Underpinned by the same principals and values as the Induction Standards, this is a set of seven standards which will apply to foster carers at the pre-approval, induction and development stages of their career. The standards will be accompanied by a training framework that will allow flexible routes for foster carers to learn and develop. In the same way as the CWDC Induction Standards these are mapped to the Common Core of Skills and Knowledge and the NVQ in Health and Social Care. A workbook which will be a tool for people working through the standards will be launched in June 2007. CWDC sees 2007/8 as a period in which to explore their detail, content and initial implementation with the Training, Support and Development Standards for Foster Care being in use across England from April 2008.

The standards and guidance will be available to download for free from May with the workbook available from June 2007. See [www.cwdcouncil.org.uk](http://www.cwdcouncil.org.uk) for more information or email [fostercare@cwdcouncil.org.uk](mailto:fostercare@cwdcouncil.org.uk).

## **What are the things we need to do about workforce development and induction?**

- If your organisation provides children's social care, then you should be using the new induction standards *now*.
- If your organisation is providing children's services, but not children's social care, then you could use the period before September 2007 to look at the new standards and consider how relevant they would be for your staff.
- If your organisation employs learning mentors, you should be using the new induction training.
- If your organisation supports foster carers, you should be exploring the use of the new Training, Support and Development Standards for foster care within your induction programme.
- If your organisation is providing children's services, but not children's social care, and is currently reviewing its induction processes, it would be timely to incorporate the learning from the period of piloting these standards up to September 2007.
- It will also be important to consider any other legislation or guidance requirements in terms of induction which still apply to your service, for example health and safety law.

### **Case study:** Family Welfare Association (FWA)

FWA is a national charity that has provided support to children and families in need for over 135 years. FWA helps over 45,000 children and families a year by providing financial, emotional and practical support, especially to those living in poverty. A further 60,000 benefit from FWA educational grants advice.

FWA adopted what were the Topss Induction Standards for use across the organisation in April 2004. Since then, FWA has been giving all new social care staff, on arrival, an induction folder containing a personal letter from the Chief Exec, the Induction Standards workbook, a detailed introduction to their local service, details of in-house training and development available to them, the GSCC Code of Practice and copies of relevant service-related organisational policies. They also all attend a Head Office induction day. New arrivals go through the workbook in supervision with their line manager in their first 12 weeks (it was originally six weeks) with the project. Qualified workers use it as a checklist and those new to social care (most of our new recruits) use it as a means of learning the basic skills and demonstrating their competences.

FWA was involved in the consultations around the development of the Skills for Care and CWDC Common Induction Standards which came into force in September 2006. It was hoped that the two organisations would be able to agree on common standards. Unfortunately this proved impossible, services now have to decide which of the two is more appropriate to their staff. This is not always easy in an organisation that works across age and kinship boundaries. FWA are lobbying hard to get the CWDC to release a pdf version of their workbook, as Skills for Care have done. Aside from these practical difficulties, the new standards have been whole heartedly adopted. Those new to them, joining from other social care organisations, report that they find the process extremely helpful. FWA believes that it gives new staff a flying start in getting to grips with the demands of a new job in what is often for them a completely new working environment.

## 3. Continuous Professional Development

### Continuous professional development and workforce development

The reform of children's services since 2003 has radically changed the way in which planning, delivery, funding and development of services happen. There are new opportunities and expectations in terms of skills, knowledge and qualifications. Existing staff need to be introduced to the changing environment of children's services and to understand how this affects their jobs. This will potentially involve training on developments within their own organisations in response to the reforms and working together to implement those changes. It must also involve **inter-agency** training, as a key concern of **Every Child Matters** is that children's workers should develop a common language, processes and understanding of how to work together to achieve the best outcomes for children.

This section explains the ways in which continuous professional development contributes to workforce development, what the new expectations are and what resources exist to help you implement change.

### Every Child Matters and the 'Common Core'

Every Child Matters proposed that there should be a common core of standards and training to support the development of more effective integrated services across different professions. This is also seen as a way to help people develop their careers, both within their own professions, and across into other areas of children's services. The Common Core is intended to be used for the design of induction, in-service and inter-agency training, whilst building on existing practice. It is seen as a tool for training needs analysis which focuses on supporting individual development. It is also a tool for workforce planning. Eventually it will form part of the qualifications for working with children, young people and families.

**The Common Core of Skills and Knowledge, 2005** was developed by the DfES with service users, employers and representatives of the children's workforce. The prospectus (available on [www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk)) gives a basic description of the skills and knowledge workers need to develop through training, learning or experience in order to do their job well. It is broken down into six areas:

Effective communication and engagement with children, young people, their families and carers

Child and young person development

Safeguarding and promoting the welfare of the child

Supporting transitions\*

Multi-agency working

Sharing information

\* The Common Core prospectus uses 'transition' in this context as 'a change of passage from one stage or state to another'. It means stages such as changing schools as well as personal changes such as family break-up or bereavement.

If you have read this section *before* Section 2, you may be wondering about the relationship between the Common Core and the new Induction Standards for children's workers. See Section 2: INDUCTION for information about how these two sets of expectations have been mapped against each other.

## Developing and retaining staff

The **Children's Workforce Strategy 2005** contains detailed proposals for workforce development drawn from the broad aims contained in Every Child Matters. The strategy focuses on 4 areas:

- Recruit more people into the children's workforce
- Develop and retain more people within the children's workforce
- Strengthen inter-agency and multi-disciplinary working, and workforce **re-modelling**
- Promote stronger leadership, management and supervision

The phrase 'workforce re-modelling' is used here to mean two kinds of development: the changes in the way whole services are organised and also changes in posts which arise from changes to services. Continuous professional development will be important at a time when major changes such as these are occurring. This may mean offering development opportunities so that staff understand the changes, or some development may be necessary to bring about changes to work practices.

The emphasis on developing and retaining more people contained within this strategy suggests that continuous professional development should also focus on supporting staff to see the possibilities for progression and career development. This could be by taking on new responsibilities or a new role within their own organisation, by achieving promotion, by working in a multi-disciplinary or inter-

agency context or by moving into another part of the children's workforce. It is anticipated that the sector as a whole will benefit from a more positive atmosphere when people see children's work as a dynamic, modern sector.

One way this is being delivered is via the **Transformation Fund**. This is allocated to local authorities and offers a number of funding opportunities to the private, voluntary and independent childcare sector to increase the level of qualifications of their staff. Most of the funding is only available to organisations providing **full day care**. However, there is some local flexibility around increasing the qualifications of childcare staff, in a variety of settings, to achieve 'Full Level 3, 4, or 5' qualifications. This flexibility *may* mean that there are opportunities for organisations which provide **sessional day care, crèches, out of school care or child minding**. If you are unclear about what a 'full' qualification means you will find an explanation in Section 5: QUALIFICATIONS.

