



Integrated Children's Services in Higher Education: Policy Map - November 2007

Prepared for the Integrated Children's Services in Higher Education (ICS-HE) project by

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Introduction

Aim of the Integrated Children's Services in Higher Education map

The following 'map' of Integrated Children's Services sets out and summarises key aspects of the integrated children's services policy agenda directly relevant to Higher Education (HE) providers in education, social work and social care, youth and community including youth justice, the health professions, psychology, medicine and dentistry. It has a specific focus on England but also refers to parallel developments in Scotland, Wales and Northern Ireland. The intention is to summarise and explain, linking the reader to appropriate sources. It is not the intention here to critique the drive toward interprofessional education and learning for integrated practice through a political, professional or managerial lens.

The key question for HE providers highlighted in the Spring 2005 Children's Workforce Strategy document is,

'How could we better support the delivery of Integrated Working?'

It is anticipated that this question will be addressed by the Children's Workforce *Refresh*, expected towards the end of 2007, which will set out the agenda for the development of the Children's Workforce. Inevitably the following 'map' is never complete and always under review.

Background

In the UK there is a significant drive towards more effective interprofessional working, initially implemented by attempts to link professionals between and across health and social care professions. However since the tragic death of Victoria Climbié in 2000 and the resulting *Laming Inquiry* (2003), which criticised the fragmentation of services and failures in inter-agency communication (also reported in previous child death inquiries), we have experienced rapid and far reaching policy change designed to provide integrated services to children, young people and their families (hereafter referred to as 'children'), linking education, social care, health, youth and community, criminal justice and other professions.

This shifting policy agenda has major implications for all Higher Education Institution (HEI) programmes that prepare professionals to work with children. However, although there have been significant developments in interprofessional education (IPE), with important contributions from the [Centre for Advancement of Interprofessional Education](#) (CAIPE), and the [Higher Education Academy](#) (HEA), with projects such as the [European Interprofessional Education Network](#) (EIPEN), the focus of this work has often been on the links between and across health and social care. A recent Research Review for the [Social Care Institute for Excellence](#) (SCIE), reviewing and evaluating research into IPE at qualifying level that includes social work, reveals that very few studies of IPE relate to the children's workforce (Sharland and Taylor 2007). Furthermore, although linked, *interprofessional* education and learning for *integrated* practice, are different. This issue will be further explored in the Research Review and HE Practice Survey Report, also part of the Integrated Children's Services in Higher Education (ICS-HE) project.

1. Every Child Matters - Improving Outcomes for Children

1.1 Every Child Matters: Change for Children

The [Green Paper, *Every Child Matters* \(2003\)](#) was the Government's response to the Laming Inquiry (2003), but Every Child Matters (ECM) ranges much more widely than the circumstances outlined by Laming. The Green Paper called for urgent and comprehensive change to improve outcomes for children in England. Similar outcomes are advocated in other UK jurisdictions:

- Scotland: [Getting It Right for Every Child: Proposals for Action](#) (2005) which followed a broader integrated service agenda '[Joint Future](#)'
- Northern Ireland: [Our Children and Young People- Our Pledge](#): A 10 year strategy for children and young people in Northern Ireland 2006-2016
- Wales: [The Learning Country](#) A Comprehensive Education and Lifelong Learning Programme to 2010
The [National Service Framework for Children, Young People and Maternity Services in Wales](#) (2006)

'While the death of Victoria Climbié may have been the spark that lit the Every Child Matters fuse, this major initiative developed its significant momentum at least partly because it exploited the political will and public appetite for radical change to re-energise several antecedent strands of social and educational policy that were already in process of implementation, and wove them into a single, comprehensive and coherent strategy' (Kirk and Broadhead, 2007, p. 4)

Every Child Matters identifies five key outcomes that every child or young person, whatever their background or their circumstances, should have the support they need to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

'Watchwords' for reformed services are

- responsiveness
- prevention
- early intervention
- protection
- support for families

Two essential conditions for service provision (Edwards, 2005) are that:

- Services must be reconfigured around the child and family, in one place, to enable professionals to work in close collaboration in multi-disciplinary teams;
- The workforce must be well motivated and professionally equipped.

These principles are enshrined in new policy and legislation as set out below.

