



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

The Welsh Assembly Government's Children & Young People's Workforce Strategy

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Foreword from [Ministers]

1. Introduction

- 1.1 In its ambition to transform Wales into a self-confident, prosperous, healthy nation and society, which is fair to all¹, the Welsh Assembly Government in *'One Wales'* acknowledges the importance of investing in children and young people.
- 1.2 *'One Wales'* details an aspiration to give children the best start in life; tackle child poverty; help young people achieve their full potential; prevent offending and re-offending amongst young people; and improve the health of all people in Wales.
- 1.3 This builds upon a vision for the future of public services in Wales set out in *Making the Connections* and for children and young people set out in a number of key documents including – *Children and Young People: Rights to Action*; *Stronger Partnerships for Better Outcomes*² and *Shared Planning for Better Outcomes*³ and *Extending Entitlement: supporting young people in Wales*⁴.
- 1.4 Central to meet these challenges is a workforce that can enable children and young people to reach their potential and will respect and implement their rights.
- 1.5 The Welsh Assembly Government has adopted the United Nations Convention on the Rights of the Child (UNCRC) as the basis for all its work for children and young people. This workforce development strategy is a key mechanism to delivering this commitment. Although this strategy aims to assist the implementation of the UNCRC and its articles generally and assist in bridging the perceived gap between policy and delivery in Wales, it specifically aims to promote the delivery of the following UNCRC rights through professional training, development and service delivery across the children and young people workforce in the following cross-cutting areas
 - delivering services that reflect the best interests of the child (Article 3)
 - participation, taken into account the views of young people when decisions are being made that impact on them (Article 12);
 - promoting knowledge and understanding of rights with children and

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1 One Wales: A progressive agenda for the government of Wales. Welsh Assembly Government June 2007

2 Stronger Partnerships for Better Outcomes. Welsh Assembly Government. 2006

3 Shared Planning for Better Outcomes. Welsh Assembly Government. 2007

4 Children and Young People: Rights to Action. Welsh Assembly Government 2004

adults (Article 42).

- 1.6 This strategy is a key mechanism through which the awareness of the UNCRC can be raised with professionals through the implementation of systematic training programmes in Wales and the young people that they work with and support. As such this strategy forms a key component of the action plan to further enhance the implementation of the UNCRC in Wales.

A Vision for the Children & Young People's Workforce

- 1.7 The Assembly Government has a vision to improve outcomes and meet the needs of *all* children & young people in Wales through a children & young people's workforce⁵ that has the values, skills, confidence and competence to be able to meet the needs of the most vulnerable children & young people and to reduce disparities between the most disadvantaged and the rest.

- 1.8 Achieving this vision requires a workforce that is:

- safe to work with children and young people;
- committed to making sure all children can receive their rights;
- attractive to join, providing rewarding career opportunities;
- made up of people with the necessary skills, knowledge and competences;
- effective at working across disciplines and between agencies;
- able to involve children & young people when decisions are being made that will affect them;
- recognised, respected and trusted.

- 1.9 In achieving this vision some development of the children and young people's workforce will be needed, underpinned by a coordinated approach that engages each sector of the workforce, supports local workforce development plans, complements sector-specific development and is integrated with other Assembly Government strategies.

The role of the Welsh Assembly Government

- 1.10 In achieving its vision for the children & young people's workforce, the Assembly

1.1 _____

⁵ See Appendix 1 for details of those people who are likely to be part of the children & young people's workforce

Government recognises that it has a key role in providing leadership, enabling reform and in providing any additional resources that might be required.

Leadership

- 1.11 As a cross-cutting issue, it is important that the Assembly Government itself is fully supportive of this strategy in a coherent and joined-up way. The ministerial commitments in the foreword to this strategy will be supported by a Children and Young People's Workforce Group of senior Assembly Government officials led by the Department for Education Skills and Lifelong Learning and including stakeholders from the Department for Health and Social Services.
- 1.12 It will be the job of this group to oversee this strategy; support its implementation; review and evaluate the strategy; and account to Ministers for progress in implementation. It is envisaged that the group will meet on a quarterly basis starting in 2009.