The Transformation Fund also supports training relating to disability, Special Educational Needs and English as an Additional Language for all childcare and early years staff in the private, voluntary and independent sectors, whether in full daycare, sessional or child minder settings. You can find more detail about the Transformation Fund at [www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk).

## Safeguarding

All organisations working with children and young people have a responsibility under the **Children Act 2004** to safeguard children. The detail of how to carry out these duties are outlined in the guidance issued as **Working Together to Safeguard Children, 2006**. The new guidance is broader than 'child protection' and creates an expectation of working together to safeguard and promote the welfare of children and families.

The specific part of that guidance, which is relevant to workforce development and to continuous professional development, is the requirement that organisations have in place:

*"Arrangements to ensure that all staff undertake appropriate training to equip them to carry out their responsibilities effectively, and keep this up to date by refresher training at regular intervals; and that all staff, including temporary staff and volunteers who work with children, are made aware of the establishment's arrangements for safeguarding and promoting the welfare of children and their responsibilities for that."*

### **Working Together to Safeguard Children 2006, p11**

The detail of that training will be specific to your service and safeguarding policies and practices as a whole should have been reviewed in the light of **Working Together**. There are also new requirements for inter-agency safeguarding training. These relate to the requirement to work collaboratively with others, the implementation of new guidance on information sharing and the use of the **Common Assessment Framework (CAF)**. For more information on safeguarding training, the CAF and inter-agency training, see Section 4.

## What are the things we need to do about workforce development and continuous professional development?

- Map your existing training against the Common Core, to identify which parts of the skills and knowledge you are already delivering
- Explore with experienced staff whether their current levels of knowledge, skill and experience match the scope of the Common Core and develop strategies to up-date and up-skill them where necessary
- Check inter-agency training available locally against the Common Core, to identify if you can access additional parts of the skills and knowledge
- Plan future training and development with a view to covering those aspects of the Common Core which are needed by individuals within your organisation
- If you work in the Early Years sector, explore if locally the Transformation Fund can contribute towards Additional Needs training.
- If you deliver childcare, explore if locally the Transformation Fund can contribute towards raising the level of staff qualifications
- Check that in-house safeguarding training and refresher training meets the requirements of Working Together to Safeguard Children.
- If your organisation supports foster carers, you should be exploring the use of the new Training, Support and Development Standards for Foster Care within your CDP programme.

### **Case study:** Children's Links

Children's Links is a voluntary sector organisation that delivers a diverse range of services for children, young people and families. For example, the development and provision of children's care; training in a range of qualifications; and is the lead agency for the Children's Fund in Lincolnshire.

Since the introduction of the Common Core of Skills and Knowledge framework, Children's Links has focused on incorporating it into staff induction process. This was initiated by holding an awareness raising session at a whole organisation training event. Each new member of staff completes a thorough induction into the organisation which includes the Common Core. The purpose of this is for them to then identify continuous professional development required for them to achieve knowledge and skills in the areas of the Common Core at a level appropriate to their role. This is monitored through a performance management programme.

Children's Links has also carried out a review of performance planning processes. This process means that all staff work with their line manager to agree a plan for the coming year and progress against this plan is reviewed each quarter. During reviews it was realised that the Common Core, whilst there in principle, was not applied to all staff, and could be used in a more role specific way. This has resulted in the Common Core being included in the core competencies area of staff performance plans and each member of staff is required to have, at the very least, an introductory understanding of the six areas of expertise. This is then reflected in their continuing professional development plans, in order to achieve that level.

## 4. Inter-agency training

### Inter-agency training and workforce development

**Every Child Matters** identified that improving services for children involves developing integrated services which will break down organisational boundaries – locally, regionally and nationally. These ‘boundaries’ create problems when one professional, perhaps a school teacher, fails to realise that the information they have about a child or a family may help other professions – perhaps a health visitor – also supporting that family. The **Children’s Workforce Strategy** develops this aspiration by recognizing the need to strengthen inter-agency and **multi-disciplinary** working. The strategy emphasises the responsibility local authorities have to ensure that training and development opportunities are available and accessible to voluntary, community and faith organisations (VCFOs).

**Working Together to Safeguard Children, 2006** also has specific requirements for inter-agency training and development.

### Developing the children’s workforce locally

All local authorities are required to produce a local **Workforce Development Plan** as a component of their Children’s and Young People’s Plan. The first plans had to be in place by April 2006. The process of developing a plan includes addressing the needs of the private, voluntary and independent sector as well as the local authority workforce. Organisations may wish to take into account their local plan and what it offers, when doing their own workforce development planning. These plans can be accessed from local authority websites.

### Safeguarding children

**Working Together to Safeguard Children, 2006** recognised that training on safeguarding and promoting the welfare of children needs to be part of a wider commitment to inter-agency and multi-agency working. The **Local Safeguarding Children Boards** have broad responsibilities to manage the processes and procedures for safeguarding children, and this includes a responsibility to identify training needs and provide inter-agency and multi-agency training. It is important that any organisations’ safeguarding training includes participation in multi-agency training, so as to meet other agencies and workers, and build a trusting common understanding of working together.

### Integrated working

Multi-agency training in ‘signs and symptoms’ of child abuse has been available and valued for many years. New types of safeguarding training being offered *additionally* relate to a new emphasis on integrated working. This means practitioners working together in more integrated front-line services using common processes and tools. Training is available on **integrated working**,

**information sharing**, the **Common Assessment Framework (CAF)** and the role of **Lead Professional**. Training packages are free to download from the Every Child Matters website. The mechanism for information sharing, the Information Sharing Index, now known as **ContactPoint** has been piloted in certain areas and will be available for all local authorities during 2008. This means that the availability and relevance of training in relation to ContactPoint in 2007 will vary. Responsibility for implementing integrated working has transferred from the DfES to the CWDC. During the transition phase information can be found on both the CWDC and Every Child Matters websites ([www.cwdcouncil.org.uk](http://www.cwdcouncil.org.uk) and [www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk)). Copies of Making it Happen, a guide to information sharing and CAF can be downloaded from [www.teachernet.gov.uk](http://www.teachernet.gov.uk); [www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk) and [www.cwdcouncil.org.uk](http://www.cwdcouncil.org.uk) or free hard copies can be obtained from DfES Publications Tel. 0845 60 222 60. For more information or any queries please contact [integratedworking@cwdcouncil.org.uk](mailto:integratedworking@cwdcouncil.org.uk)

## The Common Assessment Framework and Lead Professional

The Common Assessment Framework (CAF) is a framework for assessing children's additional needs for services earlier and more effectively, to develop a common understanding of those needs and agree a process for working together to meet those needs. Your organisation needs to understand and know how to use CAF, so as to avoid the duplication of assessment and dangers of organisations failing children by working in isolation. The new role of lead professional acts as a single point of contact for children with additional needs being supported by more than one practitioner. The legislation allows for whoever is the most appropriate person to take that role. However, for smaller voluntary organisations this responsibility must be considered seriously before taking it on. There is recognition of this and the government expects local authorities to 'take into account the needs and contribution of voluntary and community organisations' in this area.

