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Workforce Development Group Conference

21 & 22 April 2009

Doncaster College

Report and Notes

setting - Jean Hatton

Introduction

Delegates were welcomed to the conference and invited to introduce themselves and share a challenge and a cause for celebration.

Delegates then identified what they hoped to get out of the two days:

Focus on:

- workforce practices and on quality
- Qualifications for both workforce development and transition to IYS
- Sharing and learning from others
- Lifelong learning UK (LLUK)/Children's Workforce Development Council (CWDC)/National Youth Agency (NYA) positioning and roles
- How YW seen by other professions
- Retaining a focus on Youth work skills and methods within the developing Integrated Youth Support (IYS)
- Maintaining morale
- Re-find the power of the region's voice in workforce issues led by Youth Work Unit (YWU)

With the backdrop of these issues the programme moved into the first session

Session 1: Youth Work & Youth Work Qualifications within integrated services

Presentation **Positioning the Youth Work Workforce** **Amanda Fearn, NYA, ETS team**



"NYA
presentation.ppt"

Amanda saw the current challenging times as also offering important opportunities for youth work, and within this saw the workforce as pivotal in helping reach the ambitions for young people. She made reference to the legislative context of 2020 workforce strategy with implications for all parts of the children's and young people's (C&YP) workforce.

She highlighted overarching development areas which people need to be immediately alert to, e.g.

- establishment of the national partnership for C&YP workforce which will have the overarching role of bringing coherence.
- Sector Skills Council re-licensing will clearly be important, as any structural changes will need to be accommodated.

ists will have to have a workforce strategy in
C&YP services within which youth work
needs to fit.

Key development areas within youth workforce were highlighted as:

- Leadership & management training - FPM consortium
- Third sector capacity building
- Youth professional status
- Common Pathways and progression
- Graduate recruitment
- CWDC Grants to LAs
- Apprenticeships and foundation degrees

She asserted the centrality of NYA to all of these debates and discussions. She further highlighted the need to recognize the diversity and complexity of the C&YP workforce but that specialisms, e.g. youth work would need to be preserved.

Specific to youth work she highlighted:

- Equal worth with other C&YP professions
- Progression pathways
- Funding of qualifications and placements
- Integrated working not integrated roles
- Legal protection for the title youth work

Questions/Discussion

The questions and discussion that followed were largely around the value base of youth work and the need to ensure that voluntary engagement was enshrined.

Presentation A Manifesto for Youth Work **Mark Wright, LLUK**



"Manifesto
presentation.ppt"

Mike gave some background to sector skills councils (SSC) and to Lifelong Learning UK in particular.

In June 2008 a meeting had been convened in Birmingham of all the key youth work bodies, this had met again in January 2009 and had come up with the Youth Work Manifesto - seven statements on which all of youth work could agree and move forward to develop the youth work workforce across UK

The seven areas are:

the role of Youth Worker

2. Explore, develop and implement the mechanisms required to introduce a voluntary registration scheme and a formal licence to practise supported by a Code of Ethics for all youth workers
3. Build on the flexible, sustainable routes for initial training within youth work (for example, apprenticeships) as part of the labour market plan
4. Develop a strategy for initial and continuing development (CPD) throughout the workforce which is fully resourced, proactively managed and monitored
5. Develop a workforce plan based on labour market information and future trends which ensures that there are sufficient and appropriately skilled youth workers to meet the needs of young people
6. Consolidate, develop and implement leadership and management training for all
7. Establish ways to celebrate and retain skilled face-to-face practitioners in service delivery

Currently consultations on this were being completed across the whole of UK and soon this would be launched nationally.

Questions/Discussion

Some delegates felt that LLUK had been almost absent over the last year in asserting youth work's needs etc. and that youth work had lost ground particularly over and against CWDC's continual and assertive presence. A number of people had responded to the SSC re-licensing consultation from NYA and not always supporting LLUK as the appropriate body for youth work. Mark re-iterated that this position had now changed and that from CEO downwards LLUK were committed to preserving youth work as part of LLUK and being active in developments to improve and develop youth work qualifications etc. He also said that Education and Training Standards committee of NYA had endorsed the manifesto and also that youth work should be part of LLUK's sector skills council remit.

