

# 2020 Children's and Young People's Workforce Strategy

## Consultation Response Form

The closing date for this consultation is:  
10 March 2009

Your comments must reach us by that date.

department for  
**children, schools and families**

**THIS FORM IS NOT INTERACTIVE. If you wish to respond electronically please use the online or offline response facility available on the Department for Children, Schools and Families e-consultation website (<http://www.dcsf.gov.uk/consultations>).**

The information you provide in your response will be subject to the Freedom of Information Act 2000 and Environmental Information Regulations, which allow public access to information held by the Department. This does not necessarily mean that your response can be made available to the public as there are exemptions relating to information provided in confidence and information to which the Data Protection Act 1998 applies. You may request confidentiality by ticking the box provided, but you should note that neither this, nor an automatically-generated e-mail confidentiality statement, will necessarily exclude the public right of access.

**Please tick if you want us to keep your response confidential.**

Name: Nichola Brown  
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If your enquiry is related to the policy content of the consultation you can contact Deborah Woodford on:

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e-mail: [Deborah.Woodford@dcsf.gsi.gov.uk](mailto:Deborah.Woodford@dcsf.gsi.gov.uk)

If you have a query relating to the consultation process you can contact the Consultation Unit on:

Telephone: 0870 000 2288

e-mail: [consultation.unit@dcsf.gsi.gov.uk](mailto:consultation.unit@dcsf.gsi.gov.uk)

Please tick one box that best describes you as a respondent.x

<input type="checkbox"/> Directors of Children's Services	<input type="checkbox"/> Directors of Children and Learners	<input type="checkbox"/> School Workforce
<input type="checkbox"/> Health Workforce	<input type="checkbox"/> Early Years Workforce	<input type="checkbox"/> Youth Support, x Crime and Justice Workforce
<input type="checkbox"/> Further Education College staff	<input type="checkbox"/> Social Work and Care Workforce	<input type="checkbox"/> Special Educational Needs Workforce
<input type="checkbox"/> Parenting Practitioners	<input type="checkbox"/> Sports and Culture Workforce	<input type="checkbox"/> Other

Please Specify:

Then National Council of Voluntary Youth Services (NCVYS) – National infrastructure organisation representing the voluntary youth sector (for more details please see [www.ncvys.org.uk](http://www.ncvys.org.uk) )

1 Do you support our vision for the children and young people's workforce in 2020?

Yes

No

Not Sure

Comments:

NCVYS is confident that the vision set out in the strategy will be generally shared and supported across the whole of the children and young people's workforce and would like to make the following comments to aid its development:

- a) Under the section 'ambitious for every child and young person', the need to involve children and young people in the design and delivery of services, and ensure they have a voice in society as well as being a member of it, should be included.
- b) Referring to the sentence "they will be recognised and rewarded for what they do". Clarification is needed about what is meant by rewards, as of course volunteers do not receive any financial payment. There is a debate within the sector as to whether rewards (non financial) act as an incentive or are indeed required for volunteers, as many volunteer for altruistic reasons. Also for paid staff, some quarters of the workforce debate that rewards are not adequate e.g. in terms of pay. Therefore there needs to be further exploration of a possible system of rewards to ensure appropriateness.
- c) Workers and volunteers need to have access to development opportunities as well as good quality and relevant training. Equipping staff with knowledge and skills does not need to take place via a training course - there are a range of practical workforce development methods which can be used e.g. peer support, secondments, induction, work-shadowing, reading etc.

2 Do you agree with the priorities we have set out for addressing issues that affect the whole workforce? How can you help to achieve them?

Agree

Disagree

Agree  
with  
most  
priorities

Comments:

Overall, NCVYS continues to support our members to engage in workforce reform and work in partnership with the Government to achieve priorities in this area. NCVYS's views on the strategy's priorities and how we can help to achieve them are set out below:

**1) Leadership and management – agree with priority:**

- a) All leaders and managers need supporting, not just those delivering integrated support services.
- b) It should not just be about bringing together leaders through training (paragraph 3.7), development opportunities can occur through informal networking/peer support and action learning sets.

