



Integrated Children's Services in Higher Education (ICS-HE) - Evaluating practice to support learning for new roles

Author: Billie Oliver, University of West of England

Project focus

The *Every Child Matters* agenda is leading to significant change for the children's workforce. Higher Education can play a significant role in this process, appropriately aligning student learning with the new ways of working. However, it has been noted that integrated services are not yet well developed and the *Common Core* (DfES, 2005) is 'not yet visible in practice throughout the workforce' (CWDC, 2007). This places constraints on the ability of students to critically engage with the proposed new ways of working.

The aim of this funded project was to develop an understanding of the needs of both students and their work-based learning mentors in settings where the student is aiming to demonstrate the underpinning principles and theories of integrated practice. By gaining an insight into these needs the project sought to identify key issues that can contribute to appropriate work-based support for student learning in new roles. An additional specific outcome was to identify and develop appropriate resources that would support a critical understanding of the Integrated Children's Services agenda in practice settings associated with a Foundation Degree (Working with children, young people and their families).

Introduction: the one children's workforce

Policy and practice in the fields of work with children and young people are currently undergoing radical change. This change agenda is leading to the creation of new services and new working practices that emphasise integration through multi-agency working and partnerships. These new configurations are leading to the development of new roles that do not necessarily fit with existing, traditional professional qualifications. The purpose behind this strand of policy has been to encourage inter-professional collaboration, and to identify and disseminate 'best practice'.

Arising out of recommendations in *Every Child Matters*, The Children's Workforce Strategy (DfES, 2005a) set out a vision of a 'competent, confident and stable' workforce that would 'overcome the restrictive impact of professional and organisational boundaries'. The Children's Workforce Development Council (CWDC) was subsequently charged with implementing the strategy. It aims to do this through 'stimulating new ways of working and the development of new roles' and through the introduction of an *Integrated Qualifications Framework* (CWDC, 2006) built around the six areas in the *Common Core of Skills and Knowledge for the Children's Workforce* (DfES, 2005):

- Child and young person development
- Safeguarding children and promoting welfare of children
- Effective communication and engagement
- Supporting transitions
- Multi-agency working
- Sharing information.

In December 2007 the government published its *Children's Plan* (DCSF, 2007) which 'builds on the ambitions set out in *Every Child Matters*' and aims to deliver 'a step change in outcomes'. The *Children's Plan* commits government to continuing to 'drive up quality and capacity of those working in the children's workforce'. *Building Brighter Futures: Next Steps for the Children's Workforce* (DCSF, 2008:6) announced a strengthening of government commitment to ensure that 'services are integrated and personalised' through a new 10 year workforce reform strategy. The Children's Workforce is defined as 'everyone who works with children, young people and their families, or who is responsible for improving their outcomes' (DCFS, 2008). The workforce crosses the full range of sectors of employment and includes both the 'core' of people whose primary purpose is to work with children, young people and their families and the 'wider workforce' which includes people who work only partly with children, young people and their families or who have responsibility for their outcomes as part of a wider role. This workforce, therefore, comprises a diverse range of professions and occupations.

Although the agenda is invariably referred to as 'the *children's agenda*', successive ministers have made clear that these policies cover all children and young people up to the age of 19. In 2005 government set out its aims for young people and in *Youth Matters* (DfES, 2005) and *Aiming High for Young People* (The Treasury, 2007) explained how they would fund these plans. Both these documents have clearly articulated the aim to include the youth work workforce within the scope of the reforms an aim that is also made explicit in *Building Brighter Futures: Next Steps for the Children's Workforce* (DCSF, 2008). This document set out a vision of the Children's Workforce for 2020 within which everyone who works with children, young people and their families will understand the importance of working in partnership; understand their role and work effectively with colleagues from different professional and occupational backgrounds so that services respond to children's needs rather than children's needs having to fit into 'boxes' determined by occupations or structural silos; have high quality and up-to-date skills, knowledge and practice.

Educating for integrated practice: new foundation degree

At the University of the West of England (UWE) we have recently validated a new Foundation Degree (Working with children, young people and their families) that aims to enhance knowledge, understanding and skills in working with children, young people and families through a critical engagement with the current emergent government policy driven by the *Every Child Matters* agenda. The programme is designed to operate a work-based approach to learning and teaching that encourages critical reflection on practice and facilitates students to build a career path within the developing and dynamic children and young people's workforce.