There were some brief small group discussions on the statements which led to the group endorsing the seven albeit with the need to understand and be involved in more work around 2 - license and registration scheme. People felt that statement 1 was more like an aim statement with 2 - 7 being the accompanying actions.

Workforce Reform - the skills development framework and the Youth Professional Status Mike Counsell, CWDC



"Young People
Workforce presentati

Mike referred to the concerns, which have been about in the field generally that CWDC was taking over and pushing youth work down a care agenda. He felt that this debate was now in the past and the current position was more positive with CWDC acknowledged as a good committed organisation passionate about helping promote better outcomes for C&YP, and with youth workers now working in integrated multi disciplinary teams where need to focus on the uniqueness of the youth work contribution, and methods, values. Mike explained that the Children's Workforce Network was leading in bringing together all of the different SSCs across C&YP field. CWDC manage that work but CWN lead it.

Particular strand of interest to youth work is work on youth workforce - usefully now being called young people's workforce - about all of the roles which work with young people, e.g. Connexions, learning mentors, Education Welfare officers (EWOs), Youth Offending Teams (YOTs) etc.

Progress regarding leadership and management - FPM led consortium and delivery of 3 levels of IYS leadership and management training. Also some work on third sector capacity building . National Council for Voluntary Youth Service (NCVYS) undertaking some and UK Youth Work also on common platform of skills and competencies Skills development framework - 3 possible models being developed on basis of research - early days - will need more work. Framework will show linkages and the specialisms and how can move and progress between them Work also on Youth Professional status - at advanced practitioner level - about leading in integrated settings - would enter from number of specialisms and would later apply for status when beginning to lead the work. Will be consultations from April - July, dates out and about, e.g. 5th May in Leeds - other places if can't make that but worth taking part in more fulsome discussions these days should facilitate. Also on line consultation - access via CWDC website. If anyone had particular queries etc - can send marked for Mike's attention.

Questions/ Discussion

People clarified their views about CWN, CWDC and LLUK and the negativity often associated with youth work's stance on common induction standards, shared frameworks etc.

inputs had helped people come up to date with welcomed the work of CWN, often via CWDC consultation events etc.

Broadening the debate: Views from HE

Jean Hatton and Graham Griffiths

1. Jean and Graham together highlighted the importance of the new Subject Benchmarks to HE - i.e. 20-ish underpinning statements defining Y&C work in HE about:

Informal education
Values, e.g. democracy
Creativity

Holistic nature
Developing groups
Voluntary engagement

Felt to be useful more broadly than in HE - perhaps more useful than the Professional and National Occupational Standards (PNOS) as they explain in simple straightforward language what youth work is.

Can access via QCA web site - number of copies tabled and people were encouraged to look at in more detail.

2. HE Widening Participation Agenda

Recruitment now many more UCAS points needed - was 1 A level - 80 points now 200pts. Not the choice of staff, from university management - will affect recruitment - particularly from non traditional students which youth work has attracted - now more privileged A level younger students = more in line with what universities are looking for
can make case for non traditional students but becoming harder - helpful if are over 21

also pressure regarding retention and progression - again working against non traditional entry students - is support for, e.g. dyslexia but if non traditional student facing multiple difficulties, e.g. re family and work life, ability re assignments etc.

3. Research - may be an area where YWU, HE and WDG can work together identifying areas affecting practice, e.g. community cohesion, supervision and take an in-depth look and plan action to address.

It was thought that some pooling of the Youth Workforce/CWDC money could be used for this, e.g. if all LAs put £1 - 2000 from their allocations could then collectively undertake work on an agreed area.

YWU would be very keen to do this - similar to what did in TYWPIF days.

4. HE closures - 3 HE institutions offering Y&C work have recently withdrawn - shows what HE colleagues were saying earlier - more difficult to deliver at HE level with current pressure from management etc. (John Moores, Birmingham and Bath).

