


Partnership for the Future

A training and workforce development strategy for the youth support sector in London 2007–2010



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Glossary of Terms

ALDCS	Association of London Directors of Children's Services	NCVO	National Council for Voluntary Organisations
APYCO	Association of Principal Youth and Community Officers	NCVYS	National Council of Voluntary Youth Services
BMER	Black, minority ethnic and refugee	NOS	National Occupational Standards
CPD	Continuing professional development	NQF	National Qualifications Framework
CYP	Children and young people	NQCF	National Qualifications and Credit Framework
CYPP	Children and Young People's Plan	NTO	National Training Organisation
CT	Children's Trust	NVQ	National Vocational Qualification
CWDC	Children's Workforce Development Council	NYA	National Youth Agency
CWN	Children's Workforce Network	OFSTED	Office for Standards in Education
CWS	Children's Workforce Strategy	PA	Personal Adviser
CAF	Common Assessment Framework	PYL	Partnership for Young London
CVS	Council for Voluntary Service	PVI	Private, voluntary and independent
CVYS	Council for Voluntary Youth Service	QAA	Quality Assurance Agency
DCMS	Department for Culture, Media and Sport	QCA	Qualifications and Curriculum Authority
DfES	Department for Education and Skills	SSC	Sector Skills Council
ECM	Every Child Matters	SSDA	Sector Skills Development Agency
E2E	Entry to Employment	TYS	Targeted youth support
F and HE	Further and Higher Education	T and WfD	Training and workforce development
GLA	Greater London Authority	YCF	Youth Capital Fund
GOL	Government Office for London	YOF	Youth Opportunity Fund
IAG	Information, advice and guidance	VCS	Voluntary and community sector
IQF	Integrated Qualifications Framework	VRQ	Vocationally Related Qualification
IYSS	Integrated youth support services	WSPP	Workforce Strategies Partners Programme
LA	Local authority		
LAA	Local Area Agreement		
LB	London Borough		
LDSS	Learning Development and Support Services		
LLUK	Lifelong Learning UK		
LSC	Learning and Skills Council		
LSCB	Local Safeguarding Children Board		
LSP	Local Strategic Partnership		
NCB	National Children's Bureau		
NCH	National Children's Homes		
NCVCCO	National Council for Voluntary Childcare Organisations		

Executive Summary

This document has been developed by Partnership for Young London to help drive forward improvements in workforce development in the youth support workforce in London. It is aimed at strategic managers with responsibilities for workforce development in integrated youth support services and targeted youth support in local and regional government; voluntary youth organisations, training providers and others serving the sector.

Partnership for Young London is the Regional Youth Unit serving the youth support sector across the capital. We are a membership organisation and work in partnership with local authorities, Connexions Partnerships, the voluntary youth sector, training providers and regional government, to promote, improve and support services for young people across London.

Our members and key partners have identified a need for a coherent regional strategy for workforce development for the youth support sector. This has been informed initially by concerns surrounding training and continuing professional development across the capital and a more recent and fast-moving policy agenda surrounding workforce development in the sector – in particular those raised in the context of integrated youth support services and targeted youth support. A successful funding bid to the Children's Workforce Development Council has enabled us to take forward our work in this area in 2007.

We have undertaken a wide-ranging consultation with our members and partners which has culminated in our Pan-London Training and Workforce Development Strategy for the Youth Support Sector.

We have identified six key themes supported by our members and partners, delivery of which we aim to take forward in the next three years. We believe our approach addresses some of the complex issues and offers some practical solutions to assist the youth support sector in London. We hope that our colleagues with responsibilities for workforce development within integrated youth support services in regional government and Children's Trusts will agree that we have something to offer and will want both to endorse our aims and support their implementation.

Our vision is simple – we want to see: more young people across London receiving a better quality of service from a range of partners.

Our mission is to be known as: A think tank for innovation in training and workforce development for the youth support sector in London.

Our six key aims are:

- to undertake a strategic role as the voice of the youth support sector in London in training and workforce development matters
- to facilitate the development and maintenance of joint initiatives across London in training and workforce development that apply a coherent regional approach within local contexts
- to support and improve quality and standards in training across the youth support sector pan-London through measures that ensure a skilled workforce, transferable qualifications and clear progression routes within IYSS and the wider children's workforce
- to develop and maintain a web-based 'London Training Directory' as the key source of advice and information for the youth support sector on all aspects of training within the region
- to develop and facilitate the 'London Training Network' to provide appropriate fora and opportunities for the exchange of information, ideas and communication between all parties with an interest in training in the youth support sector
- to manage and resource effective implementation of the strategy, including researching and accessing funding sources.

1. Introduction

1.1 Partnership for Young London (PYL)

PYL is the Regional Youth Unit serving the youth support sector across the capital. We offer extensive services to our member organisations and work in partnership with local authorities, the voluntary youth sector, Connexions Partnerships, training providers, and regional government, including Government Office for London (GOL), London Councils and the Greater London Authority (GLA); London Association of Principal Youth and Community Officers (APYCO); the Learning and Skills Council (LSC) London Region and the Sector Skills Councils, Lifelong Learning UK and Children's Workforce Development Council.

Our mission statement is: to promote, improve and support services for young people across London by working collaboratively.

Our aims and objectives are: to meet the needs of all young people in London, especially those who experience a difficult transition to adulthood or who are socially excluded, by providing services that:

- support the development and delivery of quality services for young people
- co-ordinate both maintained and voluntary youth services, identifying and developing opportunities for filling gaps in provision
- enable the strategic planning of services for young people at cross-borough, sub-regional and pan-London levels
- develop and strengthen the quality of youth work and youth work methodology
- provide a voice for young people's issues and for services for young people in London
- offer opportunities for London-based services to respond to and influence national and regional developments that affect young people
- develop, support and disseminate good practice to be used by public, private and voluntary youth sector organisations
- enable members to develop an awareness of the wider context in which services for young people exist

- support workforce and organisational development in London's youth sector.

1.2 Training and Workforce Development at PYL

PYL undertook a London-wide survey of members in 2006 with the aim of establishing an accurate picture of the situation at that time with regard to training and continuing professional development (CPD) needs and practices. This mapping exercise concluded: a clear need for a pan-London training strategy for the youth sector [has been demonstrated]; there is agreement that the strategy should focus on:

- developing joint initiatives
- sharing practice
- improving knowledge
- ensuring quality of provision
- lobbying for better and sustained resources for training within the youth sector.

The evidence generated last year provided the rationale for a successful bid to the Children's Workforce Development Council (CWDC) under the Occupational Groups Strand. This enabled follow-up consultation and development of a pan-London training and workforce development strategy to be undertaken.

This consultation has built on the work already begun by PYL in the areas of training and workforce development in the youth support sector. It has provided a valuable opportunity to explore in more depth what our members, partners in the London Training Network and other key stakeholders believe the current issues now facing the sector to be, and to explore how we can respond regionally. Some of these issues were identified last year by the mapping exercise in relation to often long-standing concerns about training and continuing professional development.

Recent national policy drivers, particularly Every Child Matters and Youth Matters, have led to the need to respond to the broader workforce development agenda within integrated youth support services and targeted youth support: for example,

multi-agency working, information-sharing, common assessment and the lead professional role are all integrated processes with workforce development implications.

1.3 Definitions

We are aware that 'training' and CPD are elements of the wider workforce development agenda, and so must be considered within that context. As it is the single greatest concern for our members and partners, however, we have treated it as an important and distinct function. For the purposes of this consultation we have used the following definitions:

- youth support sector: all public, voluntary, community and private sector organisations working with young people in a range of settings to offer informal education, advice and guidance and personal development opportunities; and training providers offering training to all those staff and volunteers who work with young people. We include all those who manage, deliver and support direct work with young people
- Workforce Development (WfD) Strategy: the organisation's strategy for ensuring that it 'has the right number of people in the right place with the right skills to deliver improved services'¹: often requiring organisational change and incorporating areas such as workforce data collection and analysis; recruitment and selection; rewards and retention; succession planning (for absences and/or vacancies) and staff development
- training: an aspect of workforce development – to ensure the skills, knowledge and behaviours are in place within the organisation in order for it to achieve its objectives¹ – usually sitting within a staff development policy and/or training and development plan.

2. Approach and Methods

The approach and methods used aimed to encourage the engagement and participation of as wide and representative a range of PYL and London Training Network members as possible.

Consultation Aim:

To consult on and develop a pan-London training and workforce development strategy for the next three years based on outcomes of the pan-London mapping exercise completed in September 2006 and the local, regional and national policy context for the youth support sector.

Desk Research

Desk research was undertaken including paper-based and web-based searches and review of the national and regional policy context and emerging local children's workforce strategies. Significant policy drivers and other contextual information are summarised in that section; more detailed information is provided at Annexes 1 to 4. The References list contains sources referred to.

Consultation

The Pan-London Strategy is based on consultation findings and responds to the current policy drivers for workforce development in the sector. We will be asking our members and partners to support and implement our strategy so we have aimed to ensure it reflects as wide a range of views as possible across the sector. We are, nevertheless, conscious that the scale of our consultation did not allow for inclusion of many current non-members and a wider range of organisations operating in the sector, for example, the advice and guidance companies and private training providers. We do, however, view these organisations as important partners and would hope to initiate or strengthen existing links in the implementation stages.

We have consulted with key people in organisations in four main categories:

- Connexions Partnerships
- Local Authority (LA) Youth (and Connexions) Services or Services for Young People
- Regional and National Voluntary Sector Organisations

¹ Source: *Pay and Workforce Strategy for local Government*, Office of the Deputy Prime Minister and Employers' Organisation, 2003. Information at: www.cabinetoffice.gov.uk

- Further and Higher Education (F and HE) training providers.

Questionnaire templates were designed to cover a range of agreed areas to meet consultation objectives and ensure standardisation in the email survey and in-depth interviews. These were field-tested by members of the Training and Workforce Development Group, representing the three categories of PYL's membership. These and/or a small number of other members also formed an editorial group for the draft report prior to wider circulation and approval (Appendix 1, Table 1).

Fourteen organisations, including one non-member (LB Haringey Youth and Connexions Service) returned email questionnaires (Appendix 1, Table 2). Of these, six also participated in the in-depth interviews.

Twenty seven in-depth interviews with 31 individuals were undertaken representing five Connexions Partnerships; 10 LA Services for Young People; 7 VCS organisations; 5 F and HE Training Providers (Appendix 1, Table 3).

Further activities or meetings took place with individuals who could assist the process such as the VCS Engage London Regional Manager, and with key stakeholders or strategic partners to ensure a fit between the PYL strategy and other strategic activity relating to children's workforce development in London (Appendix 1, Table 4).

Consultation took place between February and May 2007.

3. Policy Drivers and related initiatives

There is a complex mosaic of national, regional and local policy drivers and related initiatives influencing and impacting on current training and workforce development issues for London's youth support sector. These are summarised here; more detailed information where required, can be found at Annexes 1 – 4 and through sources contained in the References list.

3.1 Every Child Matters (ECM): Change for Children Programme

Enshrined in the Children Act, 2004, ECM provided a national framework for fullscale reform of services for children and young people to be delivered through local change programmes. Underpinning everything, services are to be planned around children's and young people's needs and the improvement of the five ECM outcomes: be healthy; stay safe; enjoy and achieve; make a positive contribution; achieve economic well-being.

ECM paved the way for Children's Trusts, giving local authorities the responsibility to ensure co-operation between statutory agencies and other bodies such as the voluntary and community and private sectors in services for children, young people and families. New arrangements for co-operation between partners were to lead to greater integration at four levels: front-line delivery; processes (e.g. Common Assessment Framework (CAF), information-sharing databases and arrangements); strategy (joint assessment of needs, planning and commissioning); governance.

3.2 Youth Matters and Young London Matters

Youth Matters applies the ECM principles to young people aged 13-19 (or up to 25 in the case of young people with disabilities). It outlines steps to ensure achievement of the ECM five outcomes by young people and reducing the gap between the most disadvantaged and others. It places a duty on Children's Trusts to oversee and/or deliver its main provisions which include:

- things to do and places to go: including Youth Opportunity and Youth Capital Funds

- young people as citizens: making a positive contribution: active citizenship and community engagement; expansion of youth volunteering (v); Respect Action Plan
- supporting choices: information, advice and guidance (IAG): including devolvement of responsibility for IAG commissioning and funding from Connexions Partnerships to local authorities through Children's Trusts, schools and colleges
- all young people achieving: reforming targeted support: 14 Pathfinder projects under way (2006–08), testing out redesigned (integrated) targeted support services for young people including 'lead professional' and 'fund holding lead professional' roles.

Young London Matters is the London regional change programme, implementing the national policy, coordinated and managed by the Government Office for London's (GOL) Children and Learners Directorate. GOL works with local and other regional partners to implement both Youth Matters and ECM across the capital.

Youth Matters is the direct policy driver for the establishment and roll-out of integrated youth support services (IYSS) and targeted youth support (TYS) under Children's Trusts. Integrated youth support is a universal entitlement for all young people; while targeted youth support is offered to young people with additional support needs, for example, young people leaving care or otherwise at risk of social exclusion.

GOL manages the process of IYSS and TYS roll-out pan-London through its London Youth Matters Transition Group in partnership with the Training Development Agency (TDA). The TDA has prime responsibility for several related work streams including TYS, Extended Schools Services and the Respect Action Plan.

In London, it is anticipated by GOL that Children's Trusts will fully incorporate TYS as an integral part of IYSS, i.e. targeted support will sit within a comprehensive universal and integrated youth support service.

3.3 Children's Workforce Strategy: Building a World-Class Workforce for Children, Young People and Families

The strategy encompasses the government's vision and priorities for development of a 'world-class' children's workforce equipped to deliver the ECM imperatives in all children's, young people's and families' services.

It establishes the children's workforce as everyone working with children and young people across all age ranges, whether employed by public, private or voluntary organisations. It calls for 'new ways of working' across all services and the delivery of 'integrated solutions' to service delivery within each area, including: early years; health and social care; schools/extended schools; integrated youth support services; looked after children.

The strategy sets out the early priorities for reform of the children's workforce and sets the scene for subsequent developments. It underlines the importance of local workforce strategies to help local partners to develop a clear analysis of workforce size and skills; service redesign and workforce reform required.

The CWS also intends that:

By 2008, National Occupational Standards across all sectors of the children's workforce will incorporate the Common Core of Skills and Knowledge. The Common Core sets out the basic skills and knowledge deemed to be needed by people (including volunteers) whose work brings them into regular contact with children, young people and families. In the future, everyone working with children, young people and families will be expected to demonstrate a basic level of competence in the six areas of the Common Core. It will form part of all qualifications for working with children, young people and families and will act as a foundation for training and development programmes run by employers and training organisations.

By 2010, an Integrated Qualifications Framework (IQF) will be in place. The IQF aims to address the current complicated range of qualifications and assessment and accreditation requirements. It aims to ensure

a stable, committed and highly competent workforce equipped to deliver better services, with the common core of skills and knowledge embedded at its core. The IQF will have four main purposes:

- support a better qualified, more competent workforce
- create flexible pathways between different kinds of work settings
- support managers in determining appropriate teams and individual roles within services
- support employers' reviews of organisational structures and simplify reward packages and progression routes.

3.4 The Learning and Skills Council (LSC) and Sector Skills Councils (SSCs)

The Learning and Skills Council (LSC)

The LSC is a non-departmental public body responsible for planning and funding high quality post-16 education and training in England everywhere other than in universities. It aims to improve the skills of England's young people and adults to increase skills, make the country more competitive and 'ensure a workforce of world-class standard'. It seeks to raise standards in the further education and training sector and to make learning provision more responsive to the needs of individuals and employers.