1.2 The Children Act (2004)

The [Children Act](#) (2004) is the legislative spine for developing more effective and accessible services focused around the needs of children. It places a Duty on Local Authorities in England to foster co-operation between agencies, including voluntary bodies, obliging key agencies to safeguard and promote the wellbeing of children under the leadership of a Director of Children's Services.

1.3 The change agenda

Key policy documents available on the [Every Child Matters](#) website include:

2004 [Every Child Matters: Next Steps](#)

2004 [Every Child Matters Change for Children in Health Services.](#)

2004 [Youth Justice: The Next Steps](#)

2005 [Every Child Matters: Multi-Agency Working Success Factors](#)

2005 [Every Child Matters: Change for Children in Social Care](#)

2006 [Care Matters: transforming the lives of children and young people in care](#)

2006 [Youth Matters: The Next Steps](#)

Other related documents include:

- 2004 [National Service Framework for Children, Young People and Maternity Services](#) sets standards for children's health and social services, and the interface of those services with education.
- 2003 [Together from the Start: Practical Guidance for Professionals Working with Disabled Children \(birth to third birthday\) and Their Families.](#)
- 2004 [National Service Framework for Children, Young People and Maternity Services](#) sets standards for children's health and social services, and the interface of those services with education
- 2006 [National Service Framework for Children, Young People and Maternity Services: the mental health and psychological wellbeing of children and young people](#) devotes a section to Every Child Matters and [Partnership](#) working across agencies working with children and young people with mental health problems.
- 2006 [Our health, our care, our say: A new direction for community services.](#) This White Paper sets a new direction for the whole health and social care system. It confirms the vision set out in the Department of Health Green Paper, [Independence, Well-Being and Choice: Our Vision for the Future of Social Care with Adults in England.](#) The vision is of a radical and sustained shift in the way in which services are delivered, ensuring that they are more personalised and that they fit into people's busy lives. People will be given a stronger voice so that they are the major drivers of service improvement.
- 2006 [Looking for a School Nurse](#) Identifies key national policies shaping developments in children's services and outlines a child-centred public health approach for school nursing teams.
- 2007 [Facing the future: A review of the role of health visitors](#) addresses the need to reform the existing health visiting service into a fully integrated preventive service for children and families within a public health context.
- 2007 [Modelling the Future](#) is a Royal College of Paediatrics and Child Health vision of how child health services could be offered in the future. A 'universal point' is made about the need to improve the coordination and continuity of services from the patient perspective.

2. New children's workforce planning and delivery structures

2.1 Department for Children, Families and Schools

In 2007, one of the first acts of the new Prime Minister Gordon Brown was to establish the [Department for Children, Schools and the Family](#) (DCSF), which supersedes the former Department for Education and Skills (DfES). Ed Balls has been appointed as the first Secretary of State for Children, Schools and Family

'Ed Balls is determined to lead the cross-government approach to improving life chances and really make a reality of something that is much talked about - 'joined up government'. (David Bell, Permanent Secretary of the Department for Children, Schools and the Family, The Guardian, Sept. 4, 2007, p. 5)

2.2 The Children's Trust

The [Children Act \(2004\)](#) identified that the preferred model for effecting change is the [Children's Trust](#), a partnership of a range of services for children that exercises strategic oversight of the development of children's services and mobilises resources and support to secure improved outcomes for children. Children's Trusts are expected to include

- [Extended Schools](#): to provide 'high quality wraparound care ...available 8am-6pm all year round'.
- [Children's Centres](#) ('community focused schools' in Wales)

2.3 The Children's Workforce Development Council

The [Children's Workforce Development Council](#) (CWDC), part of the UK [Sector Skills Council for Care and Development](#), works closely with DCFS to determine the direction of workforce reforms and identify skills shortages. CWDC exists to improve the lives of children, young people, their families and carers by:

- ensuring that all people working with them have the best possible training, qualifications, support and advice;
- helping children's and young people's organisations to work together better so that the child is at the centre of all services.

[CWDC Regional Working](#): CWDC now has Regional Development Managers (RDMs) in place across all nine regions in England. They represent CWDC on a regional level and are building networks with those involved with the children's workforce, and offering regional support and advice on the development of integrated children's workforce strategies and the wider work of CWDC. Links are also being made to other Sector Skills councils' regional structures. HEIs would benefit by developing links with their RDM.