The School of Health and Social Care at UWE has been involved in delivering a compulsory pre-qualifying inter-professional curriculum to all students on its pre-qualifying awards (adult nursing, children's nursing, diagnostic imaging, learning disabilities nursing, mental health nursing, midwifery, occupational therapy, physiotherapy, radiotherapy and social work) since 2000 (Pollard et al, 2008). These modules do not, however, explicitly address the Integrated Children's Services (ICS) agenda. Rather, they address generic themes which are seen as directly relevant to all inter-professional work. As has been noted by Taylor and Burgess (2008:2) there is a difference between '*interprofessional education*' and '*learning for integrated practice*'. Furthermore, although they involve ten professional groups across health and social care, the inter-professional modules do not include education professionals who, at UWE, are located in another faculty.

It is the model of 'education for integrated practice' that informed the development of a new Foundation Degree (Working with children, young people and their families). From its earliest inception, this programme has been designed to develop practitioners to meet the recommendations for role development identified in *Every Child Matters* (DfES, 2003) and the *Children's Workforce Reform Strategy* (DfES, 2005). In this respect it is different from the other programmes in that it does not identify with any one particular professional qualification. Its aim is to develop a generic children's worker able to work in the emergent contexts described in government proposals and not bound by a particular professional identity or culture. The first cohort of students commenced this new programme in September 2008.

The Higher Education Academy briefing paper on the Children's Workforce agenda (HEA, April 2008) noted, in 2008, that learning for integrated children's services was inadequately conceptualised and theorised and that there were significant logistical challenges to developing such learning. In 2007, the Children's Workforce Development Council (CWDC, 2007) identified a number of key issues that were

beginning to emerge from practice settings. They found that integrated services were not yet well developed and that services were still disjointed in many areas, even where they had nominally been brought together in new configurations. Furthermore, workforce reform was often not fully integrated with wider service reform and was sometimes therefore isolated or marginalised.

In 2008 the Audit Commission found that progress towards integrating children's services into children's trusts had been hampered by a 'lack of clarity about purposes and frameworks' (p. 10) and by the impact of continuous change and reform. The emphasis on structural change, they found, together with the confusions surrounding new lines of accountability within the new locations was hindering the development of new collaborative working practices. In 2009, the Children's Workforce Development Council (CWDC, 2009) reported that, while significant progress had been made, there was still 'a long way to go before every children's trust arrangement has implemented integrated working'. Among the continuing challenges faced by children's trusts were:

- The time that was required for new practices to embed
- The continued existence of professional silos and cultures
- Inadequate resources and skills to support implementation
- Failure to align national policy drivers or reconcile conflicting targets and performance agendas.

Given this early stage of engagement with the workforce reforms we felt that there was a need to think seriously about the quality and relevance of the practice experience students might receive while studying on a Foundation Degree. Students entering the Foundation Degree programme, it was felt, would not necessarily be working in settings where integrated practice is yet much in evidence. Furthermore, it would not be unlikely that their involvement in critical and reflexive learning about integrated practice would pose a challenge to the existing workforce, who may be experiencing role conflict and identity confusion (Oliver, 2008). There was, we felt, a need to explore how we could develop more effective, collaborative and collegiate partnerships between the university and the relevant local agencies and employers that would help to support appropriate work-based learning opportunities.

Integrated practice: placement experience

The Foundation Degree programme does not offer to organise or arrange student placements and students are required to have a learning agreement in place with a practice setting before commencing the programme. The first Foundation Degree cohort commencing their studies in September 2008 were representative of a range of emergent integrated children's and young people's settings from across the geographic local authority areas surrounding the university. Sixteen students commenced the programme. Twelve of these were in continuing part-time or full-time employment in the work-based learning practice setting that would support them; four had set up and agreed voluntary placement arrangements for themselves especially for the programme. One student withdrew from the programme in November 2008 due to pressure of work. The roles and practice settings that the students were working in included :

- Learning mentor in a secondary school (2)
- Learning support assistant in a primary school (2)
- Social work assistant in a leaving care team
- Early years support worker in a new children's centre (2)
- Volunteer engagement worker with connexions (2)
- After school & holiday club play worker
- Community family support worker with Barnardos (2)
- Community positive activities for young people worker (2)
- Volunteer support worker.

The students commenced their work-based learning in September 2008. Between January and April 2009 a series of semi-structured interviews were held with a sample of work-based learning practice

mentors and a sample of students. In May and June 2009 two focus groups were held: one with a group of work-based learning mentors and one with a group of students. However, in addition to this formally collected data the project adopted an action-learning and iterative evaluation approach that continuously and progressively reflected on the experience of mentors and students throughout the work-based learning module: developing practice with children young people and their families. Dialogic feedback collected on the students' work-based learning day workshops and the work-based learning mentors support and briefing meetings throughout the year provided rich and relevant additional data that has informed the project outcomes. The guidance materials, handbooks and other resources, that have been outputs of the project, were developed organically through interaction and reflection on feedback throughout the course of the project.