In 14–19 education, the LSC has responsibility for funding Apprenticeships, Entry to Employment (E2E) programmes, school sixth forms and further education. It is currently working with the QCA in developing the Foundation Learning Tier (FLT) – a framework of provision below NVQ level 2 for learners aged 14 and above.

The LSC is responsible for securing adult information, advice and guidance services and for implementing the government's National Skills Strategy which aims to maximise the contribution of skills to raising productivity, economic competitiveness and sustainable employment in the UK.

It aims to support employers in up-skilling their workforce through its Train to Gain programme. One of its key goals is to ensure that both training and skills advice are

impartial, flexible and responsive to the needs of the employer.

The LSC has worked with the DfES, OfSTED and the Adult Learning Inspectorate to develop RARPA – Recognising and Recording Progress and Achievement in non-accredited learning. RARPA provides an approach for quality – assuring non-accredited learning provision. It can be used as a tool for quality improvement and to increase recognition of learner achievement and may be applied in any formal and informal learning contexts that involve non-accredited learning, particularly in settings where personal and social development are key outcomes, e.g. E2E providers are required to use RARPA.

The Children's Workforce Development Council (CWDC) and Children's Workforce Network (CWN)

The CWDC is part of the Sector Skills Council (SSC) for social care, children and young people: 'Skills for Care and Development'. It is the national strategic body with the responsibility to take forward the children's workforce reforms outlined in the CWS. It shares this responsibility with the Children's Workforce Network – a strategic network of children's and young people's organisations and other stakeholders with an interest in workforce reform in the sector. It is also working with its sister organisation within the SSC, Skills for Care, on relevant social care reforms and with Lifelong Learning UK (LLUK), the SSC for community learning and development.

Support for the development and implementation of local workforce strategies is one of CWDC's continuing priorities: its toolkit, Developing and Implementing an Integrated Local Children's Services Workforce Strategy aims to support local workforce planning and it offers advice, support and guidance as needed – including engaging the voluntary, community and faith sectors and integrated training.

Lifelong Learning UK (LLUK)

Lifelong Learning UK is the Sector Skills Council responsible for the professional development of all those working in community learning and development; further education; higher education; libraries, archives and information services; and work-based learning. Youth work sits in

the LLUK footprint due to its nature as an 'informal learning' service and close links with other lifelong learning and community development occupational groups. As an occupational group working with young people, however, it also has close associations with the CWDC footprint which contains, for example, Connexions PAs, so works in collaboration with CWDC on the integrated workforce agenda.

As the SSC responsible for the youth work sector, LLUK is currently undertaking a revision of the National Occupational Standards (NOS) for youth work. The second draft of the revised NOS have been drafted with the help of an Expert Working Group of organisations from the youth work profession and, at time of writing, are out to consultation.

Further complexity is added to the youth support sector by the range of other SSCs responsible for national occupational standards and workforce development in related occupational groups: for example, Skills Active, the SSC for active leisure and learning, is responsible for play work, including adventure play, which traditionally caters for 5 – 16s; Skills for Justice has responsibility for youth justice, including Youth Offending Services.

3.5 National Qualifications in the Youth Support Sector

The Qualifications and Curriculum Authority (QCA) is the government body responsible for the regulation of standards in education and training. It accredits qualifications against the National Qualifications Framework (NQF).

The QCA works with Awarding Bodies, SSCs and others to accredit and monitor qualifications offered in schools, colleges and work-based learning settings. Such accredited courses sit on the NQF, giving nationally-accredited qualification status.

Case study

L.B. Islington Services for Young People runs an established Training and Professional Development Unit for its combined Play and Youth Service. It is fully involved with Islington Children's Services Workforce Development Board. It ran one of the national pilots for CWDC's Induction Standards which it now uses as the model for induction to all services in its integrated workforce. It delivers a menu of accredited qualifying courses for play and youth support workers in the borough. It has ABC Award Centre status and runs VRQs in youth work at two levels: a Level 2 Certificate in Youth Work and Level 3 Diploma in Youth Work. It also has City and Guilds and CACHE Award Centre status for a Certificate in Delivering Learning and Play, and Play Work respectively. It is currently in discussion with L.B. Greenwich Play and Youth Service about becoming an ABC Satellite Centre.

Details: michelle.virdi@islington.gov.uk

National Vocational Qualifications (NVQs) are work-based qualifications which test what people can do – competency and skills; rather than what they know – theoretical knowledge. Vocationally Related Qualifications (VRQs) are classroom-based taught programmes, often involving academic study, linked to practice.

City and Guilds, ABC (Awarding Body Consortium) and Open University are examples of Awarding Bodies accrediting youth work NVQ and/or VRQ qualifications. Any training provider may apply to become an Award Centre in order to deliver courses nationally accredited by Awarding Bodies (Satellite Centres operate under the auspices of a recognised Award Centre).

The Quality Assurance Agency (QAA) for Higher Education is an independent body responsible for quality and standards in Higher Education. It works with universities and colleges offering HE qualifications, funding bodies and others. It maps all HE qualifications against a Framework for Higher Education Qualifications (FHEQ).

Qualifications are positioned within either of these frameworks to demonstrate broad comparability of competence or achievement, though not purpose, content or learning outcome. The two frameworks have been mapped against each other to provide for clearer progression routes between them.

As part of the government's national UK Skills Strategy, the QCA is currently trialling a new National Qualification and Credit Framework, between 2006–08 which will encompass a much wider range of achievements underpinned by a unit and credit-based system, designed to support career pathways within and between professions. This also incorporates development of a new vocational qualifications structure for 14–19s.

In the youth support sector, youth work qualifications must also be endorsed by the NYA's Education and Training Standards (ETS) Sub-Committee in order to confer Joint Negotiating Committee (JNC) for youth and community workers professional qualification status.

Eventually, the IQF and any qualifications on it for children's, young people's and families' services, now under development, will sit within the NQF (or NQCF) and HEQF as appropriate.

3.6 Engaging the Voluntary and Community Sector

National and Local Compacts and Change-Up

The national Compact on relations between government and the voluntary and community sector (1998) provides a framework for partnership working between government and the VCS. Local Compacts aim to make this national agreement a reality at local level by strengthening working relationships between VCS organisations and a range of public bodies.

Change-Up is a national programme of capacity-building for the VCS infrastructure, developed by the Home Office. It aims to modernise infrastructure provision in order to improve sustainability, quality and reach. The programme is led by the Capacitybuilders agency and is delivered through six hubs, or partnerships of VCS organisations, covering the key infrastructure themes requiring development: Finance, Governance, ICT, Performance, Volunteering, Workforce. The Hubs provide a gateway through which VCS organisations can access a range of support and development services. There is a direct relationship between the children's and young people's local VCS needs under several of these themes and areas which the Children's Trusts' workforce development programmes will need to consider in relation to engagement of the sector.

VCS Engage

VCS Engage is an 18 month-long DfES-funded initiative aimed at developing VCS capacity to engage better with Children's Trusts and the delivery of services under the ECM and Youth Matters policy agendas. The £3 million fund covers the children's, young people's and families VCS and is being delivered by a consortium of national organisations led by National Children's Bureau (NCB).

A mapping exercise of the 'London Picture' of VCS engagement in the ECM agenda was published last September by the Third Sector Alliance showing variable results: while there were some excellent examples of good practice, gaps were identified in the creation of accountable networks, representation, policy support, skills of support staff, short term funding and, particularly, engagement of BMER and small community groups. The report concluded, there is overall a 'lack of a strategic London wide approach to enabling and supporting the sector adequately to be involved in the ECM agenda'.

4. Analysis of Findings: Supporting Training and Workforce Development

4.1 Introduction

The consultation has clearly affirmed the need for a coherent strategic pan-London approach to training and workforce development within the youth support sector. To be relevant and useful over the next three or more years, this has to be placed in the context of Every Child Matters, Youth Matters, the UK Skills Strategy and other developments – youth workers, for example, have recently been identified as needed in research into the skills and labour requirements of the London 2012 Olympics².

There is already a great deal of activity and good practice in existence or under development across the capital in the youth support sector. Respondents to the consultation were able to point to examples and models of good or promising practice in all parts of the sector which should be celebrated. The case study boxes throughout this report provide snapshots of these achievements and a basis on which to build a Pan-London Strategy for the future. We hope readers will find these as informative and illuminating as we have. Contacts given in each box are happy to be approached for more information and PYL welcomes any reports of other existing or developing practices that readers may want to provide.

It is in this context and that of a fast-moving policy environment that we present our findings.

4.2 Supporting Training

Respondents were asked what their concerns about training in the youth support sector across London are and how a Pan-London Strategy might offer support in addressing them. Issues such as transferability of locally-recognised courses and qualifications; standardisation and recognition; quality assurance and affordability were discussed.

A long list of concerns and issues and suggested actions to address them emerged. There was a degree of commonality amongst respondents representing the different sectors and some quite specific concerns common to particular sectors. These have been grouped and condensed into the following areas:

4.21 Specific Interests and Groups

i) Integrated Working and Training

Many respondents commented on the new environment created by moves toward an integrated workforce and qualifications framework (IQF). There is a need to ensure training is integrated across service areas and sectors with clear pathways, credibility and transferability – the NVQ4 in LDSS and Foundation Degrees in Working with Young People and Young People's Services are examples of recently-developed qualifying courses offering this with specific pathways for PAs, Learning Mentors and Education Welfare Officers.

There was consensus that the youth support sector contains a hugely diverse workforce with possible entry at many levels, a fact that should be celebrated, e.g. many enter the workforce through volunteering in their local area and/or within the voluntary and community sector. There was a view that there are currently few progression routes in training within the youth support sector, far less across other sectors within an integrated children's young people's and families workforce. It was recognised that the IQF aims to address these issues and PYL could contribute to developments in this area.

ii) Locally-Recognised Training

London has a very mobile youth support sector workforce and the greatest obstacles to transferability of training across boroughs or between LA and VCS services was seen to be in the areas of locally-recognised, introductory and/or unaccredited training courses - leading to potentially costly duplication as staff move around. Many felt a regional offer is needed and PYL could play a role, perhaps in partnership with others, in:

- brokering and/or commissioning a menu of courses centrally, to be delivered locally or sub-regionally e.g. NVQ Assessor Awards, CAF/Lead Professional introductions
- the development of quality measures for key courses, such as Introductory Youth Work
- where relevant, encouraging and supporting accreditation to assist standardisation and quality assurance

2 Source: *Analysis of the skills needed to improve the visitor experience and sports presentation for the London 2012 Olympic Games and Paralympic Games*. Report produced by Impact Research Ltd for the Skills for Business Network, May 2007. A consortium of six SSCs, including LLUK; the SSDA and DCMS steered and contributed to the research.

Case study

The Prince's Trust offers a range of programmes for young people and young adults aged 14-30; many of which can signpost or offer direct access to work or volunteering in the youth support sector. It is currently the lead organisation in a partnership with NYA, YMCA and Wiltshire Youth Development Service, for Youth Steps, a pilot project aimed at young adults who have overcome personal barriers to develop the skills needed to work with other young people. The pilots are delivered with local youth support services as partners and include a period of volunteering in between two residential training experiences. Youth Steps is accredited at Level 1 with Awarding Body, ABC. It is intended that it will form part of a new qualification to complement other youth work training, so offering a further access route for young people. Prince's Trust is also piloting an internal staff development policy to encourage staff members to undertake youth work training and enhance their professional development.

Details:
chris.jarrett@princes-trust.org.uk

- developing and piloting new training initiatives such as the current Y Power pilot (see box on page 14) or applying the Common Core to the youth sector.

Some respondents questioned the viability of this, however, given the current localisation of services – and budgets – under Children's Trust arrangements. It was pointed out that how services to young people will be delivered in future is beginning to look very different from borough to borough across London, e.g. in the integration of connexions services. Training needs may, therefore, be different depending on where services are situated – this is likely to lead to further localisation of training. For example, in some compliance training, CAF training and introductory youth work, local authorities currently require staff to undertake local training to meet their requirements as employers which may duplicate training previously undertaken with other employers.

Some suggested that a distinction could be drawn between induction training – to an employer's policies, guidance, services, etc and introductory training to a topic or subject whose underpinning knowledge and understanding requirements are often determined by national standards and are, in fact, the same wherever the service is located. This could also assist in improving consistency, quality and standards.

Two examples include: the London Safeguarding Children Board's multi-agency training framework, *Competence Matters*³, offers guidance for a comprehensive London-wide training programme which can be applied by individual boroughs – a regionally-agreed mechanism for recording learning outcomes could encourage portability of appropriate elements. The pilot Y Power eCAF training package commissioned by Croydon Youth Service covers knowledge requirements that apply anywhere in the country (see Y Power box)

iii) Personal Adviser Training

Interviewees from the Connexions Partnerships were particularly concerned about the fragmentation of Personal Adviser training following transition arrangements post-April 2008. Since their inception and until recently, Connexions Services benefited from a national training and qualifications

framework – with the ending of validation for the Diploma for Connexions PA courses in September 2006, this was lost.

The emergence of the NVQ 4 in LDSS has gone some way to filling the gap across the London Partnerships; nevertheless, there is a developing sense of confusion and lack of consensus pan-London as to the 'qualification' status of PAs and key workers as the sub-regional structures break down. This could potentially deepen without national or regional guidance, as Connexions services are localised and transition arrangements bed in next year. All of the IAG (careers) companies operate across several boroughs and deliver in-house and, in some cases, external qualifying training and there is a need to explore more fully their involvement in any future plans.

Some of the Connexions interviewees were in favour of PYL taking a specific and immediate role in relation to Connexions transition arrangements that could involve, for example, a central development and commissioning role – this might be undertaken in partnership with any residual sub-regional bodies remaining post-transition.

iv) Youth Worker Training

Most respondents from LA services are concerned that the uniqueness of youth work as both a profession and a method of work be retained in future training and professional qualifying courses. Also, that any regional strategy for youth work training emphasises progression pathways to the HE route, given the graduate status of the profession by 2010.

At Introductory and/or Level 1, local authority services are undertaking a diverse and disparate range of locally-developed or bought-in programmes varying hugely in depth and length. Many identified a need to achieve regional consensus on recognised routes that would be quality-assured and portable, and provide appropriate pathways to the nationally-accredited Levels 2 and 3 youth support worker training.

There was another view that traditional youth work training now needs to take on board the new context in its curriculum and broaden its scope to ensure relevance to other professional backgrounds in the youth support sector – that the core competencies

³ London Child Protection Committee: *Competence Matters: A London Multi-Agency Safeguarding Children Training Programme*, Mary Jacob and Rachel Hobbin (out to consultation, June 2007)

Case study

The five London Connexions Partnerships have developed and delivered menus of accredited and unaccredited training for Connexions PAs, key workers and others on a sub-regional, localised and pan-London basis. These have largely been planned and delivered through partnerships with the London Boroughs, careers companies and VCS organisations across the capital and commissioning arrangements with external providers. The current NVQ 4 in LDSS is delivered by a number of private and HE providers, all of whom have Award Centre status with relevant Awarding Bodies (e.g. City and Guilds, OCR). Delivered locally, sub-regionally or in-house within the careers companies, it provides separate pathways for PAs, learning mentors and education welfare officers. A successful consortium bid to the European Social Fund brought in funding in 2005 - 2006 to take 100 staff located in the VCS through five sub-regional programmes leading to the NVQ 4 and another 50 through the NVQ Assessor Award.