RYWU Workforce group - Mary Kenny
valent group, which meets four times per year -

Current Issues:

- John Moore's closure - Sent a letter of concern
- YSW awards - have a number of programme run jointly with FE, where YW still provides tutor staff, placements and assessors etc. but FE does all admin for awarding body, QA, funding etc. Can be a very useful and productive partnership with benefits for both sides. Some LAs continue to offer YSW awards in house, for which some access LSC funding and others don't. Concern about quality of training and the trainee experience not the particular way the qualification is offered.
- FE colleges also beginning to look at YSW qualifications and retention and completion rates - affects funding. Many of YW's traditional students take a longer period of time to complete necessary work etc. - doesn't easily fit with current funding regimes. Field are trying to be clear about the minimum time it takes to complete a NVQ/VRQ 2 or 3 - need some sense will be useful to LLUK and will help with youth work qualifications.
- Watching for awarding bodies developing new qualifications based on PNOS - seeking to be fully involved
- Student placements - pressure on employers from HE and also FE and other C&YP's training programmes - need to be able to offer some support and finance - looking at in some detail to see what could do to ease problem
- Assessors - looking at time and quality of assessors - important role need to have time to carry out fully - are gatekeepers of profession-important at all levels
- Teacher Qualifications - understand don't have to have if not getting LSC funding but aware that these may be becoming the requirements.

Views from Voluntary Youth Sector

Unfortunately, Detty from East Riding Council for Voluntary Youth Service hadn't been able to attend. Nonetheless Miriam voiced her concern that a lot of voluntary sector colleagues were missing out on training at variety of levels. Where LAs in-house programmes were available usually there were a few placed reserved free for VYS but were many not accessing qualification level training. WSPP money from CWDC had allowed some areas to put on additional training - Calderdale for example are developing training for VYS staff and as LAs are not currently running a qualification level programme they may access places via the vol sector.

Train to Gain funding from the LSC is available and facilitating YSW level training in some areas.

Miriam wondered if the unit could not help promote access to such funding across the region; and similarly to programme of YSW training either via consortia or perhaps using FE colleges.

orkforce development group was sadly without
therefore was not fully aware of the issues in
felt that as more voluntary and none LA

providers of youth work came in via commissioning that the issue of where
and how they access ed training would grow and that the regional group could
perhaps explore the needs and plan developments to assist.

Discussions

The group remained in plenary and discussions focussed around the idea of a
License/voluntary registration - feeling needed to understand better the VYS
concerns about a license/registration scheme. They were also interested to
know more about the Volunteer accreditation scheme, which UKYouth were
doing some development work around - **MJ to invite NCVYS** - Nichola Brown
and **UKYouth's Dave Packwood** to a future meeting to engage in in-depth
discussions here.

There was reference to the European license, which was discussed at the
conference a few years earlier and perhaps was worth revisiting.

There was discussion about endorsing LLUK's manifesto - **MJ to write a
letter expressing group's broad agreement while recognising the
difficulties underlying the statements.**

A flow diagram was felt to be useful re license etc.

In the evening after dinner there were informal discussions and sharing
around LA youth work workforce development strategies and their fit within
the broader C&YP's workforce strategies. Some colleagues had mapped the
common induction standards to their own inductions for youth work and the
common core to youth work qualification - Kay Tate in York agreed to share
her work here.

Day 2

Presentation

Youth Work Apprenticeships - the revised framework

Aidan Jackson, LLUK



Apprenticeships.ppt

Professional and National Occupational Standards had been agreed back in
2008 - still waiting for new qualifications to be developed by Awarding bodies
from PNOS, by Sept 2010 - at that stage the apprenticeship scheme will draw
on those revised qualifications but currently using existing ones - OCN, ABC,
C&G at levels 2 and 3.

Idea of an apprenticeship in youth work has been around since 1950's - some
not really apprenticeships. Only SSCs able to license apprenticeships which
in turn can access LSC funding etc.

ship in youth work hasn't had a great take up -
cated and therefore LLUK have sought to
not just for young people, built on the available

YSW qualifications. The pack distributed gave clear details of the current
apprenticeships and which qualifications and technical certificates are
incorporated.

Aidan moved on to talk about common youth workforce apprenticeship
framework which was likely to be built on the youth work framework as other
allied areas do not have qualifications at levels 2 and 3 (e.g. Connexions
diploma YOT qualifications at level 3 and above).