Key Issues arising from work-based learning in integrated practice

Three key issues emerged from the project's analysis of data. These were:

- Understanding the role and purpose of the work-based learning mentor (particularly the definition of that role)
- Emergent understanding of the one children's workforce
- Work-based learning mentor work-load.

In what follows the report discusses each of these key issues citing the evidence collated during the project.

1. Understanding the role and purpose of the work-based learning mentor

We had commenced the new Foundation Degree aware of some of the existing debates surrounding the use of the terms 'mentor' and 'assessor' (Bray & Nettleton, 2007). Building on some existing models of work-based learning within the university, we had opted for the role of 'work-based learning assessor'. We define the role as a formal one, subject to a learning contract and have set a requirement for qualification and experience for someone taking on this important role. However, one of the emergent findings that gained increasing momentum was the negative impact the label 'assessor' had on the ability of some of the 'assessors' to engage in a supportive and reflective learning partnership with the student learners. Use of the label 'assessor' led to a tendency, in some cases, for a one-way, 'checking in' type relationship. In other cases, the 'assessor' confessed to feeling unconfident in the role because they were not familiar 'enough' with the changing policy frameworks. Having an 'assessor' also led to reluctance on the part of the student learners to share outcomes from their other modules for fear of this work being 'judged'.

The literature suggests that key aspects of the 'mentor' role include 'becoming a friend, communicating appropriately, being an example ..., listening and encouraging reflection, supporting and passing on ... skills ... but never assessment' (Bray & Nettleton 2007:852). It is for this reason that some professional programmes, where a professional assessment of practice is to be made, now incorporate both roles of assessor and mentor. We had opted for the term 'assessor' because there is a formal requirement to 'sign off' some aspects of practice such as the direct observation of communication skills and to act as an appropriate 'witness' who can sign witness statements to support student practice claims in their portfolio. However, through exploration and evaluation of the terminology with the 'assessors' it became apparent that the participatory, exploratory and dialogic relationship between 'assessor' and student learner could be more effectively enhanced through the use of the label 'work-based learning mentor'. Where students reported satisfaction with their work-based learning mentor this tended to be because there was already an effective, supportive and developmental supervisory/line manager relationship in existence. Following feedback from the assessors and following exploration of the terminology at the focus group, we have agreed that the term 'mentor' might be more enabling at encouraging more employers to come forward and take on the role and could encourage a more participatory and reflective approach to work-based learning. As a result, from the beginning of the academic year 2009 we will be trialling use of the label 'work-based learning mentor' and I have therefore adopted this term throughout the rest of this report.

At the commencement of the project, there was evidence that few of the work-based learning settings understood the nature of a Foundation Degree, or of how work-based learning differs from work-experience placement, prior to entering into an agreement to support a learner. None of the work-

based learning settings had been the initiator of the learning opportunity even though the programme had been developed in partnership with employers. Some of these work-based settings had prior experience of supporting Social Work or Youth Work students on placement and in one or two of these an assumption had been made that the work-based learning element of the Foundation Degree and the role of the work-based learning mentor would be similar to that of a placement and placement supervisor. There was confusion in some settings about the 'purpose' of this Foundation Degree in relation to other professional qualifying courses and in two separate cases, the mentors decided that they could not commit to a second year of support because the programme did not lead to progression to a qualification in social work or youth work.

In most cases, despite the literature provided, there was very little understanding of the purpose of Foundation Degrees and the role and purpose of work-based learning or of the role of the work-based learning mentor. A key issue that emerged, therefore, from the experience of the work-based learning mentors was the need for more information about the purpose, structure and content of the course, prior to agreeing to support a student.

My mentor didn't understand her role or the requirements of the course at all well at first. I didn't either. We were all over the place. Doing the learning contract was very stressful. (learner)

I think the mentors should be given the same information as students at the same time. (mentor)

It would be better if the mentors had an idea of what was going on in the modules and had some information to help them understand the new things like the Common Core and the CAF (learner).

Dearing (1997) recognised that Higher Education Institutions needed to work more effectively with employers to develop the ethos of learning in the workplace. Moore and Bridger (2008) have argued that this ethos can be nurtured by 'careful facilitation and support' (p.13). The findings of this project support this conclusion. As the project developed, the work-based learning mentors were provided with work-based learning guides and learning contracts* outlining the nature of a Foundation Degree, of Work-based learning and on their role as mentors. However, throughout the project, it also became evident that it was only through face-to-face communications (one-to-one and in a group) that the mentors were really enabled to engage with that guidance and to begin to grasp the subtle difference in this new approach to learning and development. The project enabled these face-to-face interactions in this developmental first year, but this does raise resourcing implications for future delivery. We have put in place, for next year, a framework for continuing to bring together the work-based learning mentors on a regular basis and the impact on academic workloads and programme resources will be part of an ongoing internal evaluation.