London East Connexions Partnership was the lead partnership for training in London and now manages an informative e-bulletin information service about short courses to a wide range of Connexions and other services for young people pan-London. It runs a wide range of short and accredited courses open to all practitioners within the children's and youth support sector pan-London. LECP also runs a training bursary scheme for staff from partner agencies, particularly the VCS, within the London East boroughs.

Although LECP has been the lead, all of the Connexions partnerships have dedicated Training Officers and have developed a huge body of expertise in the planning, co-ordination, costing, commissioning and delivery of training sub-regionally and pan-London. There is deep concern currently that this expertise is not lost during or post transition arrangements to Children's Trusts and all are looking for solutions to ensure quality training for PAs and others working one-to-one with young people continues beyond April 2008.

Details: tony.cisse@londoneastconnexions.co.uk or contact individual partnerships for local transition planning arrangements.

involved are equally useful for people not from a youth work background.

PYL could play a key role in brokering regional agreement on introductory level courses, ensuring youth work training at all levels is responsive to the new agenda and safeguarding the distinct nature of youth work within this agenda; particularly through facilitation of a pan-London network that ensures identification of needs and exchange of views between employers and providers.

v) Voluntary and Community Sector

VCS interviewees represented regional and national bodies and, while their main business was the support and development of young people, many also provide training programmes for both young leaders and staff/volunteers in their own right. These organisations were particularly interested in opportunities to come together with other VCS partners to share practice, explore ways of marketing their programmes to statutory partners and perhaps undertake joint bidding for training contracts, etc. PYL could help to facilitate all of these areas.

At a local level, given the emerging shift from grant aid to commissioning under Children's Trust arrangements, infrastructure and capacity building support to the local voluntary youth sector was felt to be critical for both engagement in decision-making processes and as service delivery agents. Training and support to ensure voluntary youth sector representation and influence in children's workforce strategy development, Children's Trust planning arrangements and governance were identified by NCVYS and others as needed.

PYL could play a role in working with Children's Trusts to support this process, e.g. collaborative working arrangements between local and regional VCS organisations; championing voluntary youth sector engagement and partnerships with statutory services in IYSS and TYS.

vii) Access Routes for Young People

Respondents want to see clear access routes for young people into not only the youth support workforce, but also wider integrated services. Some felt access routes should be linked to employment opportunities; others that volunteering, when adequately

Case study

Citizenship Foundation: Youth Act is a training project for young people aged 11-18 who want to achieve political or social change in their community. It develops skills in advocacy, negotiation, influencing, teamwork, media, communication and conflict resolution. Its programme fits with Hear by Right, ECM, Youth Matters and the Respect agenda and can support young people in progressing in the youth sector by signposting local opportunities for citizenship and/or volunteering activities. It involves young people as trainers to co-deliver training with adults. It also runs a two-day Training the Trainer course in partnership with local representatives to train staff to deliver political and citizenship education. The programme is recognised by the DfES and CRAE (Children's Rights Alliance for England) and the national training officer is currently exploring accreditation options.

Details: ade.sofola@citizenshipfoundation.org.uk

supported, can provide good early experience for new young entrants. A few felt the linkages between recorded and accredited outcomes in youth work settings and Entry Level or Level 1 Introduction to Youth Work courses could be explored. Tower Hamlets Youth Work Training Forum (see box on page 17) provides a good example of comprehensive and clear progression routes in this area.

Some interviewees pointed to the obstacles for often disaffected young people who may choose youth support work as a career, as a progression from being helped themselves. Interviewees at Tower Hamlets College, for example, who have current experience of developing and running a Youth Support Worker Apprenticeship Scheme, pointed to the intensive levels of support needed to maintain the most highly committed young people on the scheme. QCA and LSC developments within 14+ education and learning for those below Level 2 provide opportunities to develop some coherent and personalised pathways through the Foundation Learning Tier.

PYL could play a role in brokering appropriate pathways through working with IYSSs, providers and the London 14-19s Forum, as well as trialling new programmes and disseminating good practice models.

viii) Further and Higher Education Providers

Some interviewees felt that the integrated workforce agenda provides a challenge to training providers as it is unclear as yet what may be needed. Providers interviewed are, however, taking steps to address the agenda – e.g. UEL and YMCA George Williams College have mapped their degree courses against the common core; Canterbury Christ Church University has developed a foundation degree in working with young people, with three pathways; Greenwich University is developing a foundation degree built around the five ECM outcomes.

A further challenge was seen to be the long delivery time and inflexibility of structures linked to exam board validation requirements for diploma and degree courses which can make them slow to respond to the changing needs of employers. Many respondents, including all training providers interviewed, discussed the importance of meeting, debating with and listening to the field and employers as to current and emerging needs and requirements.

F and HE providers also offer a diverse range of short courses, seminars, study days, action research and development of bespoke training on a partnership or commissioning basis to meet specific needs.

PYL could offer a very useful conduit for discussion, exchange of ideas and transfer of information between F and HE providers and employers, practitioners and commissioners of training.

Case study

Y Power is an on-line Learning Management System (LMS) and e-learning platform supplied by BT Flexible Learning. It has been piloted in conjunction with BT over the last year by four London youth services – Croydon, Tower Hamlets, Richmond and City of Westminster – with PYL as project manager. Although its LMS function can be undertaken by other programmes, the pilot boroughs have overcome technical obstacles, to demonstrate its exciting future potential as an e- and blended learning tool. L.B. Croydon, with support from CWDC, commissioned a blended CAF training package at Level 1. The eCAF package and Y Power itself are now attracting national interest from not only CWDC, but several emerging Children's Trusts all over the country.

Details: roger.king@croydon.gov.uk

ix) Management Training

Several respondents felt there is a need to up-skill the workforce in management and supervision skills. The Connexions Service National Unit, for example, introduced a supervisory skills course, after it was recognised that this was a substantial skills gap in the workforce. Three specific areas were mentioned:

- first line managers
- supervision skills
- increasing diversity at management levels through programmes for BMER and women staff to assist promotion opportunities.

PYL could promote training in these areas within IYSS, as well as piloting new programmes and facilitating localised or sub-regional joint initiatives.

4.22 Endorsement of Qualifications

There was, unsurprisingly, general consensus that implementation of the IQF will be difficult and complex due to the different SSCs, particularly LLUK and CWDC, relating to the youth support sector; the wide range of occupational groups and the statutory, private and voluntary sector services/providers involved. Some respondents felt there is a confusing picture about the respective roles of the SSCs, the NYA and HE providers in providing endorsement for qualifying courses in the youth support sector – for example, currently levels 2 and 3 youth support worker qualifications are endorsed by the respective Awarding Bodies and given JNC validation by the NYA's Education, Training and Standards (ETS) Committee. LLUK does not currently offer SSC endorsement, though it should be noted that it does have representation on the above NYA's ETS committee. Currently, many Foundation Degrees receive HE validation from the respective HE providers and no sector skills endorsement.

There is also a lack of consensus currently concerning what is – or should be – regarded as qualified. For example, what now constitutes a qualified PA seems to vary from partnership to partnership and increasingly borough to borough. For youth

workers, most boroughs accept JNC-validated Levels 2 and 3 courses as the standard qualifications for youth support workers, as in the national guidance. Several others such as Kensington and Chelsea wish to accept HE-validated programmes like the Brunel Centre for Youth Work Studies Foundation Certificate as conferring 'qualifying' status. Currently HE programmes at this level must undergo dual validation to sit on both the QAA's Framework for HE Qualifications and the QCA's NQF – the latter required for JNC-validation as a nationally-recognised qualification. In VCS organisations the picture varies literally from one organisation to another and is informed by size and internal policy.

There is a desire to achieve consensus and consistency across London to ensure portability and transferability for the workforce – one of the aims of the IQF. It is hoped that the emerging IQF will address some of these issues, while it was felt that a strong regional forum is needed to mitigate against them.

Many respondents suggested that PYL might have a role in leading and developing a regional response in partnership with, e.g. providers and London APYCO, to these complex issues within the national frameworks and especially in informing and influencing developments within the IQF.

Case study

Five London Borough Youth Services – Croydon, Kingston, Merton, Richmond and Sutton – have formed the South London Youth Services Training Group to develop and deliver training for youth workers. Presently, Richmond is the lead borough, having acquired Centre status with ABC (the Awarding Body Consortium); the other four boroughs have Satellite Centre status. This partnership has the flexibility to allow for Centre status to be rotated among all five partners. Richmond has developed a Level 2 NVQ in Youth Work qualifying course and assessment framework, on behalf of the partnership with costs shared according to take-up. To support the NVQ framework currently and in the future, a pool of 16 assessors, representing all five boroughs, is being trained to A1 Assessor qualification standard (training delivered by City of Westminster College). Richmond provides internal verification of the programme; assessors in each borough will increasingly share good practice and provide cross-borough assessment, thereby contributing to quality assurance. The partnership aims over time to drive costs down and increase quality. Preparations are now being made to develop and deliver the Level 3 NVQ. Details: gedgedow@hotmail.com

Case study

L.B. Hillingdon Youth and Connexions Service is the only London Borough to employ a Service Manager with responsibility for Workforce Development within its services for young people – as a result it has led the way pan-London in its early development of an up-to-date and comprehensive local Workforce Development Strategy for its youth services and plays a lead role in the development of the wider Children's Trust Children's Workforce Strategy. Hillingdon also employs a full-time Area Youth Officer with responsibility for training and development and has City and Guilds Award Centre status. It currently runs a Level 2 NVQ in Youth Work and has a policy of fast-tracking new fractional appointments to ensure staff are in post and receive local induction and introductory youth work training within six weeks of appointment. It is setting up a three-borough consortium with L.B. Hounslow and L.B. Ealing to explore a partnership approach to joint training that may eventually include other West London boroughs.

Details:
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or
arivetts@hillingdon.gov.uk

4.23 Progression Routes to Qualification

Academic versus work-based routes to qualification were the subject of many concerns. This is a contentious area which raised a lot of issues and questions for respondents. The dichotomy expressed by many respondents is also evident from wider independent research: on the one hand, a perception that vocational learning is 'dumbing down', academic routes being seen to have greater status, validity and wider relevance for participants, with universities being the primary sources of knowledge; on the other, that '70% of learning comes from experience', making the workplace – a primary site of learning – the ideal place for the 'practical application of knowledge and skills through action'⁴. Respondents' views are reflected below.

Work-based, vocational training routes up to Levels 2 and 3 were viewed as valuable and appropriate routes to qualification. For the majority of youth support workers who may not want to progress further in the workforce, Level 2 provides appropriate vocational training and an assessment of vocational competence related to the national occupational standards required to do their jobs at this level.

Vocational routes are seen to be particularly appropriate for those staff and/or volunteers entering the workforce who may not be ready to pursue more academic routes – e.g. those with low educational attainment, learning support needs. For young entrants, in particular, they provide good access routes in to the workforce, with potential for pathways via the 14–19s specialised diplomas and the Foundation Learning Tier now under development.

At level 3 and above, respondents questioned the extent to which NVQ-based training supports the development of reflective skills, underpinning knowledge and understanding, and prepares students adequately both to become reflective practitioners and to progress to academic routes. It was felt that in general VRQs encourage greater reflection than NVQs, particularly through classroom-based opportunities to debate and share good practice with colleagues. It was also pointed out that a reflective approach is vital in

preparing practitioners effectively for cross sector and integrated working as the skills of reflection are generic and transferable to all settings.

There are excellent examples of NVQ-based training courses (see South London Youth Service Training Partnership box on page 15, and Hillingdon Youth and Connexions Service box opposite) that do just this; nevertheless, several interviewees felt that this is achieved through designing in elements in excess of the minimum required from Awarding Bodies. Conversely, it was pointed out that NVQs in Youth Support Work (Levels 2 and 3) contain mandatory reflective learning units; the competence levels being, arguably, in excess of the job remit.

Many local authority services have either developed or buy in NVQ or VRQ-based training for youth support workers, as the nationally-recognised routes and HE providers will accept Level 2 and 3 NVQs or VRQs as pathways, sometimes with experience or additional assessment tests or study skills support.

Nevertheless, with the move to a graduate profession for youth work by 2010, which respondents strongly support, many want to see an expansion of other routes at introductory and foundation levels – for example, Tower Hamlets College offers an FE Access course running alongside the Levels 2 and 3 programmes for those staff who want to progress straight to the HE route; YMCA George Williams College's Foundation Studies Diploma in Youth Work Level 3) is also a recognised Access to HE programme. Foundation degrees offer another route at (NQF) Level 4.

PYL could take a leading role in a regional approach to the development and expansion of agreed and diverse routes for qualifying training in the region, within the existing and emerging national context – e.g. IQF, Foundation Learning Tier, National Qualifications and Credit Framework, universities' extending participation agenda.

⁴ Source: *Work-based Learning: Illuminating the Higher Education Landscape*. Final Report, The Higher Education Academy (CHERI/KPMG), May 2006. Information at Foundation Degree Forward web-site: www.fdf.ac.uk

Case study

Duke of Edinburgh's Award London Region offers support to the D of E Award in most London boroughs and other organisations who operate under its operating licence scheme. The London Region delivers both pan-London and borough-based BELA (Basic Expedition Leader Award) courses with partners in six boroughs. The Award is interested in diversifying its training offer with boroughs and organisations it has relationships with to include, for example, introductory youth work courses; and in joint working with partners to extend training opportunities across the capital for the youth support sector.

D of E London Region is also a delivery agent in three boroughs currently for the Brunel University Centre for Youth Work Studies Foundation Certificate – Kensington and Chelsea, Lambeth and Brent. The Brunel Certificate is a Level 3 - equivalent programme with HE validation, though not currently JNC-endorsement. There is further interest from other London boroughs in delivering this programme, which provides one of few 'academic' routes to a youth support worker qualification at Level 3, once JNC endorsement has been clarified.

Details: peter.fleet@theaward.org

4.24 Quality Assurance and Standards

There was strong consensus for, and commitment to improving quality and driving up standards. Respondents want to see training that is quality assured at local level and support a regional approach to the use and/or establishment of quality criteria and systems. Interviewees felt this would also increase consistency and portability of local training courses.

Consensus on minimum standards is needed across the region for qualifications that reflect the national picture, e.g. minimum Level 2 qualification for youth support workers. It was pointed out that unaccredited locally recognised courses do not meet government guidelines for training to Level 2 and as far as possible, local training should aim for this. There should be minimum standards in training that accommodate local needs. There was a view that standardisation is not possible without accreditation; however, it was also pointed out that accreditation does not guarantee standards and quality.

It was suggested that PYL might play a role in endorsing locally-recognised courses that have not been validated to appear on the NQF (especially Entry to Level 1) in order to achieve a degree of standardisation. This needs to be applied flexibly to encompass variations in qualifications and professional background while assisting progression and transferability. For example, many of the

large VCS organisations apply standards to their training programmes and/or quality frameworks that exceed Awarding Body requirements and are – or could be – recognised as both a quality brand in their own right and a pathway or access route. Of the VCS members interviewed all could point to examples of excellence (see relevant boxed text), and these represent only a minority of the potential in the voluntary sector.

Case study

Tower Hamlets Youth Work Training Forum co-ordinates, develops and delivers youth work training with all agencies in the local Youth Support Services. A strong partnership between TH College, LBTH Youth Support Services and VCS providers has led to the development over several years of a comprehensive training package with clear progression routes for staff and volunteers entering the workforce at different levels. For young entrants, there are pathways from youth accreditation schemes including D of E, Millennium Volunteers and Youth Achievement Awards, as well as locally developed schemes for accrediting learning outcomes. These lead to peer worker/leader training – some with OCN accreditation, to OCN accredited Induction to Youth Work training and a range of topic-based courses. The induction training leads on to ABC-accredited VRQs in youth work for youth support workers – a Certificate at Level 2 and Diploma at Level 3; which can lead to the HE Diploma or Degree route with any HE provider. TH College also delivers, alongside its VRQs, an Access to Youth and Community Work course for those without any qualifications who wish to go straight to the HE route.