## What are the things we need to do about workforce development and inter-agency training?

- Get a copy of the local Children's Service Workforce Development Plan and see how your organisation fits in. There may be opportunities for training, development, consultation and, potentially, funding.
- Consider whether your organisation could access inter-agency training which would deliver an aspect of the Common Core of Skills and Knowledge
- Consider opening up your training to other agencies or planning some co-training events/development opportunities
- Access the integrated working (CAF, information sharing and lead professional) training available locally, as relevant.

## Case study: Home-Start West Somerset

Since Home-Start West Somerset was founded in 2002 it has always welcomed the opportunity to work in partnership with other local service providers for the benefit of parents and children, and since 2003 has operated an 'Agency Liaison Referral System'. This involved regular, usually fortnightly, meetings where a representative of each of the local agencies who received any funding from SureStart would be present to receive any multi-agency referrals. This was successful in that referrers and families were being made aware of all the services that may be available to them and also provided an opportunity for professionals from a variety of agencies to establish strong working relationships. However, there were difficulties. The meetings were a heavy time commitment and attendance soon dropped off. Referrers realised that using this system meant a slower reaction than filling in and submitting a direct Home-Start referral. There was also a serious risk of compromising confidentiality as family situations could be discussed around the table.

Since these early attempts at multi-agency working the new information sharing systems, arising from Every Child Matters, have been piloted in Somerset resulting in a series of multi-agency training opportunities that Home-Start staff and, where appropriate, volunteers have joined.

Throughout 2004 to 2006 Home-Start West Somerset has worked in consultation with all partner agencies to develop a system that primarily safeguards children and secondly is workable in an extensive rural area. Home-Start has been able to make a positive contribution to multi-agency work around the database, information sharing pilots, the legal framework and the 'toolkit', while preserving Home-Start's firm stance on confidentiality.

Although the process has raised many questions and is clearly very complex, when asked to sign up to Somerset County Council's Children and Young People's Partnership's 'Information Sharing Protocol', Home-Start West Somerset did so. We were still able to work strictly to their confidentiality policy under the new protocol. The new systems continue to be developed in West Somerset, with the Common Assessment Framework and the work involved in acting as lead professional proving particularly challenging. It appears that for the time being agencies are avoiding this additional workload.

Perhaps one of the most useful examples of inter-agency working in West Somerset was an agency fair that Home-Start West Somerset organised for its volunteers, families, and all the other agencies that it works alongside. A venue was booked for a morning and all the service providers displayed information about their work and committed some staff time to attending to answers questions and establish ways of working more effectively with each other and for families. This was an extremely worthwhile day for parents, professionals, volunteers, and hopefully ultimately for children.

## 5. Qualifications

### Qualifications for children's workers

Many people who work with children and families have professional qualifications that we all recognise and understand. Nurses and teachers, speech therapists and children's social care safeguarding workers all need specialist skills and knowledge which involve study and training, and are recognised by the award of a qualification. However, the children's workforce also includes jobs which draw on skills and experience gained through being a parent and bringing up children. Many people take up work which they feel well equipped to do, because of their parenting experience – work such as child minding, working in a play group or running a youth club. These have also traditionally been part-time jobs, sometimes voluntary, which fit around childcare and parenting responsibilities.

The sector has benefited enormously from the wealth of skill, knowledge, understanding and empathy that this 'unqualified' workforce brings. However an unregulated, unqualified workforce is only as strong as its weakest parts. As society's expectations of how we protect children become more complex, and as more and more children's workers are needed, there is an inevitable shift towards a qualified workforce. **Every Child Matters** identified the need for children's workforce development, and 'common occupational standards' to be linked to modular qualifications. This is still a new aspiration. Many people in the children's workforce are unqualified. What has changed is that they work within a sector which now has a framework of occupational standards which identifies the level of qualification that is appropriate for their job – and identifies opportunities.

For many staff there is no need to remain trapped in an unqualified, low paid role – there will increasingly be ways to gain qualifications bit by bit, whilst working. There is a chance to become part of the creation of new professions and to achieve recognition for the skills and knowledge – play, care and nurturing roles – which society values but rarely rewards.

### What qualifications do workers need?

The qualifications which a worker must have will be determined by a number of factors:

- The most recent legislation covering their part of the sector.

For example, Orchard Play Group which cares for children from 9.30 to 12.30, 3 days a week, is regulated by the Care Standards Act 2000 and the Children Act 2004.

Please note that for some parts of the sector there will be no legislation which requires staff to hold specific qualifications.

- The number of other people doing the same job in their place of work and what qualifications exist within the team as a whole.

Orchard Play Group employs 4 members of staff. The Play Group Leader has an NVQ Level 3 in Early Years Care and Education. One Assistant has a Level 2 certificate in Pre-School Practice and the other is currently studying for her NVQ level 2 in Early Years Care and Education. One member of staff is currently unqualified.

- How long a person had been in post – in some circumstances there is an agreed period within which staff must achieve a qualification. This is often referred as ‘working towards’ a particular qualification.

Claire, the newest member of staff at Orchard Play Group, was a volunteer helper in her son’s primary school before joining the Play Group. She is planning to start an NVQ in the summer.

- Any additional expectations of the individual employer, which reflect their particular circumstances.

Orchard Play Group provides integrated play opportunities for children who are hearing impaired or Deaf. One member of staff has the CACDP Level 2 Certificate in British Sign Language and all members of staff have to achieve Level 1 Certificate in Communication Tactics with Deaf People. The legislation which governs qualifications in the children’s workforce can be found in Appendix 1.

## What are the different qualifications for working with children?

Professional qualifications in the children’s workforce are currently gained in two kinds of ways. There are **vocational qualifications (VQs)** – sometimes called **vocationally related qualifications (VRQs)** – which involve periods of academic study, linked to ‘practice’ – doing the job – whilst being supervised and observed. An example of a vocational qualification is a nursing diploma or degree, which takes three to four years and involves study and examination at a university for 50% of the time and placements in hospitals and the community for the other 50%. VQs include qualifications such as BTEC diplomas and City & Guild certificates.

The other route to a qualification is the system of **national vocational qualifications (NVQs)** which was developed in the 1980s. Unlike the qualifications described above, NVQs are broken down into ‘units’ which are designed to be taken alongside a job. These test what workers can do (skills and competency), rather than what they *know* (theoretical knowledge). NVQs are tested by a system of observation and the ‘under-pinning’ knowledge required is

evidenced in a portfolio, rather than by examination. An example of an NVQ is Children's Care, Learning and Development for child care workers.

For some jobs a VQ or an NVQ may be equally appropriate and the decision as to which route to take will depend on individual circumstances (how old the person is, cost of study, whether the person is currently employed). In other circumstances only one option may exist.