Enabling

- 1.13 Responsibility for certain elements of the workforce (eg. professional development of teachers) rests with the Assembly Government. Following consultation across a range of departments of Government to raise awareness of this strategy work will continue on the detailed implementation. The majority of people working with children & young people in Wales have their professional development needs met by a range of other bodies, including Professional Associations, Royal Colleges and Sector Skills Councils. The Assembly Government wishes to work in partnership with all of these organisations to enable the vision for the workforce to be met. This is why we support the *Children & Young People's Workforce Development Network* to provide a forum for those representing the workforce to come together. To date, the Network has achieved a great deal including the development of a draft workforce strategy and the *Common Core of Skills Knowledge and Understanding for the Children & Young People's Workforce in Wales*. The Assembly Government will continue to support the Network in developing a work-plan to take forward a number of elements of this strategy.
- 1.14 We will also work with individual professional bodies and sector skills agencies to take forward this strategy at every level. Where we provide funding to support

workforce development, through for example Sector Skills Councils, we will expect that this strategy is taken into account within their wider plans.

- 1.15 We also recognise that parts of the workforce are supported by organisations that operate across England and Wales, or UK-wide. We will work with partners across the four nations to ensure a coherent approach is taken.

Resourcing

- 1.16 Significant resources are currently devoted through Cymorth funding towards improving outcomes for children and young people and for developing the capacity and quality of the workforce locally. Many of the actions in this strategy will, as well as leading to better outcomes, improve efficiency by removing duplication between services and enabling resources to be used in the most effective way.
- 1.17 The Assembly Government believes that much of the development of the children's workforce can be achieved from within existing resources. However, we recognise that specific strands of work may require additional funding. Much of the developmental work will be long-term, potentially spanning a number of spending cycles and at this stage it is difficult to quantify requirements. We will consider future funding needs as detailed implementation plans are developed by the relevant partners.

Monitoring

- 1.18 While ultimate success will lie in achieving of better outcomes for children and young people, this strategy needs to be set within the context of a range of work going on at a number of levels - including the local Children & Young People's Plans. We are working on measures of outcomes for children & young people and will examine ways in which the success of this strategy can be monitored through open and objective measurement.

Summary of Actions

Action	Timing
Cross departmental group of senior officials to be set up to oversee the strategy and to meet quarterly	June 2009

Facilitate discussions with Sector Skills Councils, professional bodies and Royal Colleges to raise awareness of our vision and of this strategy	June to October 2009
Work with partners across the four nations to ensure a coherent approach is taken to workforce development	Ongoing
Continuing need to identify sufficient resources for particular aspects of the strategy	2009 - 2011
Identify measures through which the Strategy can be monitored	2010

2. The Children & Young People's Workforce Development Network

- 2.1 In 2005 the Care Council for Wales was asked to work with the Assembly Government to develop a Children and Young People's Workforce Development Network Wales. The Network was set up with membership drawn from a wide range of organisations representing and supporting the children & young people's workforce, including Sector Skills Councils and professional bodies.
- 2.2 The Network's original tasks were to develop the draft *Children and Young People's Workforce Development Strategy* and a *Common Core of Skills and Knowledge for the Children & Young People's Workforce in Wales*, based on a similar Common Core in England.
- 2.3 The *Common Core* was widely consulted upon and its implementation is a key part of this strategy.
- 2.4 The Network submitted the draft *Children & Young People's Workforce Strategy* to the Assembly Government in 2008 with recommendations to:
- Strengthen the children and young people's workforce;
 - Ensure that all workers have appropriate skills and qualifications;
 - Increase the recruitment into the children's workforce and improve the retention of high quality employees;
 - Make sure that the unique qualities and contributions of individual professions are recognised and planned for;
 - Ensure that workers have a common core of skills and knowledge relevant to working with children and young people; and
 - Ensure that the workforce delivers joined up services and improves communication across sectors.
- 2.5 The Assembly Government recognises the considerable work undertaken in developing the *Workforce Strategy* and we have taken on board its recommendations, setting out a framework for their implementation in this revised version.

The role of the Network

- 2.6 The Assembly Government recognises the importance of the Network in taking this strategy forwards. Much of the work in implementing this strategy will need to be undertaken by its member organisations, within the coordinated approach it affords. Before this work commences we ask the Network to reconsider its membership, its structure and re-examine its terms of reference to ensure that it is fit for the tasks ahead.
- 2.7 We will ask the Network to develop a detailed work-plan and report regularly on progress directly to the Children & Young People's Workforce Group that we have set up within the Assembly Government.
- 2.8 The Care Council for Wales will continue its facilitation of the Network, providing strategic and administrative support. It will also act as a conduit for any additional resources required to take forward the Network's work-plan.