Details: ahoque@tower.ac.uk or arusbridge@tower.ac.uk

Several respondents felt it would help to have one central place to go for courses, etc where they could feel confident in standards and quality – an organisation with an overview of London that could facilitate linkages with commissioners and providers of training. This applied particularly to unaccredited or 'local' courses delivered by private or new providers. It was felt that development of some agreed quality standards, criteria or checklist to assist selection of providers would help this process: many F and HE providers have these in place and some local authority services have developed their own which could be built on. The LSC is also trialling a new Framework for Excellence⁵ from this September, which might eventually be drawn on as a means of assessing quality and standards in the youth support sector.

This was felt to be a role that PYL is well placed to fulfil (see later).

4.25 Affordability and Funding

These are two of the biggest concerns of respondents: training is an expensive activity that needs to factor in attendance time/payment, study time, management/supervision time and backfill; as well as the

costs of buying in the provider or in-house development/management, venue costs, etc. Some respondents had experienced expensive courses run under-capacity while VCS partners at local level are either denied access or have been unable to take up places due to barriers like timing, cost, lack of information, etc.

Several respondents from LA services commented on reductions in training budgets since the loss of the Transforming Youth Work Implementation Fund. Also, most LAs have yet to achieve the 2-5% spend on training recommended in Transforming Youth Work.

Others commented that in relation to full-time diploma or degree level courses, many staff and services find the HE route unaffordable or too lengthy if pursued part-time – clearly a barrier leading to further reliance on work-based routes.

Economies of scale can be achieved by joint commissioning or partnership/ consortia approaches on a sub-regional, localised and/or cross-sector basis.

Suggestions included:

- two or more local services linking up to develop or buy in relevant training

Case study

Canterbury Christ Church University (CCU) is a long-standing provider of professional qualifying training for advice, information and guidance, including the Qualification in Careers Guidance and, until last year, the Diploma for Connexions PAs (in partnership with YMCA George Williams College). It has recently developed a Foundation Degree in Working with Young People and Young People's Services (WYPYPS) which it delivers locally, in partnership with commissioning organisations such as L.B Newham and Kent and Medway Connexions. It also delivers a six days Supervision Skills short course, attracting 20 university CATS points.

Details: jane.westergaard@canterbury.ac.uk

University of East London (UEL) launched its BA (Hons) in Youth and Community Work last September; the programme was developed with input from a steering group which continues to oversee the course. The group comprises representatives from the local youth work sector: NEWCEYS, Community Links, Barking and Dagenham College, PYL and other partners. The BA has

been validated as a JNC-professional qualification for youth and community work. Currently, most students pay their own fees, but UEL aims to develop employer sponsorship further.

Details: p.adams@uel.ac.uk

University of Greenwich runs a Dip HE/BA (Hons) programme in Youth and Community Studies which has JNC-professional qualification status. Two new Youth and Community Studies Joint Programme managers were appointed last November. They are currently re-establishing a professional advisory committee to increase input from and facilitate debate with the field and employers, concerning the programme's development. It aims to strengthen its partnerships with employers through a 0.2 fractional appointment to fulfil this role and establish regular events and seminars to bring practitioners from the field together. The university is also developing a new Foundation Degree related to ECM outcomes and the Common Core, soon to be validated.

Details: ck42@gre.ac.uk

⁵ Framework for Excellence is a new system for assessing performance by employers, adults and young people in post-16, government-funded training offered by colleges and other learning providers. Developed by the LSC, DfES, Quality Improvement Agency and Ofsted; it is to be trialled by 100 providers from September 2007. Information at: www.lsc.gov.uk

- several boroughs operating as Satellite Centres to those services that have Approved Centre status with Awarding Bodies
- greater opening up of training places to VCS partners and use of VCS partners as providers in their own right.

All of these suggestions could see further benefits in increased quality; standardisation; retention, collaboration, transferability and enhanced learning outcomes.

For professional youth work qualifying diploma and degree courses, there is a capacity problem created by the lack of funding to support student placements making it more difficult for HE providers to place students and employers to host them. Several respondents remarked on the issues raised concerning the professional status of youth and community work, when government funding for related professions such as social work and teaching is given to providers.

Levels of funding for training are inadequate in most cases – there is a need to identify, lobby for and lever in additional funding from relevant sources regionally and locally. This would also enable the sector to plan for and meet needs in a more co-ordinated way, e.g. liaison with London and sub-regional LSCs.

It was felt that PYL could play a role in both lobbying relevant bodies in this area and co-ordinating responses to draw down additional funding, perhaps in partnership with some members.

4.26 The Learning and Skills Council

A common theme that emerged is that of the LSC policy and guidance on funding: many LA services and VCS providers are unable to access funding for in-house course developments which is directed to FE providers. Where strong local partnerships exist, Level 2 and 3 programmes may be developed with FE partners: the CONEL, London Youth and Haringey Youth and Connexions Service, and the Tower Hamlets Youth Service and College partnerships provide excellent examples – however, several LA respondents reported struggles in this area.

The LSC will fund what it sees as priorities (related to the UK Skills Strategy) and there is some fear that current priorities may adversely affect FE colleges in the future. It does, however, aim to be more informed by employer needs, potentially opening up new ways of developing and delivering programmes for LAs and VCS employers with FE partners. For example, there is a possible tension between the needs of employers and requirements of the QCA vis à vis the status of VRQs and a need for dialogue and clarity between the LSC, Awarding Bodies, QCA and employers.

There was strong support for PYL to take a lead role pan-London in developing and facilitating such dialogue and arrangements.

4.27 A Central Information Source

Most respondents felt it would be helpful to have a central source or database for information on training courses, qualifications, etc, as well as accessible and user-friendly up-dates on national developments in this area. There is a need for a central regional information hub that filters information out to members and partners concerning developments, course/provider publicity, available places, etc.

This was felt to be a key role for PYL and will be discussed in more detail later.

4.3 Supporting Workforce Development

Respondents were asked what concerns they have about development of local workforce strategies relating to the youth sector within children's, young people's and families' services under the ECM agenda and how a Pan-London Strategy might offer support in addressing them. Some of the areas to be addressed include: job design and evaluation; recruitment, retention and rewards; integrated workforce; leadership, management and supervision; participation of all partners, including VCS organisations and young people.

4.31 Localisation

One area of concern was the risk of fragmentation, inconsistency, local differences and loss of regional perspectives

as responsibilities are devolved to borough-based Children's Trusts. The Connexions experience of attempting to develop sub-regional perspectives cautions that regional perspectives and consensus may be even more difficult to achieve in the future. There was a view that anything to mitigate against these consequences could help.

It was also recognised, however, that Children's Trusts are working within a national framework and will be looking for support in tackling the many complex issues involved in children's workforce strategy development; while the pending IQF will be designed to enable greater rather than less mobility in the workforce and portability of qualifications.

There were mixed views on whether PYL should play a role in this area – for example, how would it fit with GOL's role? Nevertheless, many felt that PYL could be very well-placed to provide a useful 'youth' perspective to influence and work with GOL and other bodies to ensure a regional dimension is reflected in planning decisions locally.

4.32 The Young People in the Middle

There was a strong perception that the 'young people' in the middle of 'children's, young people's and families' services' are not currently as well represented within Children's Trusts' governance and planning arrangements as they might be. Planning is very focused at the younger end, perhaps understandably, owing to safeguarding and child protection considerations – though it was noted that the same issues in these areas apply to 'young people' as 'children'. Some training providers identified one means of youth support services influencing the wider children's services agenda to be the development of in-service training to educate practitioners from other sectors, e.g. understanding adolescence or the nature of youth work. PYL might play a role in facilitating this between providers and local training commissioners.

There was also a view that youth support services are being squeezed politically and financially by bigger services within Children's Trust arrangements – on the one hand the formal education system of schools; on the other children's health and

social care and youth justice. The new structures are headed up predominantly from representatives of these services, including often the larger children's charities, thereby exacerbating the need for better representation of the 'informal' statutory and voluntary youth sectors. There were some notable exceptions to this picture – for example, a couple of interviewees felt their youth services or services for young people were fully integrated and involved in the emerging Children's Trust, though even these found voluntary youth sector engagement to be inadequate.

The engagement of the local voluntary youth sector in London appears to be patchy – possibly due to a lack of voluntary youth infrastructure organisations. Only five outer London boroughs and none of the inner London boroughs currently have a Council for Voluntary Youth Service or similar though NCVYS reports that Hackney has just established a local network and has plans to establish three more. CVS representation of CYP interests varies hugely – Merton and Sutton CVSs, for example, have strong CYP strands. There are some models of good practice around the capital – in Barnet and Bexley for example – but most Children's Trusts are seem to be at an early stage in engaging the voluntary youth sector.

Barriers to engagement are seen to be particularly problematic for BMER and small community organisations. The NCVYS interviewee suggested that borough-based Workforce Development Champions could advocate on behalf of the local voluntary youth sector. This is a model currently being trialled in other parts of the country and attracting interest from CWDC.

Other interviewees suggested that cultural and language differences between organisations and services are greater barriers to engagement than age groups – along with an as yet unclear vision of what an integrated youth support service might look like.

There was strong support for PYL to continue to be a voice for the informal youth support sector – to promote the values and principles of informal education of young people within wider children's, young people's and families' services.

Case study

Kensington and Chelsea Youth Support and Development Service has produced a comprehensive Team Toolkit written by a representative group of managers, staff, voluntary sector and young people. It is divided into three sections, covering the local and national policy and curriculum frameworks in which the service operates; followed by extensive resources to support delivery and support mechanisms, including quality standards and supervision policy and guidance.

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rbkc.gov.uk

4.33 Integrated Youth Support Services

Respondents felt that there are huge professional boundary issues to be addressed in the development of IYSS. One of the areas of concern was the blurring of these boundaries, in particular, the loss of identity and uniqueness of youth work, and, for the local voluntary youth sector, its independence and autonomy. There was strong support for ensuring that youth work continues as both a distinct approach and profession within IYSS. The impending enhanced professional status of youth work as a graduate profession within three years was seen as a move that may help this so long as the underpinning values and principles of youth work are retained within the NOS and future degree programmes.

There was also some variation in perception of what actually constitutes the youth support sector – for most this would be anyone delivering informal education, information, advice and guidance and personal development, and having a voluntary association with young people; such as youth workers, learning mentors and PAs. Nevertheless, regional consensus may be difficult to reach as borough-based Children's Trusts embed – for example, to many youth justice is clearly youth support; to others it sits within a community safety context; for some, play work, especially adventure play is youth support; for others it sits with children's health and social care. The complexity of infrastructure and delivery methods of the local and regional voluntary youth sector adds a further dimension.

Definitions of the youth support sector are clearly influenced by local structures, arrangements and location of services, and clear regional definition of the sector may not be possible, or even desirable. Many respondents called for solutions that are not 'one size fits all'.

It was, however, felt that advice and guidance on what the IYSS part of local children's strategies could look like would help members – and modelling good practice regionally would support this. PYL could also help by isolating particular roles and supporting activities - such as retaining a focus on training and CPD within the wider IYSS agenda; providing a forum for

Case study

Barnet launched a new Council for Voluntary Youth Service (CVYS) in April, making it one of five (outer) London Boroughs to formally constitute an infrastructure organisation for the local voluntary youth sector - the others being: Bexley, Bromley, Croydon and Redbridge.

Some other boroughs, such as Sutton and Lewisham, offer VYS infrastructure support through the local CVS and/or VYS partnership arrangements such as the Newham Youth Providers Partnership, or second tier networks for specific groups. Infrastructure support for the voluntary youth sector is key to its successful engagement in the children's workforce strategy agenda and inclusion in the integrated workforce.

Details: nichola@ncvys.org.uk or individual CVYS/CVSSs.

IYSS managers and others to come together to share practice, identify issues, and network.

4.34 Youth Work – links with LLUK and NYA

Several respondents pointed to the need for the youth work sector to be better represented and integrated into the youth work strand of LLUK. This would bring experience and expertise from the profession to the work of LLUK as the still relatively new SSC for youth work, e.g. it has recently used an Expert Working Group in the development of the NOS. While this was felt to be a national role that should involve many other parties, PYL could work with LLUK to pilot an initiative to embed greater input on a regional basis in the first instance. The SSC, Skills Active, for example, has developed a Play Work Unit, which provides a model for championing of play work within a multi-strand SSC. Some felt LLUK and the youth work sector would benefit from such a model.

Skills Active sets out a coherent national strategy for play work education and training for the next 10 years which some feel is missing for youth work and should be developed. It should be noted, however, that in the case of youth work, responsibility for the professional (JNC) validation of qualifications lies with the NYA's Education and Training Standards (ETS) Sub-Committee rather than LLUK, at which LLUK has

representation. Some respondents expressed concerns about the current system of validation of the youth support worker qualification; others pointed to the need for flexible routes to qualification and pathways to degree courses, as discussed previously. It was felt that greater clarity is needed concerning LLUK's current and future role and work in these areas.

Clearly, the picture is complex and set to become more so within the integrated workforce agenda, increasing the risk of the profession being subsumed into this wider agenda, e.g. as fewer children's services managers have youth work terms of reference.

Many respondents identified a need to work with the NYA and LLUK to address the issues and want to see PYL work with NYA, LLUK, NCVYS, F and HE providers and others to do so.

4.35 Workforce Data Collection, Analysis and Planning

Local areas are looking for help with workforce analysis required to assist planning as part of the children's strategy development. The collection and analysis of workforce data at a regional level was felt by many to be a useful support, e.g. job market analysis – the number of jobs advertised, vacancy rates, retention, salaries; numbers in training, levels and qualifications, etc. Providing information to the sector could both help members with workforce planning and help London as a region to compete with the rest of the country, e.g. over time better career progression opportunities; improved retention; training progression.

Data collection, entry and analysis is a highly complex task and no national or regional organisation currently appears to be doing it comprehensively for the youth support sector. Interviewees felt there is a 'London workforce' which is highly mobile across both borough and service boundaries and different to other regions. Most respondents felt workforce data collection would be useful to assist, for example, succession planning and training plans.

Several interviewees, however, questioned whether this is a role PYL is equipped to

fulfil and/or if this role does in fact lie with other regional or national bodies – GOL, GLA, London Councils and/or London LSC or, nationally, CWDC, LLUK, NYA, DfES. Most of these bodies already collect and collate aspects of workforce data and CWDC is currently in the process of determining a system of workforce data collection that would work across the whole of the children's workforce in England.

A significant minority of interviewees questioned the need or purpose of regional data collection or 'mapping' of the workforce and felt it should only be embarked upon for quite clear and/or specific purposes and/or to address needs in particular areas, such as:

- assessing the size and value added by the VCS to youth support – this would provide powerful data for statutory services to take VCS contributions seriously, assist with full-cost recovery for services delivered, etc
- addressing diversity issues – e.g. barriers to qualifications/career progression for particular groups (e.g. BMER staff, women, staff with disabilities) – and assessing what needs to be put in place to support progression
- qualifications and levels within the sector to support funding bids for appropriate training
- sub-regional data to determine need for localised training programmes, joint commissioning, etc.

It was felt that if PYL were to have a role in this area it would need to be adequately resourced, perhaps by the strategic regional bodies; and/or could be undertaken in partnership with one or more relevant bodies.

Specific functions mentioned included: determining a common data set across the region; help with planning templates for data collection; and, in particular, contributing to the complex task of quantifying the local voluntary youth sector. Further work is needed on the viability of PYL undertaking this function.