## Who decides what qualifications workers need?

Ultimately the government determines what qualifications are needed for particular jobs and controls this through acts of parliament. The management of this process is carried out by the **Qualifications and Curriculum Authority (QCA)** in England.<sup>2</sup> The QCA is responsible for regulating the school curriculum, qualifications and those bodies which *award* qualifications (organisations such as CACHE or City & Guilds).

The QCA's task in regulating vocational qualifications is supported by the **Sector Skills Councils (SSCs)** whose job is skills development in specific occupational sectors. **Skills for Care & Development** is the Sector Skills Council for Social Care, Children and Young People. Its membership includes the **Children's Workforce Development Council (CWDC)** which covers the work of children's and families' workers in early years, social care and education support. The CWDC works alongside comparable bodies in Northern Ireland, Wales, and Scotland as each Skills for Care and Development has a UK wide brief.

Sector Skills Councils determine the standards for the occupations which they represent by developing **National Occupational Standards (NOS)**. These describe the abilities, knowledge, understanding and skill needed for a particular occupation. They include criteria against which those standards can be measured. NOS have been used *mainly* to structure NVQs, but their relevance is wider and should influence all training in a sector.

## Qualifications – the bigger picture

Currently qualifications in England are structured within the **National Qualifications Framework (NQF)**. This is a 9 level framework which places everything from basic qualifications to higher degrees into relationship with one another. For example, an NVQ Level 5 and a Foundation Degree are at the same level on the framework. When there are references to the need for children's workers to be trained 'up to Level 2' or to have a 'full Level 3 qualification' the levels referred to are these 9 NQF levels. A 'full' qualification is one which is included in the NQF and where all of it has been completed, for example, all the units in an NVQ. Under the current system a distinction is made between nationally recognised qualifications, which are 'on' the framework – things like NVQs or degrees – and local qualifications – things like local Open College Network credits and qualifications linked to a specific organisation, which are not 'on' the framework. This distinction is important to understand because it means

<sup>2</sup> There are similar organisations in Wales, Scotland and Northern Ireland

that those qualifications excluded from the framework are less useful in two ways. They may *not* be recognised externally and cannot be used towards another, higher qualification. And they are less likely to attract funding from Government or other sources.

The qualification system is being reformed and a new approach tested from 2006-8. The new system, called the **Qualifications and Credit Framework (QCF)** will be 'a unit-based qualification framework underpinned by a system of credit accumulation and transfer'. In everyday language this means people will be able to collect parts of a qualification by short periods of study or work-based assessment. These elements (units) will have the potential to be used flexibly, to make up a number of qualifications.

This is designed to incorporate into one system the people who study and qualify at different levels and in different ways. The reform of qualifications is seen as a mechanism which allows people to gain qualifications flexibly, over their working life.

## Qualifications for the children's workforce – the future

For people working in the children's workforce the demand to reform qualifications, prompted by the problems identified in **Every Child Matters**, resulted in consultation in 2005, when the **Children's Workforce Strategy** proposed, amongst other things, the creation of a single **Integrated Qualifications Framework (IQF)**. The IQF fits into the larger process of reforming qualifications as a whole described above. The planning and consultation on the IQF is happening from 2006-7; the first qualifications will operate under this system from 2008 and the system will be developed up to 2010 and beyond.

The structure of the IQF includes generic 'transferable units' that will include the core skills and knowledge that have been identified as essential for the children's workforce. The framework will allow and encourage people to move vertically and horizontally by having 'transition modules' which will help people move from one occupational sector to another.

For example, Tom is a volunteer in his local youth club. When asked to take on a paid role to support the youth worker, he takes a level 2 Youth Support Worker NVQ as part of the requirement for this paid post. Tom enjoys the work so much is interested in changing his day job, as a bus driver, to full-time youth work. Over the next few years Tom takes various units of qualification, when he can fit them in. He finds that the transferable unit on transitions particularly interesting as he feels passionately that difficulties arise for young people because of inadequate communication between schools and families. Tom is able to start a Foundation Degree when he begins work as an Education Welfare Officer, as this earlier youth worker training contributes towards the entry requirements for his degree *and* his new post.

## Case Study: Home-Start Staffordshire Moorlands

Home-Start is a family support organisation which in the year 2005-6 supported 70,000 children in 34,000 families. Home-Start local schemes, such as Home-Start Staffordshire Moorlands, recruit volunteers to visit families at home and offer friendship and informal support to parents with young children. Home-Start organisers are not covered by any regulatory qualification requirements and currently staff and trustees make decisions about qualifications locally, in response to the needs of individual schemes. Home-Start is involved in a national project during 2007 to review policies on qualifications and accreditation for staff and volunteers.

Louise, Senior Organiser at Home-Start Staffordshire Moorlands has been exploring the relevance of a variety of qualifications: "I'm particularly interested in staff qualifications and helping staff access qualifications that fit within the new framework. I think we owe it to our staff, organisation and to the families and volunteers to ensure that all staff within Home-Start are appropriately qualified. I decided to take additional qualifications myself and could have got funding to do a degree in Early Years from the local Early Years Unit – but to do that you need to be working in an Early Years setting. The local courses are focused on early years provision and are very practice based, and so aren't directly relevant to our job as we work with parents rather than directly with the children. The issues I am covering in the courses I have chosen seem far more relevant. I'm picking modules from Health and Social Care and Social Work through the Open University (OU), to either make a degree in Health and Social Care, or in Children and Young People. Many of the OU courses are very relevant to Home-Start work and I'm aware that other organisers are doing the same. I chose this route as these courses bear a close relationship to what we are doing at Home-Start whilst giving some background of the issues for professionals and settings that we work with.

The issue of funding is a thornier problem. The scheme currently has no funding in place for qualifications, indeed keeping the scheme open at present levels is the main priority. Consequently I am self funding and have no study leave. I am finding the courses incredible useful though very difficult to fit in."

## What are the things we need to do about workforce development and qualifications?

- Qualifications achieved within older systems – things like NNEBs – are still appropriate. There is no need to worry that qualifications achieved more recently will become out of date. However, it is important to keep an eye on the legislation covering your work to check that the people doing a job have the correct qualifications
- Workforce development in the short term will have more of an impact in terms of additional training than new or changed qualifications. However, new features of development and training such as the **Early Years Professional Status (EYPS)** – see Section 6 – may be a way to enhance existing qualifications and make them fit for the future.
- You can find out more about the IQF and what it might mean for you by keeping a watch on the Children’s Workforce Development Council website [www.cwdcouncil.org.uk](http://www.cwdcouncil.org.uk) and go to the IQF section. This will keep you up to date on consultations which may be particularly relevant to your area of work
- The IQF will mean that there are exciting opportunities from 2008 to develop new qualifications for you or your staff
- Contribute to consultations – make sure your organisation’s needs are heard

## 6. Development and moving on

### Development, moving on and workforce development

The Children's Workforce Development Strategy 2005 promotes the idea of an integrated workforce where opportunities exist to take on new challenges, to develop experience, skills and qualifications and to have flexibility of movement within and between organisations. The wider message for all in the children's workforce is that the best way to recruit and retain people is also to give them opportunities to develop. Organisations which can demonstrate that they value staff in this way are likely to be able to attract new and energetic recruits. However, the cost of good practice in this area is significant for the voluntary sector and any small organisations. There has to be a clear purpose in investing in staff development when it may also result in people moving on. This section explores the opportunities which come with the new workforce agenda and makes the case for why supporting staff to develop and move on is an important challenge for the children's workforce.