Summary of Actions

Action	Timing
WAG to continue support the Network (CYPWDN) through an arrangement with CCW	Ongoing
CYPWDN to reconsider its membership and revise its terms of reference	September 2009
WAG to develop a scheme of work based on this strategy for the CYPWDN	October 2009
CYPWDN to develop a detailed work-plan to be agreed by WAG	November 2009
CYPWDN to report quarterly to WAG on progress against the work-plan	From November 2009

3. Strengthening the Children & Young People's Workforce

- 3.1 The concept of a Children and Young People's Workforce is relatively new. Up until now, people working with children and young people have tended to look towards professional groupings or workforce sectors for a sense of identity for professional development, training and career development.
- 3.2 Yet one of the fundamental principals of *Children and Young People - Rights to Action* is that those working with children and young people should have the necessary knowledge, skills and competences to deliver future objectives for services. These need to derive from the *Seven Core Aims*, based on the *UN Convention on the Rights of the Child*, that underpin all work with children and young people in Wales. This approach is reinforced in guidance on Partnerships and Plans that implements the Children Act (2004), providing the statutory framework through which agencies must cooperate in planning services.
- 3.3 While joining-up at a strategic level is necessary, the experience of children and young people in greatest need is often shaped by the people who work most closely with them. At present, their experience is too often of a workforce that is disjointed, uses disparate approaches, and speaks different professional languages.
- 3.4 The experience of workers is often similar. While dialogue and understanding between people working in different sectors of the workforce is frequently excellent, it is also ad hoc, relying on personal relationships rather than organisational structure. Although professional boundaries can exist for good reason they tend to translate into insularity.

A Common Core of Skills, Knowledge and Understanding

- 3.5 To meet the Assembly Government's vision for the workforce and in particular to strengthen it, those working with children & young people need to have the right skills, knowledge and competences. Recognising this, we asked the *Children and Young People's Workforce Development Network* to create a set of standards for everyone working with children & young people.
- 3.6 Following consultation with employers, practitioners, children & young people and other stakeholders, the Network has produced a framework, *The Common*

Core of Skills Knowledge and Understanding for the Children and Young People's Workforce in Wales (published alongside this strategy). The document sets out the required elements of knowledge, skills and understanding in six areas of practice:

- Effective Communication And Engagement;
- Child And Young Person Development;
- Safeguarding And Promoting The Welfare Of The Child;
- Supporting Transitions;
- Multi-Agency And Partnership Working; and
- Sharing Information.

3.7 The Common Core is appropriate for everyone working with children and young people, at all levels and in all occupations however, it does not define responsibilities therefore it requires interpretation to make it applicable across different roles within the workforce.

3.8 For example, while all workers need be able to "*Establish rapport and respectful trusting relationships with children, young people, their families and carers*" (Skill 1s1) the level at which a School Crossing Patrol Supervisor will need to gain and practice the skill will be different to that of a Paediatrician.

3.9 In recognition that considerable cross-border movement takes place and that most National Occupational Standards (NOS) cover both England and Wales, elements of the *Common Core* can be mapped with the *Common Core of Skills & Knowledge* in England. The *Common Core* in Wales has a rights basis and can also be mapped easily against the *Seven Core Aims*.

Implementing the Common Core

3.10 The Assembly Government has approved the *Common Core of Skills Knowledge and Understanding for the Children and Young People's Workforce in Wales* and will make the full document available in both printed form and online. In taking the *Common Core* forward we recognise that we need to ensure all those working with children and young people have the *Common Core* delivered as part of their qualifications, learning or training at an appropriate level. In achieving this, a number of actions will be required:

Incorporating the Common Core within National Occupational Standards

- 3.11 The *Common Core* needs to be included within the NOS for all sectors of the children & young people's workforce. This aims to provide assurance that newly qualified workers have covered all elements of the *Common Core* at an appropriate level during training. In many cases, elements of the *Common Core* will already be included within NOS. Sector Skills Councils (SSCs) will need to check that this is the case and refer to the *Common Core* when reviewing NOS in the future. Where National Occupational Standards are cross-border, consideration needs to be given to some of the unique aspects of the *Common Core* in Wales. In reviewing NOS's, we would also ask SSC's to work collaboratively to identify common standards that can be used in developing a common qualifications framework. We will ask the *Children & Young People's Workforce Development Network* to coordinate this work.
- 3.12 In the longer term, we will also need to make sure that the *Common Core* is present in professional training in higher education establishments. Since many practitioners working in Wales receive their training in other parts of the UK we recognise that we will need to work with four-nations partners on this issue.