4.36 A regional voice

It was felt strongly that moves to borough-based services embodied in Children's Trusts will carry many threats to the development

5. Analysis of Findings: A Pan-London Strategy in Practice

5.1 Introduction

of a cohesive, strategic regional approach to training and workforce development. For example, commissioning models being developed in each CT could vary considerably from borough to borough.

Also, as mentioned above, there is a 'London' workforce and London as a region is different to anywhere else in the country: its complexity is seen, for example, in the current Connexions transition arrangements wherein Connexions services and branding in five partnerships are to be transferred to thirty three boroughs. In many county councils where the Connexions Partnership is/was co-terminous with the county, this has proven to be a relatively straightforward task.

It was felt that the risks and threats discussed in the section above lead to an even greater need for a strong regional voice for the youth support sector across London.

Respondents were keen to see PYL provide a regional focus for members and a voice with local, regional and national strategic bodies in relation to workforce development issues for the youth support sector, identifying problems and proposing strategies or solutions. It was felt that this would add value and strength to local youth support sector perspectives – see later.

This section details what respondents want to see in place to make a pan-London strategy work in practice in order to offer the support asked for in the previous section. It addresses first the key aims or purpose of the strategy; then lists the conditions it would need to fulfil to ensure inclusion of all parties and ingredients for success.

It goes on to explore the importance respondents place on PYL undertaking a strategic role as the voice of the sector in London; finally the practical solutions it needs to implement in three key areas: developing and supporting joint initiatives; a regional web-based Training Directory and the London Training Network.

5.2 Key Aims or Purpose

Respondents listed a variety of aims, purposes or functions of a Pan-London Strategy. For the purposes of clarity these have been distilled and grouped under two key aims with several objectives under each one.

Several respondents referred to the fundamental aims or, what could be described as the underlying vision and mission for the strategy, best summed up in the words of interviewees:

Vision: More young people across London receiving a better quality of service from a range of partners.

Mission: To be a think tank for innovation in training and workforce development for the youth support sector in London.

i) To support a high quality youth support workforce:

- assist in creating a competent safe workforce that knows how to engage young people and achieve positive outcomes
- support diverse routes to developing people, including, for example, shadowing, coaching, mentoring, supervision, as well as training
- support the delivery of a broad spectrum of quality training to London's statutory and voluntary youth support sectors, e.g. through identification of training and

workforce development opportunities that are quality assured

- provide transparent information about pathways opening up for career progression and professional development opportunities relating to wider children's, young people's and families' services
- help to identify knowledge, skills and understanding needed to equip people in the youth support sector to deliver within an integrated workforce
- sustain and improve on professional working standards, ensuring consistency and quality and promotion of a professional workforce
- assist in standardisation of what counts as a qualified worker regionally in the context of an integrated workforce within IYSS
- support development of appropriate routes for management and supervision training, especially for BMER staff, to ensure the right skill and knowledge mix and diversity in the workforce at managerial levels
- provide opportunities for the sharing, development and promotion of good practice in training and workforce development.
- assist members in planning for training by assessing levels of qualifications and training needs in the sector through regional collation of local workforce data and researching resources/funding for training.

ii) To be a strategic regional voice for the youth sector within integrated children's, young people's and families' services:

- co-ordinate and provide a strategic regional response and perspective on behalf of the youth support sector to the ECM integrated workforce development agenda
- support the workforce development needs of the youth support sector by influencing the regional and national agenda
- support local statutory and voluntary youth support services to have a voice in local children's workforce strategies development and implementation

- promote and enhance the status of the youth service workforce and help to raise the profile of youth work in local children's workforce strategies
- be a reference point and conduit for up-to-date and accurate information to members and others on issues relating to workforce development
- present a coherent, unified voice for the youth support sector that represents views without dilution
- ensure identity and uniqueness of the youth work offer is not lost in the wider integrated and targeted youth support agendas
- raise awareness of training needs of youth support workforce and promote a diverse range of options to address needs that is not 'one size fits all'.

5.3 Ensuring inclusion

As PYL's Strategy will depend on the commitment and buy-in of members and partners, ensuring inclusion, particularly of voluntary sector members and training providers is a key concern. Respondents identified a number of factors and responses that could influence inclusiveness of the Strategy:

- partners need to see benefits and relevance of the Strategy and feel represented, e.g. variations in size of local authority members; larger and smaller and/or regional and local VCS organisations. Capacity is the biggest issue for smaller organisations
- it is difficult to meet diverse needs of partners, e.g. boroughs are managed by politicians and funding will be linked to local targets; training providers are not an homogenous group – VCS, F and HE and private providers may not have same interests/needs
- the promotion of good joined up/partnership working is essential, providing opportunities for forums for debate and discussion. PYL as a central body should develop and work with partnerships, e.g. replicate models of good practice across London through consultancy
- the needs of the VCS are different to statutory bodies', and should be reflected,

Case study

L.B. Barnet Youth and Connexions Service opens up all its training to the local VCS. It runs a bi-monthly practitioners group open to anyone in the PVI sectors to participate, regularly attracting 70-80 participants. Its agenda is theme-based, with local speakers and emphasises collaboration, networking and sharing of good practice. Details: gail.jackson@barnet.gov.uk

e.g. bringing VCS members together to explore joint areas of interest and the best means of being supported

- regional VCS organisations which are part of national organisations will be working to their own organisational strategy. Ways of supporting engagement should be explored, e.g. the promotion of training packages and quality frameworks that others can utilise or learn from. Statutory services should be encouraged to take the VCS seriously
- collaboration between the VCS and statutory sector at a local level needs improvement. Identifying and targeting reasonably representative VCS organisations to represent the sector is fraught with difficulties in London, owing to a lack of borough-based youth infrastructure networks/organisation. There are emerging issues concerning voluntary youth sector engagement in Children's Trusts
- PYL could facilitate the access of VCS organisations to cost-effective training at local level through championing voluntary youth sector involvement in local authority services' training, as expected under Transforming Youth Work
- the VCS can be supported by training bursary schemes or the promotion of locally-developed funding schemes, e.g. relating to ECM agenda
- partners need to be supportive in the commissioning process, e.g. Children's Trusts ensuring VCS access to compliance training to meet contractual obligations
- the widening participation agenda inside universities provides synergy between joint working in relation to training opportunities and the widening participation agenda, e.g. the use of university resources/expertise to host seminars, develop short courses, support action research
- it is important to ensure easy access to user-friendly information and good communication
- solutions must be cost-effective
- targets need to be focused and achievable.

5.4 Ensuring Success

While many of the factors listed above influencing inclusiveness are unquestionably also factors for success, respondents identified a wider range of success factors which are summarised below:

- a coherent and aspirational vision with transferable aims and joint ownership across youth support services and sub-sectors
- increased profile, recognition and respect for youth support sector with local and regional strategic and planning bodies
- participation of all or most of the emerging borough-based Children's Trusts

Case study

Fairbridge Training is the externally focused training department of Fairbridge. Its core aim is to train face-to-face workers in the voluntary and statutory sectors to deliver better services, especially with 'hard to reach' young people. It does so by creating links and building relationships with providers and services to market its training packages and develop bespoke programmes. Fairbridge Training currently runs a substantial four day programme entitled, Working more effectively with young people, which covers some of the areas of the Common Core. It is also working with Citizens Advice on a strategic project for the Financial Services Authority designed to raise the financial capability of 'hard to reach' young people through training for youth workers. It also sells and trains on use of SpiritLevel, its CD-based tool, developed with Foyer, for measuring soft outcomes and distance travelled with young people. Fairbridge Training is interested in building partnerships with other VCS and statutory organisations to develop a more coherent and strategic approach to the training needs of the youth support sector.

Details: abi.paterson@fairbridge.org.uk or training@fairbridge.org.uk

and assistance in responses to integrated workforce agenda, e.g. identification of training and development needs

- staying ahead of and relevant to the national youth support agenda in relation to training and workforce development aspects of targeted and integrated youth support policy
- ensuring links with and buy-in to the wider regional and national policy drivers, e.g. IQF, 14-19s and extended schools agendas; London Youth Matters
- balancing aspirational and strategic functions with practical, achievable, non-prescriptive and sustainable solutions to members' and partners' needs
- retaining a clear focus, e.g. on training aspects of workforce development; simple mechanisms for sharing practice
- developing and facilitating localised, sub-regional and cross-sector responses to training and development needs of youth support sector, particularly through joint initiatives, partnerships and dissemination/modelling of good practice examples
- ensuring active participation of partners in meetings, seminars, workshops, e.g. through localised meetings; practical, relevant agendas; appropriate audience mix
- developing quality criteria for evaluation and utilise inspection framework
- ensuring outcomes are measurable and demonstrable and lead to, e.g. improved and high quality services delivered; increased staff retention
- being a representative of the sector with strategic bodies
- facilitating communication between all stakeholders, e.g. between neighbouring boroughs; statutory and VCS sectors; training providers and commissioners; strategic bodies and the youth support sector regionally
- promoting and supporting the accreditation of a broad programme of key training courses that are flexible and transferable
- supporting the emergence and development of centres of excellence, e.g. specialist knowledge in one area

- assisting in increasing diversity of the workforce across London, especially in management positions, through training and workforce development activities
- researching and accessing funding opportunities and facilitating initiatives that increase affordability for youth support workforce training and development activities across London
- avoiding duplication – not doing the work other bodies are or should be doing.

5.5 Strategic Role

There was strong consensus from respondents on the need to influence local, regional and national strategic bodies and emerging strategy at all these levels and, at the same time, to elicit support for implementation of PYL's Pan-London Strategy from these same bodies. A minority of interviewees (three) cautioned that PYL may not have the capacity or authority to influence strategic bodies. Most felt PYL has a role to play in this area and made suggestions regarding issues to be considered and approaches and actions that might be undertaken:

- active engagement and dialogue with: at local level, Children's Trusts; at regional level, London Councils, GLA, GOL, London LSC, Association of London Directors of Children's Services, and at national level with DfES, CWDC, LLUK, NYA, NCVYS
- achieve endorsement of relevant bodies for a Pan-London Strategy, e.g. from GOL Children and Learners Directorate
- contribute positively to the agendas and interests of strategic bodies: demonstrate how a better skilled youth workforce can address needs and concerns about positive engagement of young people; explore pathways and access routes for young adults, 19+, into the youth workforce
- support and promote solutions to the representation and inclusion of the statutory and voluntary youth sectors in local children's workforce strategy development
- collect and analyse data on the youth workforce in London – as a means of both highlighting issues and proposing responses, e.g. levels of qualifications, training required in particular areas or topics; retention rates

- monitor press coverage of youth-related issues; undertake research and highlight good practice; publish responses
- a London regional perspective will be different to national and local perspectives and may be difficult to achieve. Use membership and consultations as the evidence base for the regional mandate as a unifying voice for London's youth support sector, while respecting its uniqueness and diversity, e.g. between borough-based children's services; of the VCS; of the range of training providers in the market place
- research funding sources and lobby for additional funding for youth workforce development, e.g. through identifying key posts needed; discussions with London LSC re funding criteria; a champion in government.

5.6 Developing and Supporting Joint Initiatives

The support and development of joint initiatives was identified in the 2006 mapping exercise as key to successful responses and solutions to many concerns and issues in training and workforce development. Some of these have been explored further in this report. Respondents were asked to describe how PYL's Strategy might assist them in this area – for example, sub-regionally, with neighbouring boroughs, other services, training providers; formal or informal arrangements; pooling of resources; joint commissioning; jointly run programmes. Responses included:

- influence the national agenda, consult with the youth support sector to identify needs and issues and represent views
- provide up-to-date information to members, e.g. on IYSS, JNC assimilation, CWDC workforce strategy developments.
- a regional structure – avoiding duplication. Use resources effectively
- a regional framework that would promote quality and standards in training and workforce development
- a regional framework for meeting training and workforce development needs, e.g. map qualifications and access and progression routes, provider list, clear guidelines, best practice on workforce development in the youth support sector
- courses/programmes across boundaries, boroughs and services – taking account of different organisational aims and cultures, e.g. joint CAF Training
- provide and facilitate the exchange of information – through a database, mail-shots on courses, providers, pathways; conferences, events, seminars and workshops
- facilitate and support sub-regional or localised training networks, and other initiatives – dialogue, model/disseminate good practice, pool resources, achieve economies of scale
- longer term – a London initiative to sustain standards – e.g. Key Steps to Quality (Connexions QA model, which is transferable to other settings)
- provide and facilitate a Pan-London Training Group or Forum for sharing of ideas, undertaking developmental work (N.B. see London Training Network section)
- provide central commissioning and/or facilitating joint commissioning of training, especially on sub-regional, localised basis – address variations in funding through pro-rata and in-kind contributions
- bring training providers together with commissioners of training – VCS LAs and F and HE – identify needs, priorities; develop collaborative programmes
- provide forum/s for trainers/training providers to explore issues, exchange ideas, share training resources/methods and develop partnerships as appropriate
- facilitate and support pilots and developmental projects in innovative ways of doing things, e.g. the Y Power Learning Management System and on-line courses development
- facilitate/support joint initiatives between the field and training providers, e.g. practitioner seminars, action research, short course development
- provide/facilitate working groups for development, design and piloting of new training programmes
- facilitate accreditation options for local courses, new programmes.

Case study

L.B. Newham Community Education and Youth Services (NEWCEYS) delivers in-house Level 1 and 2 courses for youth support workers through its adult education service. Its Level 3 course is delivered in partnership with YMCA George Williams College. NEWCEYS' Training Officer is part of a cross agency training officers group, which brings together all parties with training responsibilities within children's services to address the training aspects of the integrated workforce agenda. It is currently mapping out existing training across services and scoping joint initiatives.

Details:
cez.james@newham.gov.uk

Obstacles:

- funding, timing, staff availability, backfill, payment
- communication across borough and sector boundaries
- VCS capacity to respond
- training planning cycles may vary across organisations.

5.7 A Pan-London Training Directory

The need for accurate and up-to-date information on training, qualifications, providers, accreditation, etc was a recurring theme throughout the consultation. It is no surprise, therefore, that there was strong support for a web-based London 'training matrix' or 'directory'. Respondents felt that this would be a valued and useful resource for the youth support sector and it was seen as a priority for development.

Proposed content included:

- mapping pathways for accredited training
- nationally accredited training and professional qualifying courses
- locally-developed training and unaccredited courses
- information on accreditation routes and awarding bodies
- provider information
- course/provider references, reviews, recommendations
- links to the NQF, IQF and relevant Sector Skills Councils.

Respondents' comments and additions included:

- links to 'Choice' – the London 14–19s training opportunities web-site; provider/trainer web-sites, NCVYS, NYA
- course information/pathways to include content, status, length, equivalency, credit
- Government guidance on current and future qualifications and professional validation, e.g. plans for the National Qualification and Credit Framework, JNC validation
- information, advice on training and workforce development

- information on quality assurance frameworks and standards
- ensure it is specific to and focused on youth sector
- information about courses/programmes in development
- good practice examples
- training tools and resources
- needs identification
- e-admissions system/on-line registration for certain courses
- trainers, tutors, e.g. in specialist areas such as outdoor education
- need to ensure no duplication with other organisations.

Most respondents, including all the providers interviewed, supported references and reviews of providers; however, as this can be highly subjective, measures need to put in place to ensure ethics, impartiality, fairness, transparency and protection of providers, commissioners and PYL itself. Suggestions included: contact details of referees to be included rather than published reviews/recommendations; a basic standard for inclusion to be agreed on set-up; a basic quality assurance template with key questions; a PYL disclaimer to the effect that inclusion is not endorsement.