### Opportunities with an Integrated Qualifications Framework

The Integrated Qualifications Framework, under development in 2007, with the first mapped qualifications from 2008, is a mechanism by which training can meet the needs of a particular post, whilst having a wider value within the children's workforce. It not only gives staff the chance to take units of qualification which will equip them to progress within a specific job but also to add to these at a later stage. This enables staff to work in a more senior role, or in a different but parallel role, and possibly to move to another occupational group within the children's workforce. This is a development for the future, but one which should be watched and taken into consideration when planning. It is explained in greater detail in Section 5: QUALIFICATIONS.

### Foundation degrees and Early Years Professional Status

Another feature of the children's workforce development strategy is to raise the status and recognition of workers. There is a particular need to achieve this within the Early Years field, where until recently the only graduate level qualification available was a teaching degree. This resulted in settings such as larger nurseries and Children's Centres, being managed by people with a qualification in education, health or social work, rather than care. New qualifications, **Foundation degrees**, were introduced in 2001. These awards are delivered flexibly and integrate academic and work-related learning. They were introduced to encourage people who had relevant work experience and vocational qualifications to achieve a degree level qualification. For more information about Early Years Foundation degrees see the SureStart website [www.surestart.gov.uk](http://www.surestart.gov.uk).

**Early Years Professional Status (EYPS)** was introduced in 2006 to create a professional standard for those who lead practice with children from birth to the end of the **Early Years Foundation Stage**. The new Early Years Professionals are expected to lead and support other practitioners and to model the skills and behaviours which safeguard and support children. EYPS is supported by a set of national standards and is at level 6. It is equivalent in level to **qualified teacher status (QTS)**. There are 4 pathways to become an Early Years Professional: if you already have all the relevant knowledge and experience you can go through a process of ‘validation’ which assesses you and awards the status. There are also two kinds of ‘extended professional development pathways’: a short route which takes 6 months (part-time) and a mixture of assessment and training in those parts of the skills and knowledge which are missing and a long route, taking 15 months (part-time). Lastly, it is possible to train as an EYP on a 12 month full-time training programme. You can find out more about Early Years Professional Status at [www.cwdcouncil.org.uk](http://www.cwdcouncil.org.uk).

These two Early Years developments are linked to the aims within the **Choice for Parents: a ten year childcare strategy, 2004**, for all full daycare settings to be led by graduate level practitioners and for all those working in full day care settings to be qualified at Level 3. The CWDC is leading on this strategy and is proposing more specific qualification targets for Early Years workers.

## Championing Children

The Children’s Workforce Development Strategy addressed the concerns around leadership within the sector which had emerged within Every Child Matters.

**Championing Children, 2006** was developed to “establish a common understanding of the distinctive and different abilities required by managers of children’s services who are responsible for teams that include professionals from different sectors and backgrounds; and for services that break the mould.” Whilst this is a significant level of responsibility, there are equally complex management roles within quite small voluntary sector organisations which ‘break the mould’. Championing Children is a framework which covers seven aspects of management and/or leadership, followed by key knowledge, skills and behaviours required.

### Championing Children Framework

1. Achieving outcomes
2. Safeguarding and promoting the welfare of children
3. Providing direction
4. Leading and managing change
5. Working with people
6. Managing information
7. Communication and engaging effectively with children, young people and families

Championing Children has been described as a ‘cultural recipe book from which individuals, services and organisations can plan their menus’. Although it is non-statutory guidance it will help with the leadership tasks involved in building new teams, or delivering change, for example around working in the new information sharing environment. A resource book is available to download from the CWDC website and hard copies are available free on request from [integratedworking@cwdcouncil.org.uk](mailto:integratedworking@cwdcouncil.org.uk). More information about Championing Children can be found on the CWDC website [www.cwdcouncil.org.uk](http://www.cwdcouncil.org.uk).

## New types of worker

A further feature of the changes in the children’s workforce has been a reassessment of who does what, and with what kinds of responsibilities. For example workforce re-modelling in schools has meant higher level classroom assistants have enhanced roles alongside teachers. The developing of multi-disciplinary teams, for example ‘teams around the child’, involves people working together and the inevitable need to renegotiate professional boundaries. There is a growing awareness of gaps and failures in traditional care and education, leading to an interest in developing the European profession of **pedagogue** who works in a way that combines social care and education. Pedagogues focus on children’s development as social beings. These kinds of initiative, many localized, or pilots and tentative at this point in time, are never-the-less part of the cultural shift in children’s work. There are opportunities for organisations to explore new ways of working and develop new types of worker. This could be in terms of how services are evolving – with children’s centres and extended schools being only the most visible features of this change – but also in how funding is allocated locally and made available nationally to achieve change.

## Recruitment to the children’s workforce

A serious concern was expressed in the Children’s Workforce Development Strategy, and in the government’s skills review, the **Leitch Report, 2006**, around future shortages of recruits and qualified people in the children’s workforce. This means that there is a need to consider more flexible ways to join the workforce and gain qualifications. Smaller organisations and voluntary organisations have an important part to play in encouraging volunteers to consider these careers. Because the voluntary, community and faith sector often work with vulnerable groups and people who may initially not have the confidence to consider training, they can potentially recruit from groups which others have difficulties in reaching. There is also a need to develop a more diverse workforce, especially in terms of gender (there are more women than men), disability and ethnicity. This cluster of issues around recruitment is a consideration in relation to development, not for your existing staff, but for the access you have to volunteers and clients. These people may want to work in a field where they have learnt new volunteering skills, or where they value the support received. ‘Workforce development’ can mean the wider task of offering training, tasters and mentoring opportunities to bring people into your area of work.

## What are the things we need to do about workforce development and moving on?

- Keep in touch with developments around the Integrated Qualifications Framework. If you, or a member of your staff, are planning to undertake a qualification in the future, ask how it is envisaged this will fit within the Framework.
- If you currently offer a qualification to staff, or deliver qualifications more widely, this is the time to find out where these would feature in the IQF.
- If you work in Early Years consider whether a Foundation Degree or EYPS is appropriate for you or for a member of staff you work with, or for your setting.
- If you work in a management capacity, consider whether Championing Children provides you with tools for development.
- If you deliver training to managers, or work as part of a management team, discuss the potential of Championing Children.
- Consider the possibilities of developing new roles and types of worker, rather than distorting new developments by appointing people with previously fixed professional boundaries
- Consider whether your service can offer routes into the workforce for volunteers or service users
- Keep up to date with new resources that become available – see section 8 below.