Common Induction Procedures

- 3.13 We will work with Sector Skills Councils, professional bodies and other agencies representing the Children & Young People's Workforce to develop common induction procedures that are linked to the *Common Core*. These will aim to equip all those entering the Workforce (particularly those without qualifications or with older qualifications) with the minimum skills, knowledge and understanding required to work effectively with children and young people.
- 3.14 Many sectors of the workforce have already developed standard induction procedures that will cover all elements of the *Common Core*, while others are in the process of doing so. We will ask the Network to review the situation amongst its members and report back to us with details of any gaps. Where the Assembly Government is responsible for sectors of the workforce, we will work as a Network partner to integrate the *Common Core* into systems for induction.
- 3.15 To help establish our vision for a workforce that is effective at working across disciplines and between agencies we will ask the Network to work with the Partnership Support Unit based at WLGA to develop and pilot a multi-disciplinary

approach to induction at a local level to support Children & Young People's Partnerships and Children & young People's Plans, for example, to support better communication; joint working; and a common approach to children's rights and participation.

Continuing Professional Development

- 3.16 The Assembly Government would like to see the *Common Core* forming the backbone of continuing professional development (CPD) to ensure that all practitioners receive training and regular updates appropriate to their role within the children & young people's workforce.
- 3.17 We will ask the Network to work with Sector Skills Councils and Professional Bodies to identify those sector-specific CPD programmes (such as the NHS '*Knowledge and Skills Framework*') that currently incorporate the Common Core. Having identified where there are gaps, we will ask with the Network to prioritise the sectors that require most support and develop a programme of work in response.
- 3.18 As well as sector-specific training, there is a role for multi-disciplinary CPD in support of effective work across agency and sector boundaries and in supporting the core aims of many local *Children & Young People's Plans*. We will ask the Network to work with its members (including the Partnership Support Unit) to develop and pilot cross-sector *Common Core* CPD training modules appropriate for different levels of the workforce. We would anticipate that this training would be available through e-learning (and in 'bite-sized' chunks) to enable a wide range of workers to access the training – particularly those in rural areas. We feel that this is particularly important in engaging and supporting the voluntary and private sector in adopting the common core in induction and CPD.
- 3.19 Where sectors of the workforce are regulated (eg. schools, early years & childcare, children's social care) in Wales, we will work with regulators to examine how evidence by employers of CPD that supports the *Common Core* can be taken into account within existing inspection regimes. Where inspections are undertaken by non-devolved regimes (eg. prisons) we will work with the appropriate partners to ensure that the Common Core is delivered to all those working with children and young people in Wales.

Evaluation and Review

3.20 We will ask the *Children & Young People's Workforce Development Network* to review the roll-out of the *Common Core* and evaluate its impact, reporting back to the Assembly Government in 2010 and 2011. Following the 2011 review we will assess the impact and consider revising *Common Core* as appropriate at that time. We will ask that the Network ensures that children and young people and families participate in the review and evaluation process. As a first step towards this, we will develop a child and young-person friendly version of the *Common Core* that explains what children and young people can expect from the people that work with them.

Occupational Regulation

3.21 Within the sectors that make up the children & young people's workforce, there is currently an inconsistent approach to regulation. Teaching, social work, nursing, midwifery for example are recognised and regulated while childcare, play, youth work, amongst others, are not. Regulation has the potential to provide a number of benefits particularly:

- increased protection for children through appropriate entry standards and codes of conduct being set for those working with them;
- the opportunity to remove from a register those that do not uphold the standards expected of the relevant occupation;
- defining and differentiating levels of practice for occupational registers, which recognise a worker's competence, leading to a more explicit job roles and a more formal career framework; and
- encouraging continuing professional development (CPD) leading to personal and professional development and improved status for the registrants and the sector

3.22 However, the benefits of regulation need to be balanced against the additional costs to practitioners (which may deter potential applicants or existing practitioners in what are sometimes poorly paid sectors) and the public cost of any new regulation schemes.

3.23 As part of the review of career structures that the Network will be undertaking when implementing the *Common Core*, we will ask that priorities for the

extension of occupational regulation are also identified.

Summary of Actions

Action	Timing
Publication of the Common Core	July 2009
WAG to request that SSC's check current NOS against Common Core and take account of Common Core in NOS reviews in the future	November 2009
CYPWDN to coordinate analysis of NOS's against the Common Core, identify gaps and common standards, and make recommendations to WAG for action to fill gaps.	January 2010
CYPWDN and WAG to start discussions with HE institutions in Wales to embed Common Core in professional training	April 2010
CYPWDN and WAG to work with four nations partners to scope possibilities in embedding Common Core in HE across the UK	April 2011
CYPWDN to research standard induction procedures; identify gaps; and make recommendations to WAG	April 2010
CYPWDN to work with PSU to develop and pilot multi-disciplinary approach to induction	December 2009
CYPWDN to map sector-specific CPD against Common Core and report gaps to WAG to develop programme of support	June 2010
CYPWDN to develop and pilot cross-sector <i>Common Core</i> CPD training modules with delivery at local level	September 2010
WAG to hold discussions with regulators about embedding Common Core within inspection regimes	December 2009
CYPWDN to provide WAG with annual reports at year end reviewing Common Core with recommendations for revision as appropriate	April 2010 and April 2011
Develop a child & young person friendly Common Core	October 2009
CYPWDN to make recommendations to WAG on priorities for occupational registration across the workforce	2010