In relation to access, most respondents wanted to see open access to certain 'public' parts of the site, e.g. giving access to course information. Varying levels of access could then be achieved through 'restricted', 'subscription' or 'member' only pages accessible to more limited audience/s – PYL members, training officers, providers, commissioners, etc; containing, for example, interactive debates about needs identification, programmes under development.

It was recognised that initial outlay, updating and ongoing maintenance would be costly – resourcing could be accessed from a range of sources, e.g. GOL, LSC, grant funding; membership/subscription fees; provider advertising; charges to providers for students recruited.

5.8 A London Training Network

PYL currently facilitates its London Training Network via an e-forum. Its aim is to provide a forum for communication, information-sharing and debate between training providers, recipients and commissioners of training. Respondents were asked how they would like to see the Network's role develop in the next three years and what would encourage the active participation of all potential partners.

There was overwhelming consensus that currently an e-forum does not meet needs in the above areas. Interviewees tend to use the internet for quite specific purposes, usually access to specific information, and do not have either the time or inclination to use an e-forum for communication and debate. They are more likely to use phone or email for communication and face-to-face contact methods for information-sharing and debate/discussion.

Some called for simpler ways of accessing the e-forum, having experienced difficulties with logging in, losing passwords, etc. Others felt that electronic methods of communication will be increasingly used in future and believe e-forums to be of benefit when utilised for purposes directly relevant to them. Several felt e-bulletins and newsletters, easier access via an open site, posting of good practice articles and research on relevant topics would generate interest.

Many interviewees commented that an e-forum might be a useful supplement to other activities such as those discussed in previous sections. By far the majority of respondents wanted to see the facilitation of activities and fora that bring people together, though the purpose/s should be clear, focused and specific; encourage active participation and lead to tangible actions and changes in practice. For example, F and HE providers might meet with employers/commissioners to broaden understanding, share and debate professional training and employer needs and requirements; local authority and/or VCS training officers for networking, developing/piloting joint initiatives. Any fora developed should add value to existing fora or networks, avoid duplication, and, where relevant, develop operational links, e.g. HE providers meet

regularly through London's Training Agencies Group (TAG).

Most people prefer real to virtual forums and felt periodic theme-based conferencing, workshops, study days, seminars, showcases and meetings that enabled provider information to be shared and current issues to be discussed would be of greatest benefit. Several thought this would then encourage more effective use of e-forums as means of staying in touch or furthering debate or project planning, once personal contacts had been made. Email bulletins could also be used to signpost people to relevant uploads on an e-forum, with the double benefit of not clogging up inboxes. One interviewee pointed to the South West Training Officers Group as an effective model in this area.

Some interviewees felt membership and access to the Training Network might be broadened to include, for example, IAG (careers) companies, who all deliver in-house and, often, external training.

One interviewee discussed a possible need for a structured, managed process for training providers and commissioners to become more involved in governing and management structures to drive the strategy – the London Training Network could form the basis of this, e.g. Central London Connexions' Board, as a model, has representation from its providers, leading to a partnership rather than contractual approach.

One other finding that has emerged are the clear links between any electronic support to the London Training Network and developments relating to a London Training Directory: consideration needs to be given to how these two developments might most sensibly be brought together.

6. A training and workforce development strategy for the youth support sector in London, 2007 - 2010

The following is a recommended strategic approach providing a way forward for PYL based on the evidence generated from research. It encapsulates both the needs expressed by members and the requirements of the current policy context and change agenda – such as integrated youth support services and targeted youth support, and particularly Connexions transition arrangements, which are due to embed from April 2008.

The strategy requires the endorsement of regional government, Children's Trusts and others, as well as significant resourcing, to be implemented. It addresses some of the current complex issues and offers some practical solutions to assist the youth support sector in London.

It suggests some immediate and short-term priorities to be addressed in the first year, in response to the evidence base; but it is not a delivery plan: PYL, its members and partners will want to consider how it prioritises, resources and delivers this strategy in the immediate to long-term future.

The vision, mission and key aims are listed here; suggested objectives, activities and timescales are contained in the accompanying table.

Vision: More young people across London receiving a better quality of service from a range of partners

Mission/Statement of Purpose: To be a think tank for innovation in training and workforce development for the youth support sector in London.

Aims:

- to support and improve quality and standards in education and training across the youth support sector pan-London through measures that ensure a skilled workforce, transferable qualifications and clear progression routes within integrated youth support services and the wider children's workforce
- to facilitate the development and maintenance of joint initiatives across London in training and workforce development that apply a coherent regional approach within local contexts
- to develop and maintain a web-based London Training Directory as the key source of advice and information for the youth support sector on all aspects of training within the region
- to develop and facilitate the London Training Network to provide appropriate fora and opportunities for the exchange of information, ideas and communication between all parties with an interest in training in the youth support sector
- to manage and resource effective implementation of the strategy, including researching and accessing funding sources
- to undertake a strategic role as the voice of the youth support sector in London in training and workforce development matters.

1. Support and improve quality and standards in education and training across the youth support sector pan-London through measures that ensure a skilled workforce, transferable qualifications and clear progression routes within IYSS and the wider children's workforce

Objective	Activities/Links	Time
Work within the relevant national frameworks for quality, standards and accreditation of training and qualifications, including the QCA's NQF and pending NQ and Credit Framework; the QAA's HEQF; CWDC's IQF for children, young people and families	Monitor developments, ensure fit with PYL initiatives	Years 1–3
Work with LLUK, NYA, CWDC, APYCO, NACP, JNC for Youth and Community Workers and others as relevant to address issues, overcome obstacles, develop and pilot new initiatives vis à vis quality and standards in training for the youth support workforce	Pilot with LLUK for Youth Work Strand. Liaise with NYA ETS – develop further pathways to entry to HE route for professional youth worker qualification – graduate profession	Years 1–3
Support and promote Level 2 qualification as the regional minimum standard for a qualified (assistant) youth support worker	T and WfD Group, London APYCO	Year 1
Support, promote and/or develop existing and new accredited Level 1 (introductory) youth work programmes as agreed regional route/s	T and WfD Group, London APYCO	Year 1
Support consistency and diversity across the region in the development of flexible, but clear access routes for young people at Entry Level and Level 1 and pathways to Levels 2 and 3 and beyond	Map existing schemes, inc in VCS; initiate and promote new developments re Foundation Learning Tier	Years 1–3
Support and promote a range of accreditation options and a credit-based system for non-accredited and/or locally-recognised training and APL	Advice on options, work with interested members to pilot models	Years 1–3
Promote and disseminate regionally or nationally branded training programmes and quality standards and frameworks developed by VCS partners and support accreditation for inclusion on the NQ(andC)F and IQF where relevant and desired	Facilitate sharing, showcasing at events, seminars, etc. Publish on web-site/Directory	Years 1–3
Research existing quality assurance frameworks for training and develop a regional QA toolkit for the youth support sector that can be applied by commissioners to assess provider and programme quality and measure impact on improvement of services for client group	E.g. use NOS for Post-Compulsory Teaching, existing LA tools, templates, Connexions Step to Quality, LSC Framework for Excellence	Immediate – Year 1
Research and promote good practice and innovation in training	Facilitate sharing, showcasing at events, seminars, etc. Publish on web-site/Directory	Years 1–3
Commission and/or undertake impact assessments and evaluations to measure improvement of services for young people as a result of training initiatives	Work with Participation Network, develop pilot, disseminate good practice model/s	Years 1–3

2. Facilitate the development and maintenance of joint initiatives across London in training and workforce development that apply a coherent regional approach within local contexts

Objective	Activities/Links	Time
Develop, support and facilitate sub-regional, localised and cross-sector training and workforce development networks, partnerships, programmes and other initiatives Specific focus on 1-7 below:	Offer support as needed to existing or planned initiatives. Develop pilots and trial models across areas and sectors - focus on range of training courses and WfD initiatives	Year 1: 6-8 initiatives Years 2–3
PYL to operate as a central commissioning agent, with members and partners, for training for the youth support sector: delivery of pan-London, sub-regional and localised training and qualifying programmes as relevant within IYSS and TYS and IQF contexts. Specific focus on 1-7 below:	Develop infrastructure and management group; develop and pilot a portfolio of agreed courses (quality-assured and/or accredited); broker and contract with providers. Links: T and WfD Group, London APYCO, Connexions Partnerships, ALDCS, providers, London LSC	Immediate – Year 1 Years 2–3
1. Work with Connexions Partnerships and Children’s Trusts to support appropriate responses to Personal Adviser training and professional development during and after transition	Liaise with Connexions Partnerships (especially LECP – current pan-London lead); ALDCS, careers companies to agree menu of courses – inc NVQ 4 in LDSS and IAG, CAF, others as needed.	Immediate – Year 1 Years 2–3
2. Develop and promote initiatives that address diversity in the workforce, particularly barriers to progression into managerial posts for BMER, women, and staff with disabilities	Commission/pilot relevant programmes with members/partners	Years 1–3
3. Develop and promote initiatives that support young people entering the workforce and volunteer development	Commission/pilot relevant programmes with members/partners	Years 1–3
4. Develop and promote initiatives that up-skill the workforce in first line management and supervision skills	Commission/pilot relevant programmes with members/partners	Years 1–3
5. Develop and promote youth support worker training initiatives from Levels 1- 3	Commission/pilot relevant programmes with members/partners	Years 1–3
6. Develop and promote multi-agency training initiatives within IYSS, e.g. common core, nature of adolescence, transitions for young people	Commission/pilot relevant programmes with members/partners	Years 1–3
7. Develop a ‘virtual college’ with on-line registration system for certain courses, student tracking system, quality monitoring	Commission new PYL system and/or link with existing system, e.g. LECP, Choice	Years 1–3
Work with members and partners to retain professional boundaries and the distinct and unique contribution of youth work within emerging integrated working practices, e.g. training for IYSS practitioners and CT managers on youth work methods	T and WfD Group, London APYCO, CTs, youth work training providers	Years 1–3

Objective	Activities/Links	Time
Work with LA services for young people and Children's Trusts to ensure the profile and representation of the statutory and voluntary youth support sectors in children's workforce strategies, including modelling good practice	Research and disseminate good practice models, links with VCS Engage, NCVYS	Immediate – Year 1
Investigate with Children's Trusts and regional strategic bodies the viability of resourcing a regional data collection and analysis function for the youth support workforce in London – highlighting current issues and proposing responses, e.g. size/scope of VCS – added value, training needs; PYL to explore its role in such a development	GOL, GLA, London Councils, London LSC, ALDCS, NCVYS, CWDC, LLUK, NYA PYL Trustees and Operations Committee	Years 1–3

3. Develop and facilitate the London Training Network to provide appropriate fora and opportunities for the exchange of information, ideas and communication between all parties with an interest in training in the youth support sector

Objective	Activities/Links	Time
Facilitate periodic conferencing, workshops, study days, seminars, showcases and meetings that bring together relevant interest groups for specific purposes	Facilitate a regular LTN F and HE sub-group to bring together employers and F and HE providers; work with F and HE providers to plan topic-based study days, seminars etc; annual conferencing on current CPD issues in IYSS; facilitate VCS providers networking, joint initiatives	Years 1–3
Work with F and HE providers, LA and VCS members to identify needs, and develop and pilot programmes and short courses relevant to IYSS and the wider children's workforce	Feedback from CTs, IYSS on needs assessments. Facilitate/broker course development as needed through appropriate providers	Years 1–3
Provide a supplementary e-forum and/or email bulletins to support development and maintenance of the Network and/or its sub-groups as needed – potentially to sit within the 'Training Directory'	Training Directory web-site design to incorporate facility. Consult with providers and commissioners of training on content to encourage use in face-to-face fora	Years 1–3

4. Develop and maintain a web-based 'London Training Directory' as the key source of advice and information for the youth support sector on all aspects of training within the region, containing open and restricted access and some or all of the following areas:

	Time
<p>Open Access:</p> <ul style="list-style-type: none"> • Nationally accredited training and professional qualifying courses • Access routes for young people entering the youth support workforce, incorporating a link to and from Choice • Locally-developed training and unaccredited courses • Information on accreditation routes and awarding bodies • Progression pathways for accredited training and credits for unaccredited training • Provider information – F and HE, VCS, LA and private sector • Potential for e-admissions system/on-line registration for certain courses • Links to the NQF, IQF, relevant Sector Skills Councils, Choice, provider/trainer web-sites, LLUK, CWDC, NCVYS, NYA and others as relevant 	<p>Year 1 – development Years 2–3 – expansion, maintenance</p>
<p>Restricted/Member Access:</p> <ul style="list-style-type: none"> • An appropriate mechanism for course/provider references, reviews and recommendations • Government guidance on current and future qualifications and professional validation, e.g. plans for the National Qualification and Credit Framework, JNC validation • Information, advice on training and workforce development • Information on quality assurance frameworks and standards • Information about courses/ programmes in development and good practice examples • Training tools and resources • Trainers, tutors list, e.g. in specialist areas such as outdoor education e-Forum for London Training Network members as needed 	

5. Manage and resource effective implementation of the strategy, including researching and accessing funding sources

Activity	Time
Explore options for development of a Strategy Implementation Management Group – drawing on current PYL membership and trustees as well as representatives from LTN, regional government bodies, ALDCS, LLUK, CWDC and others as relevant. Include appropriate ways of involving young people through existing London-wide fora	Immediate – Year 1
<p>Explore funding options as commissioner of training with relevant bodies:</p> <ul style="list-style-type: none"> • Work with GOL, ALDCS, Connexions Partnerships and London Youth Matters Transition Group to agree formula and mechanisms for buy-in to a central commissioning function for PA training programmes • Work with London Borough PYL members, GOL, ALDCS, London APYCO and London Youth Matters Transition Group to agree formula and mechanisms for buy-in to a central commissioning role for a portfolio of local, sub-regional and pan-London training programmes for current and future IYSS and TYS, e.g. increase membership fees; pro-rata buy-in; local/sub-regional commissioning • Work with members to form joint commissioning partnerships as needed, e.g. VCS consortia for delivery specific training and/or bidding 	<p>Immediate – Year 1</p> <p>Year 1</p> <p>Years 1–3</p>
Explore with CWDC, LLUK, GOL, GLA, London Councils, London LSC to support aspects of strategy implementation and/or specific initiatives as relevant, e.g. workforce data collection function	Year 1
Work with London LSC on access to funding for NVQ and VRQ training; access specific funds, e.g. Train to Gain, Skills for Life, Management and Leadership	Year 1
Liaise with Children's Trusts to encourage implementation of the 2–5% targets set by Transforming Youth Work for youth worker training	Years 1–3
Support and facilitate pooling of resources and pro-rata funding for localised joint initiatives	Years 1–3
Explore Charitable and Grant Funding especially for initiatives aimed at VCS, e.g. City Parochial Foundation, Jack Petchey, Big Lottery	Years 1–3

6. Undertake a strategic role as the voice of the youth support sector in London in training and workforce development matters

Objective	Activities/Links	Time
Influence local, regional and national strategic bodies through active engagement and dialogue with Children's Trusts, London Councils, GLA, GOL, London LSC, ALDCS, DfES, CWDC, LLUK, NYA, NCVYS and others as needed	PYL representation at relevant fora, working groups and meetings; involvement key WfD leads in PYL strategy implementation through endorsement and/or management structure	Immediate – Year 1 Years 2–3
Ensure ongoing endorsement of relevant bodies for the Strategy and its implementation	Implementation to fit with regional priorities, e.g. Young London Matters	Immediate – Year 1 Years 2–3
Contribute positively to the agendas and interests of strategic bodies in areas of training and workforce development	Support training to address key issues, e.g. gun crime and conflict resolution. Develop pilots, disseminate good practice	Years 1–3
Support and promote solutions to the representation and inclusion of the statutory and voluntary youth sectors in local children's workforce strategy development	Support, develop local youth infrastructure networks, model good practice, champion youth support sector with CTs; links with NCVYS, local CVSs, CVYSs, others	Immediate – Year 1 Years 2–3
Monitor press coverage of youth-related issues; undertake research, highlight good practice; publish responses	Broker action research projects; write and/or commission articles. Links – members, F and HE providers	Years 1–3
Provide up-to-date information, advice and guidance to members and partners regarding training and workforce development issues	Through weekly updates; on web-site; through consultancy service. From CWDC, LLUK, London CTs	Years 1–3
Review terms of reference of PYL Training and Workforce Development group to reflect new agenda and integrate workforce development – consider retention of focus on training aspects within WfD	PYL with members, T and WfD Group, Operations Committee, Board of Trustees	Immediate
Canvas opinion from membership as needed to provide evidence base for mandate as a unifying regional voice for London's youth support sector	Through Trustees, Operations Committee, T and WfD Group and LTN	Years 1–3

Annex 1: Policy Drivers

1.1 Every Child Matters (ECM): Change for Children Programme

The Children Act, 2004 provided the legislative basis for full scale reform of services for children and young people. It provides a national framework for local change programmes aiming to maximise opportunities and minimise risks for children and young people. Some key components of the ECM Programme include:

- underpinning everything, services are to be planned around children's and young people's needs and the improvement of the five outcomes identified as being key to their well-being: be healthy; stay safe; enjoy and achieve; make a positive contribution; achieve economic well-being
- a duty on local authorities to make arrangements to ensure co-operation between statutory agencies and other bodies such as the voluntary and community and private sectors – the establishment of Children's Trusts and production of a single Children and Young People's Plan (CYPP)
- a duty on key agencies to safeguard and promote the welfare of children, including establishment of Local Safeguarding Children Boards (LSCB)
- a duty to set up indexes or databases containing basic information about children and young people to enable better information sharing.