**How can NCVYS help to achieve this priority:**

- a) Use communication channels to promote any support e.g. web-based resources.
- b) Continue to support leaders of NCVYS membership organisations e.g. Chief Executive Forums and residentials for leaders of local networks (peer support takes place at these sessions as well as providing opportunities to share practice and learn from each other).

**2) Addressing recruitment issues – agree with priority:**

- a) In addition to apprenticeships, in-house 'grow your own workforce initiatives' offer a fantastic route to address recruitment issues turning young service users in to workers. These initiatives are increasingly being delivered by NCVYS members and it would be helpful if Government would research the impact of such projects. If the initiatives prove to be a cost effective way of bringing people into the workforce, Government support could increase this type of approach.
- b) The adult careers service also requires information on the full range of career options available.
- c) There are many reasons why recruitment issues exist in the voluntary

and community youth sector (VCYS), some of which are detailed within research reports published by the UK Workforce Hub e.g. Voluntary Sector Skills Survey 2007 -

<http://www.ukworkforcehub.org.uk/learningandskills/uk-survey-2007>

- d) While promoting careers within the children and young people's sector is important there are some fundamental issues which need to be resolved with regards to specific occupations. For example, in the youth work sector, pay for some members of the workforce is cited as a problem as well as a lack of appropriately qualified staff at professional level. In addition, the status of the profession also needs to be promoted.

NCVYS suggests that a national review takes place of youth work higher education programmes. This should focus on course content and whether they are fit for purpose to equip workers (despite there being a validation process in place for youth and community higher education programmes).

Some NCVYS members advocate that there should be two routes at higher education level; one for those interested in youth services management and a second route offering youth work degree courses for those who will only work as senior youth workers front-line. NCVYS outlined this as an issue in its Children's Workforce Strategy Refresh response in June 2007.

At present, some youth work degree courses are based on a curriculum that focuses on youth work with little leadership and management content. Following graduation, many of these students are working as leaders and managers, and not as front-line senior youth workers. Consequently, anecdotal evidence indicates that employers are dissatisfied with new recruits as they are not equipped with the necessary leadership and management skills. Despite the Government introducing a leadership and management programme (youth workforce reform programme), students should still complete a course of study which actually equips them for their work role. Furthermore, there will only be a limited number of individuals that the Government can support on the leadership and management programme.

Further research would quantify this anecdotal evidence. This would need to consider:

- destinations (type of employment, job title, industry) of students within six months of graduation of higher education youth and community work courses (this information can be obtained at a charge from the Higher Education Statistics Agency);
- a survey of graduates to ask if the course equipped them to undertake their job role; and

- a survey of employers to ask if they think graduates are equipped to undertake the tasks required of them.

NCVYS has been in discussion with Brunel University who would be keen to carry out the research.

NCVYS will be sending a copy of this paper to LLUK (which may contribute to their work around a UK youth work strategy) and the National Youth Agency, to seek formal support. NCVYS has had a tentative discussion with the National Youth Agency and understands that it has suggested that a full market survey is required. Research is clearly needed in order to start the process to resolve this problem, but funding is required to do this. Government support in this matter would be helpful.

- e) The current review into re-licensing Sector Skills Councils may help yield outcomes to improve systems for each footprint group covered by SSCs. The differential approach by each SSC can be a divisive force across the workforce and generates unhelpful competition which will need addressing if recruitment issues connected to this are to be resolved.

**How can NCVYS help to achieve this priority:**

- a) NCVYS produces a range of careers materials which has been made available to Information Advice and Guidance (IAG) services using the mailing service of the Institute of Careers Guidance. NCVYS's on-line career resources could be made available at graduate career fairs and contribute to a recruitment strategy by the Children's Workforce Development Council (CWDC) and the Training and Development Agency (TDA) etc. NCVYS would like to develop and expand our careers information materials, including a career factsheet about every occupation within the VCYS. However, further financial support is needed. NCVYS will shortly be publishing a flier which details its careers information and will be promoted at events to encourage wider dissemination of these resources.
- b) As mentioned above, NCVYS can continue to support and promote the VCYS's own recruitment initiatives through engagement with our members, promotion of opportunities through our communication channels and regular updates to the sector about changes in policy.