The CWDC co-ordinates the [Children's Workforce Network](#) (CWN) for England (see 2.4 below).

2.4 The Children's Workforce Network

The [Children's Workforce Network](#) (CWN), is a strategic body that brings together 11 key national agencies charged with developing different parts of the children's workforce:

- [Children's Workforce Development Council](#) (CWDC)
- [Creative and Cultural Industries Sector Skills Council](#) (CCI)
- [General Social Care Council](#) (GSCC)
- [General Teaching Council for England](#)
- [Improvement and Development Agency](#) (IDeA)
- [Lifelong Learning UK](#) (LL-UK)
- [Nursing and Midwifery Council](#) (NMC) (representing the health regulators)
- [Skills Active](#)
- [Skills for Health](#)
- [Skills for Justice](#)
- [Training and Development Agency for Schools](#) (TDA)

CWN members share a vision of the children's workforce that

- Supports and integrated and coherent services for children, young people and families
- Remains stable and appropriately staffed, whilst exhibiting flexibility and responsiveness
- Is trusted and accountable, and therefore valued
- Demonstrates high skills, productivity and effectiveness
- Exhibits strong leadership, management and supervision.

CWN works through six Policy Groups:

- Integrated Qualifications Framework (led by CWDC)
- Integrated working (led by IdEA)
- Leadership and management (led by GSCC)
- Workforce data (led by CWDC)
- Encouraging mobility within the Children's Workforce (led by Skills for Justice)
- Society Health & Development 14 – 19 Diploma (led by SkillsActive)

3. Collaborative mechanisms and tools

3.1 Introduction

There is a range of measures to support integrated working, facilitate communication, promote information sharing and establish a common understanding of children's needs, highlighted on the [Integrated Working Section](#) of the Every Child Matters website. Useful 'Fact Sheets' are available.

3.2 The Lead Professional

The [Lead Professional](#) acts as a single contact point for children, co-ordinates the delivery of agreed actions and reduces overlap and inconsistency between practitioners. The role may be taken by many different types of practitioners, including social workers, health care professionals or teachers and is defined by function and skill, rather than by profession or practitioner grouping. Lead professionals need the knowledge, competence and confidence to:

- develop a successful and productive relationship with child and family, and communicate without jargon
- organise meetings and discussions with different practitioners
- use the Common Assessment Framework and develop support plans based on outcomes
- co-ordinate the delivery of effective early intervention work and ongoing support
- work in partnership with other practitioners to deliver the support plan.

3.3 The Common Assessment Framework

The [Common Assessment Framework](#) (CAF) aims to identify at the earliest opportunity children's additional needs that are not being met by the universal services they are receiving, and provide timely and co-ordinated support to meet those needs.

- It provides a process to assess needs and give a holistic view that considers strengths as well as needs
- It is designed to enable practitioners across all agencies, after training, to follow the same process and achieve more consistent assessments that can be shared and understood by other agencies
- Work is under way to develop and implement a strategy for IT support for CAF (eCAF) to enable practitioners to store and retrieve CAF information electronically.

3.4 The Integrated Children's System

The [Integrated Children's System](#) (ICS) is a conceptual framework and practice tool for sharing information designed to help social care managers and practitioners working with colleagues from other agencies to improve outcomes for children. Key features include:

- It offers a single approach to undertaking the key processes of assessment, planning, intervention and review based on an understanding of children's developmental needs and their parent's capacities to respond to these needs in the context of their families and communities
- It provides common terms for understanding and describing the developmental needs of children
- It enables agencies and programmes to share information more easily and facilitates referrals between organisations
- It enables children and families to understand what information agencies are seeking and why and helps them judge whether they are getting the services they require
- It is the core of the electronic social care record for children
- Its replaces the former 'Child Protection Register.'