The ECM series of documents (2004–2005) provide further guidance on working together with the voluntary and community sector (VCS) at local level within a children's trust context. These cover the implementation of new arrangements for co-operation between partners, leading to greater integration at four levels:

- integrated front-line delivery – delivering services together, organised around needs of child rather than professional boundaries
- integrated processes – common processes making integrated delivery easier, e.g. Common Assessment Framework (CAF), information-sharing databases and arrangements

- integrated strategy – joint assessment of local needs, joint planning and commissioning of services by children's trusts – range of providers, pooled budgets and resources
- integrated governance – a strong integrated governing body representing all key delivery partners through the children's trust and Local Strategic Partnership (LSP); involvement of VCS partners in local governance, e.g. development of the children and young people block of the Local Area Agreement (LAA); Local Safeguarding Children Board (LSCB).

1.2 Youth Matters and Young London Matters

Youth Matters applies the ECM principles to young people from ages 13–19 (or up to 25 in the case of young people with disabilities). It outlines steps to ensure achievement of the ECM five outcomes by young people and reducing the gap between the most disadvantaged and others. It places a duty on children's trusts to oversee and/or deliver its main provisions which include:

- things to do and places to go: statutory duty and national guidance for providing positive activities; Youth Opportunity and Youth Capital Funds (YOF and YCF)
- young people as citizens: making a positive contribution: active citizenship and community engagement by young people – peer mentoring schemes in schools and with looked after children; expansion of youth volunteering (v); Respect Action Plan – measures to support engagement in activities and communities
- supporting choices: information, advice and guidance (IAG): a new set of quality standards for IAG; devolvement of responsibility for IAG commissioning and funding from Connexions Partnerships to local authorities (via LAAs) through children's trusts, schools and colleges; support to parents in getting the right information to help
- all young people achieving: reforming targeted support: 14 Pathfinder projects are under way (2006–08) testing out redesigned (integrated) targeted support services for young people – including earlier intervention with 'at risk' children and families; lead professional and fund holding lead professional roles.

Young London Matters is the London regional change programme, implementing the national policy; coordinated and managed by the Government Office for London's (GOL) Children's, Young People's and Families Directorate. GOL works with local and other regional partners to implement both Youth Matters and ECM across the capital.

Youth Matters is the direct policy driver for the establishment and roll-out of integrated youth support services (IYSS) and targeted youth support (TYS) under Children's Trusts. Integrated youth support is a universal entitlement for all young people; while targeted youth support is offered to young people with additional support needs, for example, young people leaving care or otherwise at risk of social exclusion.

GOL manages the process of IYSS and TYS roll-out pan-London through its London Youth Matters Transition Group in partnership with the Training Development Agency (TDA). The TDA has prime responsibility for several related work streams including TYS, Extended Schools Services and the Respect Action Plan.

In London, it is planned that Children's Trusts will fully incorporate TYS as an integral part of IYSS, i.e. targeted support will sit within a comprehensive universal and integrated youth support service.

1.3 Children's Workforce Strategy: Building a World-Class Workforce for Children, Young People and Families

In 2005 the government published its Children's Workforce Strategy (CWS) and in 2007, its Spring Update. The strategy encompasses the government's vision and priorities for development of a 'world-class' children's workforce equipped to deliver the ECM imperatives in all children's, young people's and families' services.

The Vision:

- achievement of the best possible outcomes for children and young people and reduction of inequalities between the most disadvantaged and the rest

- a workforce which is competent, confident and safe to work with children and young people
- a workforce which people aspire to be part of and want to remain in – where they can develop their skills and build satisfying and rewarding careers
- a workforce which parents, children and young people trust and respect.

Importantly, the document establishes the children's workforce as everyone working with children and young people across all age ranges, whether employed by public, private or voluntary organisations. It calls for 'new ways of working' across all services and the delivery of 'integrated solutions' to service delivery within each area, including early years; health and social care; schools/extended schools; integrated youth support services; looked after children.

The strategy sets out the early priorities for reform of the children's workforce and sets the scene for subsequent developments. It underlines the importance of local workforce strategies to help local partners to develop a clear analysis of workforce size and skills; service redesign and workforce reform required. It expects workforce strategies to relate to and sit within the CYPP and outlines initiatives under development to support local workforce strategies. These include:

- streamlining planning arrangements
- strengthening safeguarding and improving outcomes for looked after children
- fostering and residential care
- improving recruitment, retention and quality of practice
- improving multi-agency working
- planning and commissioning (including strengthening of engagement between the VCS and children's trusts)
- leadership, management and supervision.

The CWS also intends that:

- by 2008, National Occupational Standards across all sectors of the children's workforce will incorporate the Common Core of Skills and Knowledge
- by 2010, an Integrated Qualifications Framework will be in place.

1.31 Common Core of Skills and Knowledge for the Children's Workforce

The Common Core of Skills and Knowledge sets out the basic skills and knowledge deemed to be 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.

The skills and knowledge are described under six main skill sets:

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

Case study

YMCA Metropolitan Region operates on a federation model, offering support to 26 local YMCAs in London and parts of Herts, Bucks, Kent and Essex. These form part of the local offer for youth support and staff, volunteers and young people may access training opportunities on offer locally. They are also encouraged to access qualifying training either through distance learning at YMCA College or other relevant providers, e.g. housing adviser training. YMCA Insync standards is a new quality framework which a local branch may work towards to achieve 'accredited' YMCA status.

Details: phil.martin@england.ymca.org.uk

YMCA Training is an independent branch and offers a vast array of vocational training for young people from age 16 and adults, in partnership with LSCs, Jobcentres, Connexions Services, businesses and others. All its programmes are accredited, mainly through Awarding Body, City and Guilds and it delivers Apprenticeships, E2E programmes, Key Skills, some of which offer access routes for young people into the youth support workforce.

Details: www.ymcatraining.org.uk

Over time the Government expects everyone working with children, young people and families to be able to demonstrate a basic level of competence in the six areas of the Common Core. In the future, the Common Core will form part of all qualifications for working with children, young people and families and will act as a foundation for training and development programmes run by employers and training organisations.

1.32 Building an Integrated Qualifications Framework

Part of the children's workforce reform programme involves the development of an Integrated Qualifications Framework (IQF). This aims to address the current complicated and confusing range of qualifications and assessment and accreditation requirements. It aims to ensure a stable, committed and highly competent workforce equipped to deliver better services, with the common core of skills and knowledge embedded at its core. The IQF will have four main purposes:

- support a better qualified, more competent workforce
- enable individuals to develop rewarding careers by creating flexible pathways between different kinds of work settings (thereby improving retention)
- support managers in determining appropriate teams and individual roles within services
- support employers' reviews of organisational structures and simplify reward packages and progression routes.

Work on developing the IQF is at an early stage and is being led by the CWDC, in conjunction with the Children's Workforce Network (CWN). It will relate to and link with other reforms being led by the Qualifications and Curriculum Authority (QCA), e.g. Sector Skills Councils' Sector Qualification Strategies and the NHS Knowledge and Skills Framework (see later section for more on the QCA and national qualifications). The final framework is planned to be in place by 2010, but will be based on design principles that:

- reflect revised National Occupational Standards that incorporate the Common Core of Skills and Knowledge

- recognise and accredit core and specialist skills and knowledge
- support work-based routes to higher education
- support accreditation of prior learning and experience
- are future-proofed, accrediting
- competence in roles independent of service delivery model
- support post-qualification professional development
- support community-based learning and accreditation.

Annex 2: The Learning and Skills Council (LSC) and Sector Skills Councils (SSCs)

2.1 The Learning and Skills Council

The LSC is a non-departmental public body responsible for planning and funding high quality education and training in England everywhere other than in universities. It aims to improve the skills of England's young people and adults to increase skills, make the country more competitive and 'ensure a workforce of world-class standard'. It seeks to raise standards in the further education and training sector and to make learning provision more responsive to the needs of individuals and employers.

There is a national office and nine regional offices overseeing the work of local partnership teams throughout the country. In London, the London LSC oversees the work of five sub-regional LSCs. The London context is now different to the rest of the country in that the Mayor-led London Skills and Employment Board has a significant role in the adult skills agenda. The LSC's major tasks are to:

- raise participation and achievement by young people
- increase adult demand for learning
- raise skills levels for national competitiveness
- improve the quality of education and training delivery
- equalise opportunities through better access to learning
- improve the effectiveness and efficiency of the sector.

The LSC works currently to its agenda for change programme as part of Government

reforms contained in the 2006 White Paper 'FE – Raising Skills, Improving Life Chances'. For 14-19s, the LSC has responsibility for funding Education Maintenance Allowances, Apprenticeships and Entry to Employment programmes, school sixth forms and further education. It is working with the QCA (see Annex 3) to develop the Foundation Learning Tier (FLT) – a coherent framework of provision below NVQ Level 2 for learners aged 14 and above. Its features will include:

- units and qualifications from the proposed Qualifications and Credit Framework
- progression pathways which will provide clear and appropriate progression routes to level 2 qualifications, employment or independent living
- removal of financial barriers for 19-25 year olds over time
- personalised provision that meets the individual needs of learners.

The FLT is being trialled in 2006/07 and phased implementation will begin in 2007/08 with full implementation by 2010.

The LSC is responsible for securing adult information, advice and guidance services and for implementation of the government's National Skills Strategy which aims to maximise the contribution of skills to raising productivity, economic competitiveness and sustainable employment in the UK.

It aims to support employers in up-skilling their workforce through its Train to Gain programme. The programme aims to:

- offer free impartial and independent advice to employers
- match training needs identified with training providers

- ensure that training is delivered to meet business needs.

One of its key goals is to ensure that both training and skills advice are impartial, flexible and responsive to the needs of the employer.

The LSC has worked with the DfES, OfSTED and Adult Learning Inspectorate to develop RARPA - Recognising and Recording Progress and Achievement in non-accredited learning. RARPA provides an approach for quality-assuring non-accredited learning provision. It can be used as a tool for quality improvement and to increase recognition of learner achievement and may be applied in any formal and informal learning contexts that involve non-accredited learning, particularly in settings where personal and social development are key outcomes, e.g. E2E providers are required to use RARPA.

2.2 Sector Skills Councils

The Sector Skills Councils Development Agency is a non-departmental public body with responsibilities to:

- fund, support and monitor the performance of SSCs
- ensure consistent, high-quality standards across the Skills for Business network
- ensure skills provision is designed to meet sector needs
- provide minimum cover for occupational sectors without a SSC
- ensure generic skills are effectively covered in the work of the SSCs
- promote best practice sharing and benchmarking between sectors
- collate labour market intelligence accessible via a website portal.

The Skills for Business network comprises 25 Sector Skills Councils each of which is an employer-led, independent organisation that covers a specific sector across the UK. SSCs have four key aims:

- to reduce skills gaps and shortages
- improve productivity, business and public service performance
- increase opportunities to boost the skills and productivity of everyone in the sector's workforce

- improve learning supply including apprenticeships, higher education and National Occupational Standards (NOS).

2.21 The Children's Workforce Development Council (CWDC) and Children's Workforce Network (CWN)

The CWDC was established in 2005 as part of the Sector Skills Council (SSC) for social care, children and young people: 'Skills for Care and Development'. It is the national strategic body with the responsibility to take forward the children's workforce reforms outlined in the CWS. It shares this responsibility with the Children's Workforce Network – a strategic network of children's and young people's organisations and other stakeholders with an interest in workforce reform in the sector. It is also working with its sister organisation within the SSC, Skills for Care, on relevant social care reforms and with Lifelong Learning UK (LLUK), the SSC for community learning and development. The CWDC and CWN are working with government to address the key challenges identified in the CWS.

Support for the development and implementation of local workforce strategies was one of CWDC's earliest and continuing priorities: Developing and Implementing an Integrated Local Children's Services Workforce Strategy provides a toolkit to support local workforce planning; the CWDC consultancy service offers advice, support and guidance as needed – including engaging the voluntary, community and faith sectors and integrated training.

There is also a variety of funding streams currently designed to enable research, development and piloting of new ways of working across the diverse parts of the children's workforce, e.g. the Occupational Groups Strand and last year's Private, Voluntary and Independent (PVI) Fund, now the Workforce Strategies Partners Programme (WSPP), designed to support initiatives to engage the private and voluntary, community and faith sectors in Children's Trust arrangements. The PVI fund allocated £3 million in the 2006/07 year; the WSPP is planned to be a three year funding stream subject to continued CWDC funding from the DfES. The WSPP fund offers

£20,000 per year to Children's Trusts in unitary local authorities and London boroughs and £30,000 to county councils.

CWDC published its Induction Standards, applying to all those who work with children, young people and families, in 2006. The Standards set out what any new worker should know, understand and be able to do within six months of starting work. They are accompanied by guidance documents and supporting materials for those involved in the first stage of implementation in the children's social care sector; trialling began in September 2006.

The standards have been designed for wide application across the children's workforce and replace the previous Topps England's generic social care standards. CWDC has produced seven standards underpinned by a set of values and principles, encompassed in Standard 1. These are:

1. understand principles and values essential for working with children and young people
2. understand your role as a worker (employed or self-employed)
3. understand health and safety requirements
4. know how to communicate effectively
5. understand the development of children and young people
6. safeguard children (keep them safe from harm)
7. develop yourself.

2.22 Lifelong Learning UK (LLUK)

Lifelong Learning UK is the Sector Skills Council responsible for the professional development of all those working in community learning and development; further education; higher education; libraries, archives and information services; and work-based learning. It took over the work of three former National Training Organisations (NTOs) in 2005, including PAULO, previously the NTO for community learning and development, including youth work.