**3) Working together – agree with this priority:**

- a) Paragraph 3.30 states that 'It requires thinking about how members of the workforce in the third and private sectors...can access training and development opportunities'. The Government needs to ensure and monitor that there is meaningful and genuine engagement of the third sector in the delivery

of integrated support services and make available the appropriate development opportunities to allow this to be effective. One way of doing this would be to make a statutory obligation for Children's Trusts to offer a certain percentage of their in-house training places to the third sector.

The Workforce Strategy Partnership Programme (WSPP) from CWDC has been a useful vehicle to allow partnerships to develop between Children's Trusts and the third sector enabling engagement in local workforce development strategies. Many contract holders are co-ordinating the training and development opportunities available from both the statutory and third sector. However, this programme needs to continue post April 2010 at a local level and also be extended and made available to national third sector organisations. There would be consequences if this funding were to disappear or be removed from the ownership of the third sector (working in partnership with Children's Trusts), for example, disengagement of the third sector in workforce reform. Ownership for workforce development planning needs to be given to the third sector to allow greater buy-in, which at the same time allows a route for partnership working and joint planning with Children's Trusts.

National voluntary youth organisations require support around workforce development, for example to amend in-house training courses to cover integrated working processes and to co-ordinate workforce reform within the organisation. One national voluntary youth organisation alone can have a workforce larger than the whole of the statutory youth sector nationally! For example, the Duke of Edinburgh Award has 50,000 volunteers.

NCVYS will be attending a WSPP think-tank session in February 2009 hosted by CWDC. NCVYS looks forward to the outcome of the third sector capacity building strand research work currently under way (as part of the youth workforce reform programme).

Some NCVYS members have stated that they were not aware of funding allocated to their local Children's Trusts in order to fund workforce development activities. One suggested solution would be to ensure an audit trail takes place and budgets are ring-fenced to ensure that funding is correctly allocated. Children's Trusts need to work with the third sector (in particular local infrastructure organisations) and be open and transparent with their budgets.

**How NCVYS can help to achieve this priority:**

- a) Support the third sector capacity building strand work
- b) Continue to make the sector aware of the importance of integrated working e.g. NCVYS's *Why Workforce Reform* information sheet.
- c) Continue to highlight the issues and needs of the sector and work with CWDC with regards to the Workforce Strategy Partners Programme plans.

**4) Shared values and common core of skills and knowledge – agree with**

**this priority:**

- a) NCVYS is pleased that this is a priority as in its Children's Workforce Strategy Response (June 2007) it stated that we would welcome additional work to promote the Common Core and its application. Furthermore, NCVYS has identified some key gaps e.g. youth participation, equality and diversity.
- b) It remains an ambition of the Government that all practitioners have access to training in the Common Core. However, funding to access the provision of this training and other required training needed by the VCYS remains an issue. One solution would be to set up a designated fund to support common core delivery.
- c) The common core should be embedded in all qualifications for the children and young people's workforce and the introduction of the Integrated Qualifications Framework, should assist with this aim.

**How NCVYS can help to achieve this priority:**

- a) NCVYS will be happy to communicate/facilitate consultation on the refresh of the Common Core.

**5) Working in partnership with children, young people and their parents or carers, and supporting parents – disagree with this priority:**

- a) With regards to paragraph 3.47 & 3.48 relating to the need to support parents to develop effective parenting skills – this requires specialist skills and knowledge. There is concern within the sector that the Government is proposing that everyone in the workforce is expected to have training in this area. There are specialist posts of Parent Support Workers in place which should be used to target parents most in need of support. Joined-up working should be supported to ensure that people working with young people know how to refer to specialist parenting services.
- b) There are Family Support Workers in the workforce and it should be them, not the whole of the workforce, who should work with "diverse individuals within families who influence children's wellbeing and development" (paragraph 3.48). This would result in effective targeting of limited resources in this area and ensure that support reaches those who need it most. Again, workers need knowledge about what family support services are available and how to refer to them.