3.5 ContactPoint

[ContactPoint](#), previously known as the 'information sharing index', will be an online directory available to authorised staff, to be operational in all areas of England in 2008. *ContactPoint*:

- Is to be the quick way to find out who else is working with the same child making it easier to deliver more coordinated support
- Will hold a small amount of core demographic data on every child
- Will hold contact details for practitioners providing services to the child (excluding services of a sensitive nature - sexual health, mental health, substance abuse)
- Will not hold details of any case or other personal information about the child
- Is planned to be operational in all areas in 2008

- 3.6 See [‘How ICS, CAF and ContactPoint fit together: A short essay on Harnessing Information for ECM’](#), DCFS

3.7 Safeguarding Children

The Children Act (2004) Section 11, requires every Local Authority in England to establish a [Local Safeguarding Children Board](#) (LSCB) by April 2006. Membership includes senior managers from different agencies and services. The LSCB serves:

- To ensure that key agencies (including prisons, police and health bodies) have regard to the need to safeguard and promote the welfare of children
- To raise awareness of the need to safeguard and promote the welfare of children to people and bodies in the wider community, including faith and minority communities
- To listen to and consult children and young people, ensuring their views are taken into account in planning, delivering and safeguarding services.

4. The Education, Training and Qualifications agenda

4.1 The Children’s Workforce Strategy Consultation

The *Children’s Workforce Strategy* Consultation document (DfES 2005) aims to strengthen workforce excellence by developing new training opportunities, career development and flexible career pathways, helping the workforce deliver joined up services and improved communication across the sectors, whilst recognising the unique qualities and contributions of individual professions. It also recognises the importance of management and leadership in bringing about the required changes. The Government’s Action plan for the strategy to 2015 is in the [Government’s Response to the Consultation](#). A [report of the CWN Conference, held in June 2007](#) is available.

4.2 The Common Core of Skills and Knowledge for the Children’s Workforce

To support the above changes, the Government is committed to the creation of a [common core of skills and knowledge for work with children](#) (DfES 2005). This is supported by 26 national organisations including

- The [General Social Care Council](#)
- The [General Teaching Council for England](#)
- The [Royal College of Nursing](#)
- The [Association of Chief Police Officers](#)
- The Skills Councils
- [NSPCC](#)
- [Barnardo’s](#)

The 'Common Core' identifies six areas of knowledge and skill required to practice at a basic level of expertise to 'help establish a greater shared language and understanding across different parts of the workforce' (2005 p. 3).

- effective communication and engagement
- child and young person development
- safeguarding and promoting the welfare of the child
- supporting transitions
- multi-agency working
- sharing information

4.3 The Integrated Qualifications Framework (IQF)

The [Integrated Qualifications Framework](#) aims to establish more comparative qualifications and to enable practitioners to move freely between roles within the sector. It is being designed to link with both the emerging new Qualifications and Credit Framework (QCF) and with the Framework for Higher Education Qualifications. It is due to be in operation in 2010.

May 2006 [An Integrated Qualifications Framework for the Children's Workforce](#) sets out the vision for the IQF.

Nov 2006 [Clear Progression Towards an Integrated Qualifications Framework](#). The CWN published its initial development plan.

In summer 2007 CWN held a series of regional consultation conferences on its proposed principles and processes for building the IQF. Key messages from 5 regional IQF consultation events Summer 2007 relevant to HE providers were:

- *Ownership*: of the IQF by the CWN needs to be promoted in order that the wider workforce recognises its relevance across all children's services;
- *Credibility*: The IQF team needs to ensure that key players such as Ministers, Vice- Chancellors and Directors of Children's Services are involved at the right time at an appropriate level of influence.

The principles and processes are being trialled initially with vocational qualifications. There will be further consultation with HE interests on whether a broadly similar approach would be suitable for HE qualifications and whether HEIs would find it helpful to use a set of common outcome statements (largely based on the common core) to inform the design and delivery of programmes intended for the children's workforce.

4.4. CWN work on cross-sector mobility issues

The CWN Pathways to Progression policy group is working to encourage mobility into and through the children's workforce, where appropriate relating to the workforce as a whole. A recent paper on cross-sector mobility issues, building on research commissioned by CWN from Sheffield Hallam University, highlighted the need to think creatively around existing structures to offer a breadth of training and qualification opportunities to a greater scope of individuals.

4.5 Creating an Interprofessional Workforce: An Education and Training Framework for Health and Social Care in England, Department of Health.

[The Creating and Interprofessional Workforce \(CIPW\) Framework](#) is aimed at those planning, delivering and evaluating IPE. It builds on consultations undertaken as part of the Creating an Interprofessional Workforce Programme and is informed by evidence from research, systematic review and experiences of IPW. It focuses primarily on health and social care but also addresses the children's workforce.