As the SSC responsible for the youth work sector; LLUK is currently undertaking a

revision of the National Occupational Standards (NOS) for youth work. The old NOS were developed by PAULO and launched in 2002 with a five year life. The second draft of the revised NOS has been composed with the help of an Expert Working Group of organisations from the youth work profession and are, at time of writing, out to consultation.

Youth work sits in the LLUK footprint due to its nature as an informal learning service and close links with other lifelong learning and community development occupational groups. As an occupational group working with young people, however, it also has close associations with the CWDC footprint which contains, for example, Connexions PAs; so works in collaboration with CWDC on the integrated workforce agenda.

Further complexity is added to the youth support sector by the range of other SSCs responsible for national occupational standards and training in related occupational groups: for example, Skills Active, the SSC for active leisure and learning, is responsible for play work, including adventure play, which traditionally caters for 5–16s; Skills for Justice has responsibility for youth justice, including Youth Offending Services.

Annex 3: National Qualifications in the Youth Support Sector

The Qualifications and Curriculum Authority (QCA) is the government body responsible for the regulation of standards in education and training. It accredits qualifications against the National Qualifications Framework (NQF). The NQF consists of nine levels of qualification: Entry level, followed by Levels 1-8; and offers progression pathways between them.

The QCA works with Awarding Bodies, SSCs and others to accredit and monitor qualifications offered in schools, colleges and work-based learning settings. All GCSEs, A Levels, National Vocational Qualifications (NVQs) and Vocationally Related Qualifications (VRQs) sit on this framework at the appropriate level, e.g. A Levels sit at Level 3; Youth Support Worker qualifications sit at Levels 2 or 3; the NVQ Assessor Award, A1, sits at Level 3. The NVQ in LDSS (Learning Development and Support Services) can be awarded at Levels 3 and 4, though the minimum for recognition as 'qualified' by most Connexions Partnerships for Personal Advisers is Level 4.

In their purest form, NVQs are work-based qualifications which test what people can do – competency and skills; rather than what they know – theoretical knowledge. Assessment is by observation of practice and the required underpinning knowledge is tested for by portfolio. VRQs are classroom-based taught programmes, often involving academic study, linked to practice – assessment tends to be by written assignment, classroom presentations and, in some cases, examinations. In reality, many youth support sector training providers develop programmes beyond the minimum required and containing elements of both, in order to ensure participants are occupationally competent, e.g. measures to ensure skills of reflection are fully embedded in NVQs or enhanced placement/practice requirements in VRQs.

City and Guilds, ABC (Awarding Body Consortium) and Open University are examples of Awarding Bodies accrediting youth work NVQ and/or VRQ qualifications. Any training provider, whether LA, VCS, private or F and HE, may apply to deliver awards accredited by these bodies, and to do so must have met the requirements to receive Award Centre status (Satellite Centres may also operate under the auspices of a recognised Award Centre).

The Quality Assurance Agency (QAA) for Higher Education is an independent body responsible for quality and standards in Higher Education. It works with universities and colleges offering HE qualifications, funding bodies and others. It maps all HE qualifications against a Framework for Higher Education Qualifications (FHEQ). The FHEQ has five levels: 1-certificate, 2-diploma, 3-degree, 4-masters and 5-doctorate.

The minimum professional youth work qualification currently sits at diploma level on the FHEQ, though most providers now offer dual entry to diploma and degree. Foundation degrees sit at the same level as diplomas and offer an HE pathway to degree level programmes in related fields, e.g. Foundation Degree in Working with Young People and Young People's Services offers pathways for PAs, learning mentors and education welfare officers, who may then progress to a full degree in an appropriate discipline.

Qualifications are positioned within either of these frameworks to demonstrate broad comparability of competence or achievement, though not purpose, content or learning outcome. The FHEQ begins at level 4 of the NQF; the two frameworks have been mapped against each other to provide for clearer progression routes between them.

As part of the government's national UK Skills Strategy, the QCA is currently trialling a new National Qualification and Credit Framework, between 2006-08 which will encompass a much wider range of achievements underpinned by a unit and credit-based system, designed to support career pathways within and between professions. This also incorporates development of a new vocational qualifications structure for 14-19s.

In the youth support sector, youth work qualifications must also be endorsed by the NYA's Education and Training Standards (ETS) Sub-Committee in order to confer Joint Negotiating Committee (JNC) for Youth and Community Workers professional qualification status. This applies to any Youth Support Worker qualifications and Professional Youth Worker Diplomas/ Degrees awarded by HE institutions.

There are currently two levels of qualification for a youth support worker to be nationally

(JNC) recognised: The minimum level 2 for an assistant youth support worker, i.e. one who works under direction; Level 3 for a youth support worker, i.e. one who may have some supervisory or operational responsibility for provision. Professional youth workers will be qualified to NQF Level 4 or above (currently HE route only available).

From 2010, youth work will be a graduate profession, meaning that any professional youth work programme beginning after September 2010 needs to be a minimum Honours Degree in order to be deemed

professionally qualified by the JNC for youth and community workers. Youth support worker qualifications are not affected though many in the profession want to see a greater diversity of academic and VRQ routes at lower levels in order to prepare for the rigours of degree-level academic programmes.

Eventually, the IQF and any qualifications on it for children's, young people's and families' services, now under development, will sit within the NQF (or NQCF) and HEQF as appropriate.

Annex 4: Engaging the Voluntary and Community Sector

4.1 National and Local Compacts and Change-Up

The national Compact on relations between government and the voluntary and community sector (1998) provides a framework for partnership working between government and the VCS. The Compact is based on some key basic principles informing partnerships. These include: partnership working can result in better policy, services and outcomes for the community; government can play a role as funder; VCS independence should be respected. Local Compacts aim to make this national agreement a reality at local level by strengthening working relationships between VCS organisations and a range of public bodies.

Change-Up is a national programme of capacity-building for the VCS infrastructure, developed by the Home Office. It aims to modernise infrastructure provision in order to improve sustainability, quality and reach. The programme is led by the Capacitybuilders agency in partnership with a range of VCS leaders such as the National Council for Voluntary Organisations (NCVO). It is delivered through six 'hubs', or partnerships of VCS organisations, covering the key infrastructure themes requiring development: Finance, Governance, ICT, Performance, Volunteering, Workforce. The Hubs provide a gateway through which VCS organisations can access a range of support and development services.

Regional and sub-regional consortia of VCS organisations have developed infrastructure

investment plans from 2005 – 2014 to address gaps in provision and undertake projects to meet them. There is a direct relationship between the children's and young people's local VCS needs under several of these themes and areas which the Children's Trusts' workforce development programmes will need to consider concerning the engagement of, and responses to, training and infrastructure support needs within the sector.

For example:

- performance – attainment of relevant quality standards and accreditation
- governance – management committee roles, board effectiveness, improved leadership, update of policies and procedures
- recruiting and developing volunteers – volunteer development covering volunteering infrastructure, involving young people, citizenship programmes, new sources of volunteering
- ICT – support for obtaining suitable equipment, programmes, minimum competencies, access to effective support (increased access to possible future blended and e-learning opportunities within the children's workforce)
- workforce development – support to BMER and small/excluded groups; network development; recruitment and retention strategies for paid staff.

4.2 VCS Engage

VCS Engage is an 18 month-long DfES-funded initiative aimed at developing VCS capacity to engage better with Children's Trusts and the delivery of services under the ECM and Youth Matters policy agendas. The £3 million fund covers the children's, young people's and families VCS and is being delivered by a consortium of organisations including National Children's Homes (NCH), National Council for Voluntary Childcare Organisations (NCVCCO), National Council for Voluntary Youth Services (NCVYS), Parenting UK and the lead body, National Children's Bureau (NCB).

As part of VCS Engage's work programme, a mapping exercise of the 'London Picture' of VCS engagement in the ECM agenda was published in September 2006 by the Third Sector Alliance. This showed variable results: some excellent examples of good practice exist where there are established

infrastructure networks and consistent local funding is forthcoming to support capacity building. There are gaps, however, in the creation of accountable networks, representation, policy support, skills of support staff, short term funding and, particularly, engagement of BMER and small community groups. There is overall a 'lack of a strategic London wide approach to enabling and supporting the sector adequately to be involved in the ECM agenda'.

The programme has also involved the appointment of nine regional managers, located with NCVCCO and the relevant Government Offices to research and assess VCS infrastructure support and development needs and begin to develop solutions. NCVYS is leading on the Youth Programme strand and its Workforce Development Officer is working closely with CWDC and NYA to ensure voluntary youth sector involvement in the integrated workforce agenda.

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CWDC: Induction Standards, 2006

CWDC: The Private, Voluntary and Independent (PVI) Fund – 2006/7: Interim Progress Report, February 2007

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London Boroughs: various draft children's workforce strategies

London Child Protection Committee: Competence Matters: A London Multi-Agency Safeguarding Children Training Programme, Mary Jacob and Rachel Hobbin (out to consultation, June 2007)

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Third Sector Alliance: London Voluntary Service Council (LVSC): VCS Engagement in Every Child Matters: The London Picture – A mapping exercise of the infrastructure to support the VCS's engagement in the ECM agenda across London, September 2006

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www.fdf.ac.uk	www.ssda.org.uk
www.gos.gov.uk/gol/Children_youngpeople/	www.vcsengage.org.uk

Appendix 1

Consultation on a Pan-London Training and Workforce Development Strategy: Respondents and Activities completed

Table 1: Members of draft consultation questionnaire field-test and report editing groups

Central London Connexions	Chris Heaume, Chief Executive and Gill Thackray, Training Manager
Fairbridge Training	Abi Paterson, Training Manager
L.B. Hillingdon Youth and Connexions Service	David Bailey, Service Manager, Workforce Development
L.B. Richmond Youth Service	Gerald Dowden, Training and Accreditation Officer
London Youth	Esther Thompson, Head of Training
London East Connexions	Tony Cissé, Training and Development Manager

Table 2: Training and Workforce Development Strategy consultation email questionnaires returned

NCVYS	Nichola Brown, Workforce Development Officer
Sutton CVS	Sharon Jordan-Passmore, Youth Worker in Charge
Tower Hamlets Summer University	Stuart Gill, Information Manager
City of Westminster Youth and Connexions Service	Sharon Cohen, Head of Service
L.B. Barnet Youth and Connexions Service	Gail Jackson, Service Manager (Planning)
L.B. Camden Youth and Connexions Service	Khayrun Kalam, Service Manager
L.B. Hackney Youth Service	Dietmar Huhn, Service Manager, Quality Assurance and Performance
L.B. Haringey Youth Service	Seema Chandwani, Training Manager
L.B. Havering Youth Support Service	Arthur Wiggins, Training and Curriculum Development Worker
L.B. Hillingdon Youth and Connexions Service	Amanda Rivett, Training Manager
L.B. Newham Community Education and Youth Service	Cez James, Training Officer
L. B. Tower Hamlets Youth and Community Service	Anam Hoque, Youth Work Training Co-ordinator
Canterbury Christ Church University	Jane Westergaard, Senior Lecturer
University of East London	Paul Adams, Programme Leader: BA Hons Youth and Community Work

Table 3: In depth interviews completed

Partner Organisation	Interviewee and Role/s
	Connexions Partnerships
Central London Connexions	Chris Heaume, Chief Executive, PYL Trustee and Gill Thackray, Training Manager, PYL T and WfD group member
Connexions London West London Training Network member	John Redmond, Connexions Manager, Ealing,
Connexions North London	Maureen Galvin – Director of Operations, London Training Network member
Connexions South London	Jeremy Thorn, Development Manager, PYL T and WfD group member
London East Connexions	Tony Cissé, Training and Development Manager, PYL T and WfD group member

Youth (and Connexions) Services and/or Services for Young People

City of London	Sandra Webb, Youth, Play and Connexions Manager
L. B. Barnet	Gail Jackson, Youth and Connexions Service Manager (Planning) Youth and Connexions Service
L.B. Bexley	Patricia Lynskey Curriculum, Quality Assurance and Training Co-ordinator, PYL T and WfD group member
L.B. Greenwich	Bridget Hanscomb, Training Officer Children and Young People's Service, PYL T and WfD group member
L.B. Hillingdon	David Bailey, Service Manager (Workforce Development), Youth Service; PYL T and WfD group member and Amanda Rivett, Training Manager
L.B. Islington	Michelle Viridi, Head of Training and Service Development, Young Peoples' Services, PYL T and WfD group member
R. B. Kensington and Chelsea	Kay Brokenshire, Service Manager, Youth Support and Development Service and Vice Chair, Brunel University Centre for Youth Work Studies; PYL T and WfD group member
L.B. Newham	Cez James, Training Officer, Newham CYS, PYL T and WfD group member
L. B. Richmond	Gerald Dowden, Training and Accreditation Officer, PYL T and WD group member
L.B. Wandsworth	Denise Godfrey, Youth Officer, Youth Work Service

VCS organisations

Citizenship Foundation	Ade Sofola, National Trainer, Youth Act
Duke of Edinburgh's Award, London	Peter Fleet, Director for London, PYL Operations Committee member
Fairbridge in London	Lee Willows, Regional Manager
Fairbridge (HQ)	Abi Patterson, Training Manager, PYL T and WfD group member
London Youth	Esther Thompson, Head of Training, PYL T and WfD group member
NCVYS	Nichola Brown, Workforce Development Officer (partner organisation)
The Prince's Trust	Natalie Ross, Head of Programmes for London
YMCA London Metropolitan Region	Jim Jenkinson, Interim Regional Executive Officer (was Operations Committee member) and Phil Martin (new Regional Executive Officer)

F and HE Training Providers (London Training Network members)

Canterbury Christ Church University	Jane Westergaard, Senior Lecturer
College of North East London	Gulshen Raif, Head of School for Care and Health
University of East London	Paul Adams, Senior Lecturer - Youth and Community Work Studies, NCVYS representative on NYA ETS committee
University of Greenwich	Keith Cranwell, Joint Programme Manager - Youth and Community Work Studies
YMCA George Williams College	Mary Wolfe, Principal

Table 4: Other individuals contacted, meetings and activities

	Other meetings and activities
LLUK	Lyn Bruce, Regional Manager (London and South East) (information meeting) and Maureen O'Mara, Standards Officer and Lead for Youth Work (email information)
NCVCCO	Rebecca Edwards, Workforce Development Officer (information meeting)
VCS Engage	Sharon Long, London Regional Manager (information meeting)
VCS Engage	VCS Engage 2007: Defining the challenge - National Conference, 28/3/07
GOL Children and Learners Directorate	Children's Workforce Co-ordinator's meeting, 17/4/07
GOL Children and Learners Directorate	Jackie Harrop, CYP Directorate, Children's Services Adviser - Workforce Lead (information meeting)
NCVCCO	Strengthening the children's workforce: a joined up approach: Regional seminars bringing together the statutory sector and VCS – London seminar, 22/3/07
CWDC/NCVCCO	Practice Makes Perfect: Workforce reform and the experiences of the Voluntary, Community and Faith Sector – National Conference, 10/5/07
London Play	John Fitzpatrick, Centre for Education, Training and Standards in Play Work, (information meeting)
London APYCO	Progress report to London APYCO meeting, 15/5/07
London LSC	Sean McMahon, London Regional Officer; Jessie Buscombe, Skills Development Manager and Lead on Children's Workforce (email information)
GOL Children and Learners Directorate	Jackie Harrop, Workforce Lead; Clive Senior, Youth Matters; Mandy Barnett and Nick Martin, Targeted Youth Support Process Leads, TDA 8/6/07 (information meeting)

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