**Safeguarding – agree with this priority:**

- a) Safeguarding should remain a priority for the whole of the workforce.

However, in some areas, evidence suggests that there are gaps in the provision of safeguarding training - in particular at level 1 and this is not being provided by some Local Safeguarding Children's Boards (LSCBs). NCVYS understands that the LSCBs have a statutory duty to train workers but this needs to be quality assured. If all workers receive level 1 training from the LSCB, then we can be sure that they are receiving the same quality of provision as a baseline and that basic content and messages are consistently delivered. This would go some way to increasing awareness among workers about safeguarding and child protection and the differences between them. Some LSCB's are delivering online training with no face-to-face delivery. Course content concentrates on basic child abuse awareness and does not cover the protective measures needed by leaders of youth groups or residential experiences. A clearer definition of the LSCB's duties promoted to the third sector would be helpful.

- b) Local infrastructure organisations play a key role in working with Children's Trusts and LSCBs to promote and broker the provision of safeguarding training to the voluntary sector. However, in some areas of the country, local infrastructure organisations' capacity needs to be increased and there is a lack of provision in some areas. Funding of local infrastructure organisations and understanding the vital role they play remains an issue.
- c) The sector needs significant support if it is to get to grips with the implications of the Independent Safeguarding Authority's (ISA) vetting and barring scheme and the subsequent training and development needs that organisations need to meet in order to facilitate effective implementation of the scheme within their own organisation. A particular concern, is supporting smaller voluntary community youth organisations.
- d) More Designated Officer training (specifically for the VCYS) could be provided, so that those with safeguarding responsibility in organisations have a better understanding of their role.

**How NCVYS can help to achieve this priority:**

- a) Continue with the provision of information, advice and services and products e.g. Sound Systems Accreditation Scheme, Keeping it Safe Toolkit to the sector (More information can be found at <http://www.ncvys.org.uk/index.php?page=292>)
- b) Continue to relay the needs of the VCYS to the Government.
- c) NCVYS could take a lead in empowering the VCYS by training safeguarding trainers to deliver accredited safeguarding courses which

are linked to the Sound Systems standards.

**6) Qualifications, training and progression – partly agree with this priority:**

- a) While qualifications and training serve as important routes to help some people gain the skills they need, there are a wide variety of workforce development methods that are also effective in equipping workers and volunteers with the skills and knowledge to undertake their roles, including; supervision, induction, mentoring, reflective diaries, conferences, peer support, action learning sets, experiential learning etc.

NCVYS agrees with the comments made by the Expert Group within the associated evidence base paper<sup>1</sup> which in paragraph 5.19 states:

Some parts of the workforce, particularly in the voluntary sector have suggested that a focus on qualification and skills levels in the workforce can lead to prescriptive ways of addressing skills gaps, which don't meet the needs of organisations or individuals.

This echoes the findings within the UK Workforce Hub's 2008 report *Third Sector Skills Research 2008: Further evidence and recommendations on skills gaps*<sup>2</sup>. Page three of the Executive Summary states:

A recent push towards qualifications was identified and this was not always perceived as a good thing. It was felt that formal training sometimes led to a more prescriptive way of addressing skills gaps that did not always match organisational and individual needs.

There needs to be a mixture of learning and delivery options available to individuals in order to meet their varying needs and circumstances, particularly volunteers who may not aspire to attain a qualification.