4.6 Statement of interprofessional core values underpinning work with children and young people.

Collaborative working between the [General Social Care Council](#), the [General Teaching Council for England](#) and the [Nursing and Midwifery Council](#) has led to the publication of '[Working Together in Children's Services: A Statement of Shared Values for Interprofessional Working](#)'

This is designed to supplement the Common Core of Skills and Knowledge for the Children's Workforce. It includes an important section on *Interprofessional work with colleagues*:

- Children's practitioners value the contribution that a range of colleagues make to children's lives, and form effective relationships across the children's workforce. Their inter-professional practice is based on a willingness to bring their own expertise to bear on the pursuit of shared goals for children, and a respect for the expertise of others.
- Practitioners recognise that children and families, and colleagues, value transparency and reliability, and strive to make sure that processes, roles, goals and resources are clear.
- Practitioners involved in inter-professional work recognise the need to be clear about lines of communication, management and accountability as these may be more complex than in their specialist setting.
- They uphold the standards, and values of their own professions in their inter-professional work. They understand that sharing responsibility for children's outcomes does not mean acting beyond their competence or responsibilities.
- They are committed to taking action if safety or standards are compromised, whether that means alerting their own manager/employer or another appropriate authority.
- Children's practitioners understand that the knowledge, understanding and skills for inter-professional work may differ from those in their own specialism and they are committed to professional learning in this area as well as in their own field, through training and engagement with research and other evidence.
- They are committed to reflecting on and improving their inter-professional practice, and to applying their inter-professional learning to their specialist work with children.
- Work with children can be emotionally demanding, and children's practitioners are sensitive to and supportive of each others' well being.

5. Leadership and management

5.1 Championing children

[Championing Children](#) is a framework, which has been developed to establish a common understanding about the particular abilities required to lead and manage multi-agency teams in children's services. In these services, professionals from different sectors come together to work around the needs of children.

The second edition of Championing Children was published in October 2006, following field testing and evaluation of a draft framework.

Championing Children can be used by individuals, teams and organisations in planning their leadership, management, training and development needs. It has been used for workforce planning and capacity building; training and development; induction, supervision and appraisal.

The Children's Workforce Development Council (CWDC) is responsible for embedding Championing Children and developing supporting materials. In March 2007, the CWDC published a [resource book](#) to support practitioners in using the framework and a [report](#) of the field testing and evaluation findings.

5.2 Options for Excellence

The [Options for Excellence](#) review of the social care workforce in England was announced in 2005 and led by the DfES and the DH. The review focuses on how to improve the workforce to achieve better outcomes for children and adult service users. It devotes a chapter to leadership and management.

Early action includes:

- Support for CWDC and Skills for Care (SfC) in implementing their leadership and management strategy, which has identified the key areas of developing, inducting and supervising individuals into their first line management role in social care
- Promote Management Induction Standards being developed by CWDC and SfC.

Longer term action includes:

- Support for all newly promoted managers in social care
- Link first line manager posts to relevant qualifications, including the social work postqualifying framework
- Identify support packages to allow managers in multi-agency settings to develop effective cross-management practices
- Consider establishing a newly qualified social worker (NQSW) status for social workers in their first year in practice after qualifying to provide "a full induction programme to build on initial training and set the tone for future career development".

5.3 Creating an Interprofessional Workforce: An Education and Training Framework for Health and Social Care in England, Department of Health

The [Creating an Interprofessional Workforce](#) (CIPW) Framework (see above) addresses 'Effective leadership for cultural change' with implications for leadership training.

6. Higher Education (HE) responses to the Integrated Children's Services agenda

6.1 Introduction

The points below some highlight relevant developments in each professional education area in relation to the Integrated Children's Services agenda. For example, there is work under way in relation to [Quality Assurance Agency \(QAA\) Benchmark Statements](#); other developments are evolving all the time.

6.2 Integrated Children's Services in Higher Education (ICS-HE)

The aims of the *Integrated Children's Services in Higher Education* (ICS-HE) Project include bringing together relevant subject disciplines and sector bodies to:

- Provide an evidence-based approach to identify effective ways of developing inter-professional curricula and pedagogy for professional practice in children's services
- Scope existing initiatives and support the development of informed educational practice for professionals who will be working in reconfigured children's services;
- Facilitate a co-ordinated response across higher education to the Integrated Qualifications Framework for the children's workforce

[Higher Education Academy](#) (HEA) Subject Centres involved in this initiative:

- [Social Policy and Social Work](#) (SWAP)
- [ESCalate](#) (Education),
- [Health Sciences and Practice](#),
- [Medicine, Dentistry and Veterinary Medicine](#)
- [Psychology](#).