4. Careers & Qualifications

- 4.1 To achieve better outcomes for children and young people, the people that work and support them need to be able to build rewarding, well-structured careers with genuine opportunities for progression.
- 4.2 Currently, some parts of the Children & Young People's Workforce benefit more from effective support and career structures than others. For example, the teaching profession is well-recognised, well organised, has a clear qualifications and career structure and is regulated by a professional body. On the other hand, classroom assistants – who make a significant contribution to improving outcomes for children and young people – have no similar structures in place.
- 4.3 In developing a workforce that fulfils our vision to provide excellent services for children and young people in Wales we need to ensure that people can build careers across the full range of services for children and young people. This will involve establishing flexible career pathways supported by qualifications that are appropriate, accessible and effective in preparing staff to meet the needs of children and young people.

Career Pathways

- 4.4 All those working with children and young people should be able to progress within their own disciplines. We recognise that development of career pathways is at different stages across sectors and for different groups of workers. As a first step we need to gain a clear picture of the current situation. We will ask the Children & Young People's Workforce Development Network to provide details of each occupational group within its remit, outlining existing career structures. Once the situation across the workforce is mapped, we will work with the Network to identify areas where pathways are limited, or where there are barriers to progression. Armed with this information we will work within the government, with sector skills and professional bodies to develop action plans that address gaps in career progression.
- 4.5 While it is important that people are able to progress within their disciplines, we also recognise that in some sectors, the opportunities for progression to higher levels are limited, for example, in the childcare field. This inevitably results in the loss of excellent practitioners, some of whom could be retained if opportunities

were available to them to move easily to alternative disciplines where their existing skills, knowledge and competences were recognised.

- 4.6 The *Common Core of Skills Knowledge and Understanding for the Children and Young People's Workforce in Wales*, as it becomes embedded within National Occupation Standards will increasingly provide the starting point for career pathways across different disciplines of the children & young people's workforce. However, we need a better understanding of the barriers to horizontal progression before work-based routes into professional and senior roles across sectors can be developed.
- 4.7 The Assembly Government will work with the Network to identify the areas of the workforce where the removal of barriers to progression across disciplines would be most beneficial. We will then support the relevant sectors in providing exemplar models of transition. Based upon the lessons learnt from the early implementers we would then look to mainstream this work across a wider range of disciplines.

Qualifications

- 4.8 Many of the barriers to career progression will be related to the availability, suitability and structure of qualifications for the children & young people's workforce. Where qualifications are at the heart of barriers to vertical progression within disciplines, we will look to the relevant sector skills council, professional body or Assembly Government department to develop appropriate solutions.

A Common Qualifications Framework

- 4.9 Where barriers to progression across disciplines or sectors exist we recognise that we need to create a more coherent approach to qualifications, with the *Common Core* at its heart. In particular, careers across early years and childcare services, playwork, schools, social care and youth support would benefit from a common qualifications framework⁶. Such a framework would provide benefit by:

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⁶ Within this development we understand that there will remain some important differences in approach between the health sector and other parts of the children & young people's workforce. We will therefore need to ensure an appropriate read-across between the qualifications framework for the children and young people's workforce and the NHS Wales Knowledge and Skills Framework.

- supporting career pathways vertically within disciplines and across sectors;
- providing work-based routes to professional and senior roles across sectors;
- simplifying the range of qualifications and providing better understanding for practitioners and employers;
- enhancing recruitment and retention;
- breaking down barriers between different professions and improving understanding across different disciplines;
- embedding structures for professional development that will raise skill levels and support workers in providing better outcomes for children

4.10 Because there are many similarities in the skills, knowledge and values currently needed in different disciplines working with children and young people, a common framework of qualifications should ultimately be achievable.

4.11 As part of the review of National Occupational Standards that the Network will be coordinating to implement the Common Core, we will ask sector skills agencies, Assembly Government departments and professional bodies to work together to identify commonality in Standards. Common elements within NOS's will provide opportunities to recognise similarities across the workforce and may unite standards or result in development of cross-sector modules.