### **Case study:** The Children's Workforce Learning Network (CWLN)

The Children's Workforce Learning Network was launched as part of the Learning Resource Network initiative and is the only learning network based in the Voluntary Sector, for staff and volunteers in the voluntary and community sector who work directly with children, young people and their families. It is a partnership between NCVCCO and the Open University in the South West region.

The provision of Openings courses was one of several initiatives to bring learning opportunities to those working in small projects who may find it difficult to access training and qualifications because of geographic isolation or funding issues. These are 'bite-sized' 20 week courses, called "Understanding Children" and "Understanding Management". The materials provide lots of tips about study skills as well as excellent content. There are three assignments and each student is supported by an Open University tutor over the telephone. The tutor provides constructive feedback on the assignments and upon completion of the course the student gains 10 credits at undergraduate level 1 which counts towards further study.

Most feedback has been very positive with students saying that this opportunity has given them confidence in their own ability to study and has encouraged them to think about their future development.

For example, one project worker who cited the Openings course as her motivation: "I really enjoyed the course and applied to go on to do a degree course in Social Science once it was completed... [thanks to] this opportunity to explore higher education and find out whether it was the right direction for me." Another worker from a SureStart project has signed up for the Foundation Degree in Early Years.

A range of staff and volunteers have come forward from small, hard to reach projects all over the South west region such as Clover House (Natural Healing for Children in Bath), the Iranian Community group in Bournemouth and the Mukida parenting support project in Plympton. They have also benefited from careers advice available from the Open University.

## 7. Conclusion

*“We have set an ambitious agenda, and we are clear that we must be realistic about the pace of change. Developing a world-class workforce cannot be achieved overnight... This is only the start of the journey.”*

***Beverley Hughes, MP, Minister for Children, Young People and Families, Forward to the Children’s Workforce Strategy Update, Spring 2007***

### Following the agenda and keeping in touch

The information you find here will be slightly out of date by the time you read it. This publication can only give you a snapshot at a certain point in time of the children’s workforce development agenda and provides an overview from which you can develop a more detailed understanding of those parts of the agenda which are most relevant to your work. However, the only way you will keep up to date is through regular reading of publications and watching for developments in a few key websites. We suggest in Section 8 the most useful places to go for this information which will keep you in touch. You also need to participate in local networking opportunities both within children’s services and within the voluntary, community and faith sector.

### Being heard

The children’s workforce development agenda is about changes in the behaviour and culture of organisations – not simply about a new set rules and regulations. Any period of change will feel difficult at times. It is important that as this agenda develops your organisation changes, but also that the agenda is responsive to your organisation’s needs. New initiatives are regularly consulted on. Make sure you have your say and help build the children’s workforce of the future.

## 8. Appendix 1: where to go for information and help

### **Children's Workforce Development Council (CWDC)**

CWDC is one of five bodies forming the UK Skills For Care and Development Sector Skills Council and coordinates the Children's Workforce Network.

The CWDC aims to improve the lives of children and young people. It will do 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.

CWDC works in the interests of a range of sectors covering about 500,000 workers, including early years and childcare, education welfare and social care for children and young people. Further information is available on [www.cwdcouncil.org.uk](http://www.cwdcouncil.org.uk).

### **Every Child Matters** [www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk)

The Every Child Matters website is a Department for Education and Skills (DfES) website which brings together current information and guidance arising from Every Child Matters across education, health, social care and youth justice. It includes sections on delivering services, on strategy and governance, information for parents and information for children and young people.

### **National Association for Voluntary and Community Action (NACVA)**

The NAVCA is the national voice of local voluntary and community sector infrastructure in England. Its purpose is to promote local voluntary and community action nationally. NACVA does this by providing its members with information, advice, networking and learning opportunities, support and development services. It also works closely with other national bodies to ensure a collaborative approach to policy development. Further information is available at [www.navca.org.uk](http://www.navca.org.uk).

### **National Council of Voluntary Child Care Organisations (NCVCCO)**

The NCVCCO is the leading umbrella organisation whose members are all voluntary organisations that work with children, young people and their families.

It provides information such as publications and briefings, consults members on child care and family issues and represents members' views, to central, regional and local government. Its unique strength is in the collective power, voice and influence it can have to promote the children's voluntary sector and campaign for positive change on behalf of children and families. Further information is available at [www.ncvcco.org.uk](http://www.ncvcco.org.uk).

### **National Council for Voluntary Organisations (NCVO)**

The NCVO gives voice and support to voluntary and community organisations. It is the largest umbrella body for the voluntary and community sector in England with sister councils in Scotland, Wales and Northern Ireland. It is a lobbying organisation, involved with research into, and analysis of, the voluntary sector. The NCVO provides information, advice and support to others working in or with the voluntary sector; they produce books, reports, toolkits and briefing papers, run conferences, manage and facilitate networks. Further information is available at [www.ncvo-vol.org.uk](http://www.ncvo-vol.org.uk).

### **National Council for Voluntary Youth Services (NCVYS)**

The NCVYS is the independent voice of the voluntary youth sector in England. NCVYS' aims include improving the quality of work with young people by developing, supporting and promoting best practice and standards within organisations. Member organisations can access information, networking opportunities, representation, and advice, training and development services. Further information is available at [www.ncvys.org.uk](http://www.ncvys.org.uk).

### **SureStart**

SureStart is a Government programme which aims to achieve better outcomes for children, parents and communities by:

- increasing the availability of childcare for all children
- improving health and emotional development for young children
- supporting parents as parents and in their aspirations towards employment.

SureStart achieves its aims by helping services development in disadvantaged areas alongside financial help for parents to afford childcare and by rolling out the principles driving the SureStart approach to all services for children and parents. The SureStart website contains useful information for parents, available at [www.surestart.gov.uk](http://www.surestart.gov.uk).

### **TeacherNet**

Information for people working in schools, but with a focus on information that is most relevant to teachers and parents is currently available on TeacherNet. Information for all those working in schools, including school support staff, will be brought together on the schoolsweb site, planned for August 2007. [www.teachernet.gov.uk](http://www.teachernet.gov.uk).

### **VCS Engage**

VCS Engage is an 18-month programme for engaging the Voluntary and Community Sector in Every Child Matters (ECM) ending in March 2008. The purpose of the VCS Engage programme is to engage the VCS in the new framework for planning, commissioning and delivering services for children, young people and families. This will be achieved through tailored training packages, equipping the sector with the skills and knowledge they need to engage with Local Authorities and work within the ECM agenda. The programme is funded by the Department for Education and Skills. Further information is available at [www.vcsengage.org.uk](http://www.vcsengage.org.uk).

## Workforce Hub

The UK Workforce Hub helps voluntary and community organisations make the best of their paid staff, volunteers and trustees through workforce development. Their work falls into four main areas: learning and skills, human resources and employment practice, leadership and working and volunteering in the voluntary sector.