- b) There is some excellent work being delivered by workers and volunteers who are not qualified. NCVYS continues to advocate for higher recognition

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<sup>1</sup> 2020 Children and Young People's Workforce Strategy: the evidence base (DCSF, 2008) is available to download via:

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-01054-2008>

<sup>2</sup> *Third Sector Skills Research 2008: Further evidence and recommendations on skills gaps* (UK Workforce Hub, 2008) is available via:

<http://www.ukworkforcehub.org.uk/DisplayPage.asp?pageid=12689>

and value of experiential learning.

- c) Government's increasing focus on qualifications leads to higher training costs for the sector. It could also result in qualified workers expecting more pay. This would be difficult for the sector to address, due to its limited financial resources. There also needs to be a more streamlined approach to the dissemination of funding along professional specialisms to facilitate a more equitable opportunity to respond and ensure compliance with developments
- d) Qualifications are important to many workers/volunteers and employers in the sector. Indeed, there are individuals who are keen to obtain youth work degrees, but lack of accessible funding remains an obstacle for many. NCVYS continues to request for a 'Golden Hello' scheme to be introduced similar to that offered to social work students. One individual working in the sector pointed out that youth workers are role models and therefore should set good examples to young people in the take-up of qualifications.
- e) There are gaps within the VCYS where qualifications are required, however, some of these gaps have been filled, for example a vulnerable young people worker development award has been produced. The VCYS needs scoping to identify, for every occupation, what training and qualification exists and what gaps are missing (NCVYS made this suggestion in its Children's Workforce Strategy Refresh Response, June 2007).
- f) Some parts of the sector are confused about what qualifications are available and the appropriateness of them. It is hoped that with the development of the Integrated Qualifications Framework, and the potential introduction of the volunteer accreditation scheme and skills development framework (youth workforce reform), this will clarify the situation. The scoping exercise referred to in point e) above would assist to document all the available qualifications.
- g) NCVYS submitted a paper *Issues, challenges and considerations concerning regulation and registration of the voluntary and community youth sector* to LLUK and the Children's Workforce Network (dated August 2008 and available to view at <http://www.ncvys.org.uk/index.php?page=638>).

While paragraph 3.67 of the 2020 strategy states that regulation and registration are means through which the Government seeks to influence the quality of parts of the workforce, an alternative approach that some NCVYS members have suggested is that the Government should be looking instead at **encouraging and supporting organisations to**

## **achieve quality assurance systems, that include workforce development.**

There is a specific workforce development quality standard available to all organisations; **Investors in People**. This provides a framework that helps organisations to improve performance and realise objectives through the effective management and development of their people.

### **How can NCVYS help to achieve this priority:**

- a) Continue to promote information regarding qualifications to the sector e.g. NCVYS's *Qualifications in youth work* information sheet and the development of new qualifications including the vulnerable young people worker development award (NCVYS members were involved in shaping the content).
- b) Respond to any requests to contribute to the review of regulation and registration requirements in the workforce.
- c) Continue to promote the importance for training and development opportunities to be made available to staff and volunteers.

### **7) Making a difference for all children and young people – agree with this priority**

- a) Gaps in knowledge and skills for those workers and volunteers who support vulnerable young people should be addressed through sector development plans, local workforce development plans and by employers. However, it will also be addressed, for the VCYS, by the new Vulnerable Young People Worker Development Award, at levels 3 & 4, which has been developed by Skills for Justice on behalf of the Children's Workforce Network.
- d) The Government needs to recognise that the voluntary sector plays a crucial role in supporting vulnerable children and young people. NCVYS is disappointed that *2020 Children and Young People's Workforce Strategy: the evidence base*, within the list of job roles for those working with vulnerable children and young people, the voluntary sector is not listed. The voluntary sector delivers specialist services to vulnerable children and young people. NCVYS has produced a list of occupations within its paper *Workers within the voluntary and community youth sector within scope of the youth workforce reform programme, recommendations for the CWN Youth Workforce Reform Programme Board*. It can be downloaded from <http://www.ncvys.org.uk/index.php?page=270>
- e) It is disappointing that volunteers have hardly been mentioned in the strategy and yet they are the life-blood of the youth sector and the largest group within the overall workforce. A separate section within the strategy

devoted to volunteer workforce development would have been useful in demonstrating that volunteers are a recognised and integral part of the workforce. Furthermore, the strategy fails to highlight CWDC's potential volunteer strategy: *A vision for volunteers – what do children, young people and families want?*

3 Do you find the tables in Annexes B and C (see the download of the full version of the document 2020 Children and Young People's Workforce Strategy) setting out what integrated working means for different people in the workforce helpful?