4.12 In some sectors, this work has already taken place. For example, mapping of NOS's between childcare and playwork has resulted in the identification of common elements and the subsequent development of transitional units that allow lateral movement between jobs in both sectors. We would like to see an extension to this approach to produce standards and qualifications that are not tied solely to one discipline within the workforce. These would support multi-disciplinary working and wider career opportunities as practitioners are more able to move from one sector to another.

Summary of Actions

Action	Timing
CYPWDN members to provide details of career pathways for each group of workers and where pathways are limited, prioritise for action	April 2010

WAG to work internally and with Sector Skills Councils (SSC's) and Professional Bodies (PB's) to develop action plans that address gaps in career progression	July 2010
CYPWDN to identify disciplines / sectors where removal of barriers to progression across disciplines would be most beneficial.	April 2010
Feedback from reviews of NOS's to identify commonality in Standards and identify opportunities for developing common qualifications or modules.	2011
WAG to support the sectors identified to develop common or transitional awards / units	2010
Based on lessons learnt from early implementers, widen scope of transitional approach.	2011 - 2012
SSC's, PB's and WAG to identify vertical progression issues and report to CYPWDN who will make recommendations to WAG for action.	November 2010
CYPWDN to coordinate mapping of a Common Qualifications Framework	April 2011

5. Supporting Local Workforce Development Plans

- 5.1 As part of their unified *Children & Young People's Plan*, each of the 22 *Children & Young People's Partnerships* in Wales is developing a local workforce plan.
- 5.2 To improve outcomes for children & young people, local plans may require changes in the way that the existing workforce is configured; the ways that they develop professionally; the skills and knowledge that they need; and how people from different agencies or sectors work together. This will need a strategic approach to investment in training and development of the workforce both nationally and locally. This should be based on the priorities of the local *Children & Young People's Plans* and on an analysis of the skills needed to deliver better and more flexible services and on training and development to raise skills and knowledge in both specialist areas of expertise and in the elements of the *Common Core*.

Partnership Support

- 5.3 We recognise that integrated workforce development and planning across disciplines will be new to many local partners and will require support and guidance from the Assembly Government. We are committed to doing this through a range of activities.
- 5.4 The Partnership Support Unit (hosted by the Welsh Local Government Association) provides assistance to CYP Partnerships, led by local authorities working with their partners, to exercise their duties to co-operate in planning and provision of services and produce effective *Children and Young People's Plans* (CYP Plans) in order to improve outcomes for children and young people. Workforce development is one aspect of this work and in order to support development in this area the PSU has worked closely with the Assembly Government, Welsh Local Government Association and the *Children and Young People's Workforce Development Network* (CYPWDN).
- 5.5 The role of the PSU on the network is to support CYP Partnerships by providing clarification and support in relation to documentation developed at a national level, support consultation events, and provide feedback from CYP Partnerships. The PSU also ensures that the CYPWDN is kept informed of the challenges arising at local and regional levels that allow CYP Partnerships the opportunity to shape

a common approach to developing a regional and national process whilst retaining the ability to establish local solutions to workforce development issues. The PSU has been asked by the network to carry out specific pieces of work such as 'market testing', 'piloting' and requesting feedback on documentation developed by the CYPWDN such as the Common Core and the Workforce Planning Toolkit (available at www.cypworkforce.co.uk).

Supporting Engagement

- 5.6 Local Partnerships will be working with a wide range of organisations – particularly from the voluntary and independent sector – that are delivering services to children and young people. We recognise that many workers outside of the public sector will not be represented by national workforce organisations or be engaged with sector-specific bodies. Local partnerships are therefore a key link in engaging with many members of children & young people's workforce whom otherwise would be left out.
- 5.7 We will also ask local Partnerships to develop strategies to engage non-public sector workers, to identify their training and professional development needs and include them in multi-disciplinary development opportunities. Their views will need to be represented at an all-Wales level via the Network.

Implementing the Common Core locally

- 5.8 While many of the strategies to roll-out the *Common Core of Skills, Knowledge and Understanding for the Children & Young People's Workforce in Wales* will be developed nationally, much of the implementation will need to happen locally. In particular, common induction procedures and joint continuing professional development opportunities are best delivered in response to local need. We will ask the Network to work with the PSU to identify emerging good practice in the delivery of these strategies that can be shared across Wales and link this with a Review of the Common Core in 2011.