The Hub works with partners across the sector so that:

- more people come to work in the sector
- people who already work in the sector, as paid staff or volunteers, can continuously develop their skills
- people can develop their management and leadership skills
- organisations find it easy to be good employers and manage all their human resources to the best effect.

Further information is available at [www.ukworkforcehub.org.uk](http://www.ukworkforcehub.org.uk).

## 9. Appendix 2: legislation, government strategies and guidance

**Every Child Matters, 2003** was a government green paper (a consultation document) which was published as a result of the enquiry into the death of Victoria Climbié. It made a series of proposals for reform of the system in place for safeguarding children in England. Every Child Matters introduced a vision for the outcomes that mattered most for children:

**Be healthy**

**Stay safe**

**Enjoy and achieve**

**Make a positive contribution**

**Achieve economic well-being**

The proposals for achieving this focused on four main areas:

- Supporting parents and children
- Early intervention and effective protection
- Accountability and integration – locally, regionally and nationally
- Workforce reform

The last two of these points are important influences in shaping workforce development now and for the foreseeable future. Every Child Matters (ECM) is linked to a series of government acts, programmes and strategies which took that consultation forward:

- **Every Child Matters: next steps, 2004** reported on the results of the ECM consultations.
- **Children Act 2004** provides a legislative foundation for reforming of children's services.
- **Every Child Matters: Change for Children, December 2004:** the government programme to implement Every Child Matters, parts of which are statutory requirements under the Children Act 2004. This established a national framework for local 'change programmes', so that services were reorganized around children and young people. Change for Children is the programme which has re-structured local authority services and brought into being the new Children's Services departments. Change for Children developed the ECM '5 outcomes' into an 'outcomes framework' for the purposes of measuring success in achieving the outcomes.

- **Choice for parents, the best start for children: a 10 year strategy for childcare, December 2004:** set out a long term vision for increasing the choice, availability, quality and affordability of childcare.
- **Children's Workforce Strategy 2005:** a consultation on how to implement the workforce development proposals contained in ECM.
- **Working Together to Safeguard Children 2006:**
- **Championing Children 2006:** is a framework, which has been developed to establish a common understanding about the particular abilities required to lead and manage multi-agency teams in children's services. In these services, professionals from different sectors come together to work around the needs of children.

Developments in children's services link across to key government legislation and reports in education and training:

21st Century Skills, July 2003, was a white paper which outlined a strategy for ensuring that employers have the right skills available to them to support the success of their businesses, and for individuals to gain the skills they need to be employable and personally fulfilled. Skills: Getting on in business, getting on at work, March 2005 developed the strategy further.

The reforms include:

- an emphasis on the role of employers in training, supported by Sector Skills Agreements
- supporting individuals in gaining the skills and qualifications they need,
- reform of the Further Education sector
- modernising the vocational qualifications system.

### **Leitch 2006**

This review of UK skills which reported towards the end of 2006 identified UK skills as fundamentally weak by international standards. The review made recommendations which include:

- strengthening employer 'voice' in decisions around skills
- strengthening the role of Sector Skills Councils (SSCs) and funding only for vocational qualifications approved by SSCs
- increase adults skills
- streamlining government funding for adult skills and increase employer investment in intermediate level skills
- improve higher level skills
- create an integrated employment and skills system

## 10. Glossary

**Awarding body** – an awarding body is an organisation which is formally recognised by the Department for Education and Skills to offer qualifications of a specific type, within a sector or subject area and at agreed levels. For more information see [www.qca.org.uk](http://www.qca.org.uk).

**Child minding** is looking after one or more children under the age of 8, to whom you are not related, on domestic premises, for reward and for a total of more than 2 hours in any day (definition used for the purpose of legislation). For more information see [www.surestart.gov.uk](http://www.surestart.gov.uk).

**Common Assessment Framework (CAF)** is a framework to help practitioners assess children's additional needs for services earlier and more effectively, develop a common understanding of those needs and agree a process for working together to meet those needs. For more information see [www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk)

**ContactPoint** see Information Sharing Index below.

**Crèches** offer occasional care for under 8s for more than two hours a day, for more than 5 days in a year, at a particular premises (definition used for the purpose of legislation). For more information see [www.surestart.gov.uk](http://www.surestart.gov.uk).

**Early Years Foundation Stage/Foundation Stage (EYFS)** will be the framework of learning, development and welfare for children in the age range from birth to the August after their fifth birthday, from September 2008. For more information see [www.cwdcouncil.org.uk](http://www.cwdcouncil.org.uk).

**Early Years Professional Status (EYPS)** is awarded to people who can demonstrate that they meet a set of national, graduate-level EYP Standards when working with children from birth to five. EYPs will lead practice across the Early Years Foundation Stage, lead and support other practitioners and model the skills and behaviours that safeguard and support children. For more information see [www.cwdcouncil.org.uk](http://www.cwdcouncil.org.uk).

**Foundation degrees** are flexible awards which integrate academic and work-related learning. Core features, common to all foundation degrees, are employer involvement, the development of skills and knowledge, the application of skills in the workplace, credit accumulation and transfer, and progression either within work and/or to an honours degree. For more information see [www.qca.org.uk](http://www.qca.org.uk).

**Framework for Achievement** – the earlier title for what has become the Qualifications and Credit Framework (see below).

**Full day care** is provision for day care for children under 8 years, for a continuous period of 4 or more hours in any day in premises which are not domestic premises (definition used for the purpose of legislation). For more information see [www.surestart.gov.uk](http://www.surestart.gov.uk).

**General Social Care Council (GSCC) Code** are statutory codes of practice for social care workers and their employers. They provide a clear guide for all those who work in social care, setting out the standards of conduct workers and their employers should meet. They also mean that service users, carers and the wider public will know what standard of conduct and practice they can expect. There are two codes:

- The Code of Practice for Social Care Workers sets out the standards of professional conduct and practice required of social care workers.
- The Code of Practice for Employers of Social Care Workers sets out the responsibilities of employers in the regulation of social care workers.

**Information sharing** is a process for helping practitioners work together more effectively to meet children's needs through sharing information legally and professionally. For more information see [www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk)

**Information Sharing Index/ContactPoint** is an index containing basic information on all children in England to be rolled out across local authorities by end 2008. Its purpose is to enable practitioners delivering services to children to identify and contact one another easily and quickly. For more information see [www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk)

**Integrated Qualifications Framework (IQF)** is an emerging framework which will establish more comparative qualifications and enable practitioners to move more freely between roles within the children's workforce sector. The work on the IQF is linked to reform of the new National Occupational Standards and Induction Standards. It is compatible with wider qualification reform and the move towards a Qualifications and Credit Framework. For more information see [www.cwdcouncil.org.uk](http://www.cwdcouncil.org.uk).

**Integrated working** refers to practitioners working together in more integrated front-line services using common processes and tools. For more information see [www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk).