Higher Education in these fields is beginning to respond to the ECM agenda in a number of ways. Key recent initiatives are summarised below.

6.3 Foundation Degrees

Many HEIs have developed Foundation degrees that can relate to more than one professional route in a range of subjects including: early years, childcare, childhood studies, children and young people, classroom support, education and care, learning support and playwork. The Foundation degree route is particularly important route to the achievement of Early Years Professional Status (see below). The CWN has commissioned a project to look at how Foundation Degrees are meeting the needs of the IQF for children's workers in England, through the Foundation Degree Gateway Project.

6.4 Education

The [Universities Council for the Education of Teachers](#) (UCET) is concerned with teacher education of all kinds. In 2006, UCET commissioned a Position Paper: [Every Child Matters And Teacher Education](#) on the implications of ECM for HE based teacher education. The authors took the view that ECM presages a ‘*transformation of educational provision at all levels*’ (Kirk and Broadhead, 2007).

Just as ECM calls for a reconceptualisation of teaching so also it demands a re-conceptualisation of teacher education. It demands a re-structuring of the total programme in such a way that ECM principles become embedded and are made to permeate the student teachers’ university based studies and placement activities (p. 13).

The authors discuss ‘inter-professionalism’ as a result of the ECM drive for inter-professional collaboration and multi-agency working. They identify the tensions associated with the blurring of professional boundaries, the threat to perceived notions of professional identity and the authority of the teacher. They suggest that teachers will need to develop capacities for teamworking and information sharing; and that ECM has important implications for educational leadership with special consideration to be given to the professional development of leaders in multi-professional settings.

UCET has a CPD Committee. Every Child Matters is a key agenda item for the Committee.

[ESCalate](#), the Higher Education Academy Subject Centre for education funded a ‘[ECM/Youth Matters Roadshow](#)’ for the University of Cumbria (formerly St Martins College) to share cross faculty developments with other HEIs. A current project [Developing a Critical Professional Learning CPD Framework and Network for the Children’s Workforce at Postgraduate Level](#) is based at York St John University.

The [General Teaching Council for England](#) (GTCE). “The GTCE supports the Every Child Matters agenda and is working closely with the organisations that govern nursing and social work to help nurses, teachers and social workers work together. One step in the process is a Joint Statement of Values for interprofessional working, agreed between the three organisations for discussion and consultation with the professions and the wider public, including children and young people themselves.

Changes in the way we work should not mean that we lose sight of the unique role of schools and teachers. For example, we believe that early years teachers must continue to have Qualified Teacher Status; that means that they must be professionally trained in the skills of teaching. Although the GTCE wants to see flexibility in the children's workforce, more research is needed before working with children and young people can be permitted to switch from one role to another”.

[The Training and Development Agency for Schools \(TDA\)](#) is responsible for developing professional and occupational standards for teachers, higher level teaching assistants and staff who support teaching and learning in schools. All these standards have been revised in the light of *Every Child Matters* and now reflect the five outcomes and the six themes of the common core including. These changes will support effective working with other professionals for all school staff involved in teaching and learning.

The TDA is also working with CWN partners and other stakeholders to develop a foundation degree framework for the school workforce. This will encourage cross sector approaches and the inclusion of the common core in foundation degrees. Skills for Health, SkillsActive and CWDC have all developed either a foundation degree framework or a statement of requirement to help HEI's develop foundation degree programmes that meet the needs of employers and learners in the sectors concerned.

The TDA has a [Special Educational Needs and Disability strategy](#). Materials for primary undergraduate ITT courses and induction will be published in 2008 and materials will be trialled for secondary ITT and primary and secondary PGCE courses. A postgraduate SEN course for serving teachers is being piloted and a scheme for national accreditation for newly appointed SEN Coordinators in schools is being developed.