Improving Information

- 5.9 Poor information is recognised as a significant and common barrier to effective multi-disciplinary work. Knowing which service or professional to call upon when practitioners are faced with issues that are outside their own professional

expertise is a basic need. While practitioners usually know what support might be appropriate, finding the right service or professional is sometimes problematic. Many local areas have a range of information services to parents, families and children and young people, but there are limited information services directed to practitioners who often need to know what other services are available across a range of agencies that might be helpful to the children, young people and the families that they work with. We will examine ways in which existing services can be enhanced to provide this kind of support.

Revised Guidance

5.10 The guidance⁷ that we supplied to Partnerships provides the starting point for the local workforce plans. We will be updating this guidance during 2009-10 to provide further support and assistance.

Summary of Actions

Action	Timing
Continuing support for the PSU to provide advice and guidance on workforce planning to local Partnerships	Ongoing
CYPWDN as part of the review of its Terms of Reference to consider how it best it can support local Partnerships	July 2009
WAG will support the maintenance and further development of the Workforce Tool	Ongoing
Local Partnerships to develop strategies to engage workers from the non-maintained sector	April 2010
CYPWDN to work with PSU to identify and share good practice in the roll-out of the Common Core	April 2010
WAG to examine ways in which existing local services can be used to provide information to practitioners	June 2010
Update workforce planning guidance for local Partnerships	July 2010

1.1 _____

⁷ Shared Planning for Better Outcomes: Planning Guidance and Regulations for Local Authorities and their Partners on Children and Young People's Plans. WAG September 2007

6. Recruitment and Retention

- 6.1 The extent to which recruitment and retention of workers is an issue varies among different sectors of the Children & Young People's Workforce and across different areas of Wales.
- 6.2 We intend that the actions outlined in this strategy will have a positive impact on the recruitment of skilled, knowledgeable and committed workers while its planned action to provide a new focus on supporting, developing and valuing the children and young people's workforce will improve retention.

Careers and Qualifications

- 6.3 To some people, a lack of career progression opportunities has meant that working with children and young people has not been an attractive option. Through identifying the barriers to progression in each discipline we can start to address the problem and in developing opportunities to build flexible career pathways across services for children and young people, workers will be able to build routes to professional and senior roles.
- 6.4 A more integrated career framework and a common qualifications structure will also present opportunities for more varied and flexible career pathways that will make the children & young people's workforce more attractive to join.
- 6.5 The children & young people's workforce will always need to be dynamic in responding to changes in the demographic profile of Wales. The development of integrated qualifications, transition qualifications along with generic induction and continuing professional development will mean that in the future we will have a more flexible workforce that is able to respond to new challenges.

The Common Core

- 6.6 Implementation of the *Common Core of Skills Knowledge and Understanding for the Children and Young People's Workforce in Wales* is at the heart of this strategy. With the Common Core providing a focus for improved induction standards and enhanced continuing professional development, we will build a stronger, more competent workforce that is better able to improve outcomes for children & young people, and more inclined to remain part of it.

Workforce Planning

- 6.7 A lack of coordinated planning for the children & young people's workforce at Government level has in the past caused recruitment and retention issues in some parts of the workforce. Changes in policy can lead over time to the expansion of one part of the workforce to the detriment of another. Through a coordinated and strategic approach to planning for the children & young people's workforce, supported by an integrated approach within the Assembly Government, the Children & Young People's Workforce Development Network and implemented through local Children & Young People's Partnerships and their workforce plans, we will take a more proactive approach to recruitment and retention issues.
- 6.8 Collecting accurate information about the workforce will be important in predicting recruitment problems. We will work with local Partnerships and the Network to establish ways in which meaningful workforce intelligence can be gathered, through further development of the *Workforce Tool* and in the development of local workforce plans.

Summary of Actions

Action	Timing
WAG will work with CYPWDN and local Partnerships to examine how best workforce intelligence can be gathered to inform strategic planning	April 2010

Appendix 1: Summary of Actions

The role of the Welsh Assembly Government

Cross departmental group of senior officials to be set up to oversee the strategy and to meet quarterly	November 2009
Facilitate discussions with Sector Skills Councils, professional bodies and Royal Colleges to raise awareness of our vision and of this strategy	November 2009 to April 2010
Work with partners across the four nations to ensure a coherent approach is taken to workforce development	Ongoing
Continuing need to identify sufficient resources for particular aspects of the strategy	2009 – 2011
Identify measures through which the Strategy can be monitored	2010

The Children & Young People's Workforce Development Network

WAG to continue support the Network (CYPWDN) through current arrangement with CCW	Ongoing
CYPWDN to reconsider its membership and revise its terms of reference	March 2010
Develop a scheme of work based on this strategy for the CYPWDN	November 2009
CYPWDN to develop a detailed work-plan to be agreed by WAG	March 2010
CYPWDN to report quarterly to WAG on progress against the work-plan	From March 2010