Case Study - Hull Young People's Development Service - Paul Vincent

Hull had been keen to run an apprenticeship programme for young people -
looked at existing models, e.g. North Yorks, South Shields and Tower
Hamlets - spent 2 or 3 years developing established a programme for 10
young people - use ABC scheme - do some joint teaching with Tower Hamlets
Had been keen to work with NEET young people but saw the problems and
issues that Tower Hamlets had faced here.

All 10 employed in IYS, 9 in youth work and 1 in teenage pregnancy.

Run in partnership with skills section - have 1 full day of teaching.

Started with an orientation week covering diaries, leave, sickness,
safeguarding, first aid, risk assessment, etc. treated as an employee of Hull.

Also screened at this stage re literacy and numeracy so could offer additional
support.

Got £80/minimum wage for first 6 weeks and then moved to JNC trainee rate,
recruited in July and aiming for NVQ before Christmas.

Vetted supervisors etc. to ensure had good support and supervision.

From onset said would be posts for successful candidates in end - would be
posts they could apply to.

Tried to involve VCSD but fell down on payment issues even though LA was
willing to pay half of salary. Began with 16 - 18 year olds as that was where
they could access most LSC funding - goes down when 19.

Have to do 30 hours each week.

Already learned that NVQ element could more usefully come in later, and had
learned from North Yorks that there was a lot of duplication and the need to
produce 2 portfolios - have sorted this so only need to produce one - this is
more possible with the revised framework and hopefully will be eliminated
when new qualifications are developed

Discussion

People were impressed with the Hull scheme, the commitment to young
people and to building the workforce, also to having jobs available to them
and the stance on payment and the LA's commitment. People welcome the
inclusion of apprenticeships as part of a full workforce strategy with lifelong
learning and a commitment to young people at its heart.

Tower hamlets had mapped the VRQ and NVQ level 2 across to each other
and it was agreed to forward this to participants.

The final session was spent reviewing the discussions with a view to future action from the Workforce development Group.

Agreements and action points

Delegates:

1. had a much better understanding of NYA, LLUK, CWDC and CWN's respective roles and current positions.
2. wished to endorse the Youth Work Manifesto - **MJ to draft letter of support. Maintain watching brief re any further action.**
3. welcomed the change in the name of the broader youth workforce debate to Young People's workforce.
4. **seek involvement in the development of new qualifications built on new PNOS.**
5. pursue a more fulsome understanding of VYS issues with idea of a license, and to learn more about volunteer accreditation scheme - maybe possible to combine the 2 and **organise a seminar focused on these with LA colleagues.**
6. **revise the Training Update questionnaire and circulate** across region to include:
 - " information on LAs policies and practices on supporting and paying for professional/ HE youth work qualifications.
 - " YSW access to paid training, TOIL etc and
 - " what corporate, council IYS training was being delivered at all levels
7. **explore if YWU WDG and HE couldn't collaborate on research** which would better equip practice, e.g. barriers, affects of commissioning on VYS, inter-relation of contracts and qualifications, cost implications, retention issues.
8. **follow up on the mapping of the common core to youth work qualifications.**
9. **look more closely at the HE subject benchmarks over and against the PNOS** and explore how the more educational focus on the subject benchmarks might add to the more what people do focus of the PNOS.
10. **explore what more can be done to increase VYS access to training including looking into Train to Gain funding.**



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er and more fulsome communication with
standing of workforce issues

- 12. establish a framework for the region to guide youth work related workforce development** against the complex backdrop of current developments to ensure individuals are not isolated and vulnerable in their youth work training and development planning and delivery

Evaluation

Specifically regarding the residential conference most colleagues felt that it was extremely useful to have the space and time to go much more deeply into a whole range of workforce related issues and to gain clarification and a better understanding. Most found the conference ~~an~~ invigorating in supporting them in their role and practice and enjoyed the networking and the practice sharing which helped in their relatively isolated positions within their LAs.

An evaluation sheet was completed and the collective comments are attached.



"Evaluation
Sheet.doc"