**Inter-agency** refers to meetings or training delivered to groups consisting of people from more than one employing agency.

**Lead professional** is the person responsible for co-ordinating the actions identified in the assessment process and being a single point of contact for children with additional needs being supported by more than one practitioner. For more information see [www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk).

**Local Safeguarding Children Boards** are the new name for the local bodies which replace the previous Area Child Protection Committees (ACPCs). They consist of a team of senior people from different services in a local area. The Board's job is to make sure all of the local services work together well to promote and safeguard children's and young people's welfare. It is responsible for:

- safeguarding training and information
- serious case reviews where a child or young person has died and abuse or neglect is known or suspected, and where a child or young person has been seriously hurt and there are lessons to be learned
- monitoring unexpected deaths of children and young people in the local area.

For more information see [www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk)

**Multi-agency** refers to teams or training delivered to groups consisting of people from several employing agencies.

**Multi-disciplinary** refers to work which involves of people from several 'disciplines', for example, health visitors, teachers and youth workers working together as a team.

**National Occupational Standards (NOS)** describe the skills, knowledge and understanding needed to undertake a particular task or job to a nationally recognised level of competence. NOS are developed, maintained and updated by the relevant Sector Skills Council. NOS structure National Vocation Qualifications; see also **National Vocational Qualifications**. For more information see [www.qca.org.uk](http://www.qca.org.uk).

**National Qualifications Framework (NQF)** is a framework which sets out levels at which qualifications can be recognised. The NQF helps learners to make informed decisions about the qualifications they need. They can compare the levels of different qualifications and identify clear progression routes for their chosen career. It consists of nine levels (Entry level to level 8); see also **Qualifications and Credit Framework**. For more information see [www.qca.org.uk](http://www.qca.org.uk).

**National Vocational Qualifications (NVQs)** are work-related, competence-based qualifications. They reflect the skills and knowledge needed to do a job effectively,

and are based on national occupational standards. NVQs do not have to be completed in a specified amount of time and are achieved through on the job assessment and training. Candidates produce evidence to prove they have the competence to meet the NVQ standards. Assessors sign off units when the candidates are ready; see *also* **Vocational Qualifications** and **Vocationally Related Qualifications**. For more information see [www.qca.org.uk](http://www.qca.org.uk).

**Out of school care** is where children under 8 attend before school, after school or during the school holidays; where the total care is for more than 2 hours in any day and for more than 5 days in a year (definition used for the purpose of legislation). For more information see [www.surestart.gov.uk](http://www.surestart.gov.uk).

**Pedagogues** are professionals working with children in Europe and some other parts of the world. They have a higher status and pay than child care workers in the UK and work in a way that combines social care and education. Pedagogues focus on children's development as social beings. This model was discussed as a possible development in Every Child Matters and is being trialed in some parts of Britain.

**Qualifications** are 'recognised' nationally, and eligible for government funding, when they are included in the National Qualifications Framework. This kind of qualification includes GCSEs, NVQs, degrees and qualifications issued by organisations such as City & Guilds and CACHE. There are other kinds of locally issued qualifications, which are specific to a particular organisation or college. These are things such as local Open College Network credits. Local credits and certificates will be valid and useful in so far as they are recognised, but do not automatically contribute to nationally recognised levels and standards.

**Qualifications and Credit Framework (QCF)** is the proposed reform which will replace the National Qualifications Framework. It will be a unit-based qualification framework underpinned by a system of credit accumulation and transfer. It is designed to recognise a wider range of learner achievements than the National Qualifications Framework, to be more responsive to employer and learner needs; demand – and market-led; simple, flexible and with currency for learners; underpinned by a credit system that recognises achievement of units and qualifications. It is due to be introduced from 2008. For more information see [www.qca.org.uk](http://www.qca.org.uk).

**Qualifications and Curriculum Authority (QCA)** is a non-departmental public body, sponsored by the Department for Education and Skills (DfES). It is responsible for the national curriculum, and accredits and monitors qualifications in colleges and at work. The QCA regulates the public examination system. The national qualifications framework enables the QCA to accredit qualifications at appropriate levels to meet the needs of employers and learners. For more information see [www.qca.org.uk](http://www.qca.org.uk).

**Qualified Teacher Status (QTS)** this is the status required to teach in a state-maintained school, achieved through completing initial teacher training (ITT) and demonstrating that you have met the required standards. For more information see [www.tda.gov.uk](http://www.tda.gov.uk).

**Sector Skills Agreements (SSAs)** are agreements between employers and training providers which map out employer's future skills need and the state of current provision, with an action plan to bridge the gap. For more information see [www.cwdcouncil.org.uk](http://www.cwdcouncil.org.uk).

**Sector Skills Councils (SSCs)** are employer-led, independent sector based organisations which represent the skills needs of sectors of employment. For more information see [www.cwdcouncil.org.uk](http://www.cwdcouncil.org.uk).

**Sessional day care** is where children under 8 attend for no more than 5 sessions of childcare a week, each session being less than a continuous period of 4 hours in any day (definition used for the purpose of legislation). For more information see [www.surestart.gov.uk](http://www.surestart.gov.uk).

**Skills for Care & Development**, the Sector Skills Council for Social Care, Children and Young People. The member bodies of this SSC are:

- Care Council for Wales
- Northern Ireland Care Council (NISCC)
- Scottish Social Services Council (SSSC)
- Skills for Care (prev. Topps England)
- Children's Workforce Development Council (CWDC)

**Transformation Fund** is government funding from April 2006 to August 2008 which is being used

- By the CWDC to develop the new Early Years Professional Status
- By local authorities to support the professional development of the private, voluntary and independent early years/childcare sector

For more information see [www.cwdcouncil.org.uk](http://www.cwdcouncil.org.uk).

**Vocational Qualifications (VQs)** involve periods of academic study, linked to 'practice' – doing the job – whilst being supervised and observed; see *also* **National Vocational Qualifications** and **Vocationally Related Qualifications**. For more information see [www.qca.org.uk](http://www.qca.org.uk).

**Vocationally Related Qualifications (VRQs)** involve periods of academic study, linked to 'practice' – doing the job – whilst being supervised and observed;

see also **National Vocational Qualifications** and **Vocationally Qualifications**.  
For more information see [www.qca.org.uk](http://www.qca.org.uk).

**Workforce Development Plan** Local Authorities are required to produce Children and Young People's Plans, part of which is a local Children's Workforce Plan or Strategy. This should incorporate planning for developing the voluntary, community and faith sector workforce, in addition to the public and private children's workforce. For more information see [www.cwdcouncil.org.uk](http://www.cwdcouncil.org.uk).

**Workforce re-modelling** is a term used to describe the re-organization of services into Children's Services, as opposed to separate education, health, care, and justice services. It also refers to the creation of new roles and responsibilities arising from reorganization: roles such as heads of children's centres.





[www.home-start.org.uk](http://www.home-start.org.uk)

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