6.5 Early Years

[Developing Early Years Professional Status](#) (EYPS). The Government's response to the national consultation on the future of the children's workforce highlighted the need for further reform of, and support for the early years workforce. In particular the response identified the benefits of developing a new group of people able to take on the role of early years professional (EYP).

The Children's Workforce Development Council (CWDC) and its partners are developing this role supported by a set of national standards set at graduate level that covers work with children from birth to the end of the Early Years Foundation Stage. Those who demonstrate these standards will be awarded early years professional status (EYPS), equivalent in level to qualified teacher status (QTS).

In September 2006, the first candidates began assessment for EYPS on the validation pathway. From January 2007 onwards, new candidates are able to undertake this and three other EYP training and assessment pathways.

A Quality Assurance Agency (QAA) Benchmark Statement has recently been produced for Early Childhood Studies.

6.6 Social Work

With its holistic focus, social work interfaces across professions and has a history of partnership and collaborative work. The [National Occupational Standards for Social Work](#) aim "to capture the "holistic" approach of the social worker in their work with individuals, families, carers, groups and communities, that differentiates their role from that of the other professionals with whom they work". The [Social Care Code of Practice for Social Work](#) requires social care workers to recognise the roles and expertise of workers from other agencies and work in partnership with them.

[The General Social Care Council](#) introduced the new generic social work degree in England in 2003 that prepares students at undergraduate or masters level for qualified social work practice and registration as practitioners. Aspects of the degree are designed to support the learning or partnership work:

- Programmes are required to regularly update in light of changing policy and practice
- Requirements for participation by service users and carers in the design, delivery and review of degree programmes aim to ensure that students learn from users and carers about the importance of partnership work
- Practice learning requirements endorse students learning from and being assessed by professionals other than social workers, but a social worker must be responsible for the final assessment
- Interprofessional education that includes social work education has been encouraged, although it has often focussed on links with health, confirmed by the recent systematic review undertaken by [Sharland and Taylor \(2007\)](#) on behalf of the Social Care Institute for Excellence
- Some joint degrees (e.g. with Nursing) may be hampered by professional regulatory requirements
- SCIE commissioned a research review and practice survey of the learning, teaching and assessment of partnership work in qualifying social work education ([Taylor et al 2006](#))
- The GSCC has been asked by government to consider whether the degree provides sufficient learning opportunities for students who practice with children and young people. In light of pressure for a specialist focus on child care, requirements for practice learning may be reviewed.

At postqualifying (PQ) level the [new PQ framework](#) for England offers opportunities to link to the ICS agenda in three key ways:

- At this level it is possible to focus on specialist practice in relation to children
- There is a strong emphasis on leadership and management
- The learning outcome approach also makes it possible to promote the access and participation of other professions in the new postqualifying programmes.

6.7 Youth and Community Work and Youth Justice

The [National Youth Agency \(NYA\)](#) aims to advance youthwork, and provides information about and regulates [youthwork training and qualifications](#).

Youth and Community workers work in a wide range of settings. The minimum professional youth work qualification is a Dip HE in Youth Work or a Foundation Degree. Higher Education qualifications reflect different occupational needs, and have a range of titles, including youth and community, community and youth studies, childhood and youth studies, and informal and community education.

From 2010 all new professional qualifications in youth work will be at honours degree level or higher.

The [Youth Justice Board](#) publishes information on [Workforce Development](#). Central to the strategy is a Foundation degree in Youth Justice and the [Professional Certificate in Effective Practice](#) for youth justice workers. This is an HE level 2 qualification (60 CAT points) designed and delivered by the Open University.

6.8 Education Welfare

The [National Association of Education Social Workers in Education](#) (NASWE) is developing a Qualification and Progression Framework for the Education Welfare Service. There are currently 2 HE education awards specific to Education welfare: Higher Education Diplomas from Nottingham Trent University, and the University of Lancashire

6.9 Medicine

In 2006 the Education Committee of the [General Medical Council](#) considered a [Briefing paper on Interprofessional Developments](#) and the Committee includes in its priorities the promotion of interprofessional learning and practice and attention to children's health and child protection.

Medical schools have responded positively to the need to prepare students for effective interprofessional practice. In March 2004, the Department of Health issued a report from the Chief Medical Officer on undergraduate medical education in England. [Medical Schools: Delivering the Doctors of the Future](#) described the progress of interprofessional learning in medical schools. It discusses how some schools have successfully introduced learning across professionals and disciplines and refers to the Department of Health, working with Universities and NHS Workforce Development Confederations, investment in four leading edge sites in interprofessional learning between 2001 and 2003. See Miller et al (2006) for an evaluation of the common learning pilots.