Strengthening the Children & Young People's Workforce

Publication of the Common Core	November 2009
Request that SSC's check current NOS against Common Core and take account of Common Core in NOS reviews in the future	March 2010
CYPWDN to coordinate analysis of NOS's against the Common Core, identify gaps and common standards, and make recommendations to WAG for action to fill gaps.	May 2010
CYPWDN and WAG to start discussions with HE institutions in Wales to embed Common Core in professional training	April 2010
CYPWDN and WAG to work with four nations partners to scope possibilities in embedding Common Core in HE across the UK	April 2011
CYPWDN to research standard induction procedures; identify gaps; and make recommendations to WAG	September 2010
CYPWDN to work with PSU to develop and pilot multi-disciplinary approach to induction	May 2010

CYPWDN to map sector-specific CPD against Common Core and report gaps to WAG to develop programme of support	November 2010
CYPWDN to develop and pilot cross-sector <i>Common Core</i> CPD training modules with delivery at local level	February 2011
WAG to hold discussions with regulators about embedding Common Core within inspection regimes	May 2010
CYPWDN to provide WAG with annual reports at year end reviewing Common Core with recommendations for revision as appropriate	November 2010 and November 2011
CYPWDN to make recommendations to WAG on priorities for occupational registration across the workforce	2011

Careers & Qualifications

CYPWDN members to provide details of career pathways for each group of workers and where pathways are limited, prioritise for action	April 2010
WAG to work internally and with Sector Skills Councils (SSC's) and Professional Bodies (PB's) to develop action plans that address gaps in career progression	September 2010
CYPWDN to identify disciplines / sectors where removal of barriers to progression across disciplines would be most beneficial.	March 2010
Feedback from reviews of NOS's to identify commonality in Standards and identify opportunities for developing common qualifications or modules.	September 2010
WAG to support the sectors identified to develop common or transitional awards / units	2011
Based on lessons learnt from early implementers, widen scope of transitional approach.	2011 – 2012
SSC's, PB's and WAG to identify vertical progression issues and report to CYPWDN who will make recommendations to WAG for action.	February 2011
CYPWDN to coordinate mapping of a Common Qualifications Framework	October 2011

Supporting Local Workforce Development Plans

Continuing support for the PSU to provide advice and guidance on workforce planning to local Partnerships	Ongoing
CYPWDN as part of the review of its Terms of Reference to consider how it best it can support local Partnerships	November 2009
WAG will support the maintenance and further development of the Workforce Tool	Ongoing
Local Partnerships to develop strategies to engage workers from the non-	October 2010

maintained sector

CYPWDN to work with PSU to identify and share good practice in the roll-out of the Common Core October 2010

WAG to examine ways in which existing local services can be used to provide information to practitioners November 2010

Update workforce planning guidance for local Partnerships July 2010

Recruitment and Retention

WAG will work with CYPWDN and local Partnerships to examine how best workforce intelligence can be gathered to inform strategic planning November 2010

Appendix 2: The Children & Young People's Workforce

The following structure may be useful to identify the professions and occupations that make up the children & young people's workforce in Wales and for those who support the workforce to identify priorities for implementation of workforce strategy.

While the list contains mainly what could be termed 'front-line' workers, those who have roles in managing and support workers or volunteers are also of necessity part of the workforce.

1. People whose primary function is to serve the needs of children & young people;

For example:

Children's Nurse	Teaching Assistant
Teacher	Childcare worker
Social Care Worker (Children's Homes)	Healthcare Assistant (children's ward)
Paediatrician	Youth Worker
Scout / Guide Leader	Foster Carer
School crossing patrol worker	Education Welfare Officer
Educational Psychologist	Playworker
CAMH's Team member	Youth offending team member
School Governor	Midday Supervisor

2. People who serve the needs of a wider age-group as well as children & young people

For example:

Health Visitor	Social Worker
Police officer	Midwife
Junior doctor	Probation officer
Sports development officer	General Practitioner
Police Community Support Officer	Community Nurse
FE lecturer	Football coach
Family Support Worker	Dentist
Speech Therapist	Physiotherapist
Occupational Therapist	Careers Guidance Officer
Outdoor Education Instructor	Medical Consultant

3. People who primarily serve the needs of adults but have some contact with children & young people

For example:

Magistrate	Prison Officer
Mental Health Social Worker	Member of the clergy
Substance Misuse Worker	Adult Mental Health Nurse
Psychiatrist	