Yes                      x No                       Not Sure

Comments:

**Annex B:**

In its current format, the table would be of most relevance to managers and leaders planning the integration of children and young people services. The table would need to be re-designed and re-worded if it were to be used by front-line workers and its relevance tested further through consultation. For example, the language would need to be simplified in order to avoid jargon and the format would need to be more user-friendly if the content is to be used by a front-line practitioner.

**Annex C:**

Workers and volunteers would find the child and young person's perspective on integrated working of interest. However, some of the comments from the child can relate to more than one integrated working service. For example – "Plan with me" is also relevant to "Prevention" – but the way the table is laid out it looks like only "Holistic Assessment and Action Planning" is of relevance. The table needs to be re-designed and the language needs to be re-considered so that it meets the needs of the VCYS.

4 What does the strategy – including the vision – mean for how you do your job now, and what your profession will need to look like by 2020? What does it mean for how you will work with other people in the workforce?

Comments:

NCVYS has not answered this question as it is more appropriate for the workers/volunteers within the sector to influence the consultation in this area.

5 Will the strategy help you address the challenges facing you (as an individual member of the workforce, as an organisation or as a Children's Trust) now and in the future? What else do Government and its national partners need to take into account in the further plans we develop?

Yes

No

x Part Address

Comments:

The strategy will certainly go some way to address the challenges that the VCYS faces. NCVYS advises DCSF to review its submission in June 2007 *Children's Workforce Strategy Refresh Consultation Response*, as it highlights what else the Government needs to take into account in further plans it develops with partners.

Thank you for taking the time to let us have your views. We do not intend to acknowledge individual responses unless you place an 'X' in the box below.

**Please acknowledge this reply X**

Here at the Department for Children, Schools and Families we carry out our research on many different topics and consultations. As your views are valuable to us, would it be alright if we were to contact you again from time to time either for research or to send through consultation documents?

XYes  No

All DCSF public consultations are required to conform to the following criteria within the Government Code of Practice on Consultation:

Criterion 1: Formal consultation should take place at a stage when there is scope to influence the policy outcome.

Criterion 2: Consultations should normally last for at least 12 weeks with consideration given to longer timescales where feasible and sensible.

Criterion 3: Consultation documents should be clear about the consultation process, what is being proposed, the scope to influence and the expected costs and benefits of the proposals.

Criterion 4: Consultation exercises should be designed to be accessible to, and clearly targeted at, those people the exercise is intended to reach.

Criterion 5: Keeping the burden of consultation to a minimum is essential if consultations are to be effective and if consultees' buy-in to the process is to be obtained.

Criterion 6: Consultation responses should be analysed carefully and clear feedback should be provided to participants following the consultation.

Criterion 7: Officials running consultations should seek guidance in how to run an effective consultation exercise and share what they have learned from the experience.

If you have any comments on how DCSF consultations are conducted, please contact Phil Turner, DCSF Consultation Co-ordinator, tel: 01928 794304 / email: phil.turner@dcsf.gsi.gov.uk.

**Thank you for taking time to respond to this consultation.**

Completed questionnaires and other responses should be sent to the address shown below by 10 March 2009

Send by post to: Deborah Woodford, DCSF, Ground Floor, Sanctuary Buildings, Great Smith Street, London. SW1P 3BT

Send by e-mail to: [ChildrensWorkforce.Strategy@dcsf.gsi.gov.uk](mailto:ChildrensWorkforce.Strategy@dcsf.gsi.gov.uk)