Medical students must demonstrate that they

- Know about, understand and respect the roles of other health and social care professionals;
- Are able to demonstrate effective teamworking and leadership skills

The [Review of Tomorrow's Doctors](#) (undergraduate medicine) (A11-13) due to be published in 2008, clearly takes account of the drive towards preparing students for interprofessional practice.

The strategic options consultation identified a polarity of opinion on whether or not the revised version of *Tomorrow's Doctors* should stress interprofessionalism more. Many respondents indicated that this aspect of medicine, although vital, was better learned in practical situations. However, if interprofessionalism is made part of the curriculum, it must be integrated and reflect the requirements of the medical profession.

The above interprofessional developments focus primarily on services to adults. Following consultation with a wide range of stakeholders, the [GMC is launching new guidance for doctors in relation to children and young people](#) in autumn 2007.

6.10 Psychology

The [British Psychological Society](#) (BPS) paper [Child Protection: A Position Paper](#) (May 2007) outlines the professional framework for all Chartered Psychologists in relation to child protection, with a particular focus on ‘*Safeguarding Children and young people from abuse, harm and neglect – the responsibilities of Chartered Psychologists.*’

A framework is presented for considering the ‘unique contribution that psychologists can make to professional responses to child protection’. This includes seven areas to which the professional practice of psychology can contribute, including the area *Knowledge of multi-professional working and skills in multi-agency partnerships:*

- Understanding systems, including respect for allied professionals’ roles and competencies
- Ability to communicate, fit for purpose, across a range of contexts;
- A recognition of limitations in areas of expertise;
- Ability to offer a perspective on power and how this might affect professional responses.

Implications for professional training are discussed. These do not refer specifically to interprofessional training, but do indicate that Chartered Psychologists should be able to demonstrate ‘*a commitment and ability to work alongside other agencies/professionals as required.*’

6.11 Nursing and Midwifery

[The standards of proficiency for pre-registration nursing education](#) include ‘*Develop knowledge of effective inter-professional working practices which respect and utilise the contributions of other members of the health care team.*’

[The Nursing and Midwifery Council](#) is undertaking a review of pre-registration nursing education, for completion Feb 2008.

[Nursing Towards 2015: Alternative scenarios for Health Care, Nursing and Nurse Education in the UK in 2015.](#) This paper synthesises evidence about drivers for change in health care delivery and for the education of health professionals until 2015. It notes the increased demand for specialist roles, the blurring of professional boundaries and the need for multidisciplinary team working. It sets out a number of scenarios for how Nursing might be provided in the future.

6.12 Careers Guidance

The Qualification in Careers Guidance is awarded by the [Institute of Career Guidance](#), and is available at 15 universities across the UK. The QCG is available as a one-year full time or two year part time course and combines academic study with work based learning. The prescribed learning outcomes support interprofessional learning and working.

6.13 Creating an Interprofessional Workforce: An Education and Training Framework for Health and Social Care in England, Department of Health.

The [Creating and Interprofessional Workforce](#) (CIPW) Framework is aimed at those planning, delivering and evaluating IPE. It builds on consultations undertaken as part of the Creating an Interprofessional Workforce Programme and is informed by evidence from research, systematic review and experiences of IPW. It focuses primarily on health and social care but also addresses the children's workforce.

6.14 Centres for Excellence in Teaching and Learning (CETLs)

[Centres for Excellence in Teaching and Learning](#) were set up in England and Northern Ireland. Those of particular relevance to the ECM agenda include:

The [Centre for Excellence in Inter Professional Learning in the Public Sector](#) at the University of Southampton focussing on interprofessional learning in working with children at post qualifying level.

The CETL for [Assessment & Learning in Practice Settings \(ALPS\)](#) aims to ensure that graduates in health and social care are fully equipped to perform confidently and competently at the start of their professional careers, through extending excellence and innovation in assessing practice, helping students learn both within their professions and across professional boundaries. A focus is on enabling practice-based educators to assess generic skills (e.g. communication, team working & ethical practice) and professional competences common to many groups.

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