2. Emergent understanding of the one children's workforce

In all cases, the decision to apply for a place on the Foundation Degree had been taken by the student learner, who having found a course that met their needs and aspirations, subsequently approached someone to be their work-based learning mentor.

I know I want to work with children but I don't know what I want to be... the conclusion I came to was to actually try and get some sort of qualification and do something that doesn't restrict me to just one area of working; which it doesn't. And everyone said why don't you try train to be a teacher. So I applied for that as well but when I came for the interview for this course and learnt more about it at the open day it was like, well it really is something that isn't restrictive, its showing you a little bit of the different sectors which is really helpful. And you kind of work out while you're here what actually interests you and what you might want to pursue in the future. So that was my expectation of the course and, yeah, it is, that is what its about you know. You are not restricted and you do find out about health and education and the social sector and that's really, really helpful. (learner)

However, within the work-based learning settings it became clear the knowledge and understanding of the integrated workforce policy and role expectations of a 'one children's workforce worker' are still emergent. While some settings knew of *Every Child Matters* and a few had experience of the Common

* See related resources

Assessment Framework there appeared to be no awareness of the *Common Core of Skills and Knowledge for the Children's Workforce* or of proposals for an Integrated Qualifications Framework. This led to concerns, voiced by both mentors and students, about their confidence and ability to help the student reflect on theory in practice. In the future we envisage potentially engaging some of the Foundation Degree graduates as work-based learning mentors – thereby 'growing our own' - but in these early days of the integrated workforce, supporting mentors in their role of assisting reflection on concepts and principles necessitated further careful consideration.

In work-based learning modules the learning outcomes are usually generic such that they can be interpreted in different ways, according to individual needs. The detail is usually minimal, as the learning contract and the relevant knowledge and skills to be attained will be determined by the learner and the workplace mentor. Regular progress meetings are intended to facilitate negotiation between mentor and learner and for formative feedback to be given. In order to better support the students on our Foundation Degree to negotiate appropriate learning opportunities to help them meet the outcomes of the course, a learning contract framework was developed that incorporated the relevant competences from the *Common Core of Skills and Knowledge for the Children's Workforce* (DfES, 2005). This learning contract enabled* and supported the mentor and the learner to identify relevant work-based learning opportunities that were relevant to both the setting and to the aims of the programme and supported the mentor in understanding the integrated children's workforce agenda.

Until I appeared with my learning contract proforma she didn't really know what she was supposed to be doing and she had said to me a couple of times - you know - 'what is it I am supposed to do... I am not really sure ?' Once the module started and we kind of got an idea of what we were doing with the whole learning contract then it became clearer to her I think. (learner)

The experience of supporting a student's work-based learning throughout the first year of the Foundation Degree did, however, in a number of cases, have an impact on the mentors and the agencies greater understanding of the nature of work-based learning and of the integrated workforce agenda. Engaged and motivated mentors could clearly see the benefit to themselves, their own role and to the organisation from having a student engaging in work-based learning through the Foundation Degree. More than half of the mentors reported having 'learned' from their student who, they felt, was bringing insight, learning and good practice back to the workplace and benefiting the agency and the team. We are hopeful that these 'green shoots' will lead to a greater participation by work-based settings to 'grow their own' in future and actively select colleagues to undertake the Foundation Degree as part of their own work-force development. Encouraging mentors to feel as though they are partners in the programme is an important way forward with this.

A major role of the Children's Workforce Development Council (CWDC) is supporting the delivery of workforce reform across the 150 children's trusts. Currently they are facilitating this through the use of the one children's workforce framework that describes what a reformed children's workforce would look like, as well as supporting appropriate tools and resources to help children's trusts deliver this vision. The one children's workforce framework and associated online tool have been developed to help every children's trust establish progress towards this vision and identify future support they might need to get there. Working in partnership with higher education work-based learning providers on programmes such as the Foundation Degree (Working with children young people and their families) might be one route to supporting this outcome.

The students on our programme were encouraged to take the learning from the Foundation Degree modules back to the work-place, however, their confidence about doing this was variable. Where the workplace encouraged this, clear benefits and learning had been experienced on both sides. We explored this integration of learning in practice with the mentors in their focus group and it emerged that neither learners nor mentors had seen that this could be a way that they could work together. In all cases the students had seen their 'other' modules as separate from their 'work-based learning module' and feedback from the mentors indicated that they did not have a confident understanding of what was being delivered at university. Mentors and students agreed that it would be helpful for the mentors to know what topics the student would be studying, and when, and what were some of the outputs in terms of assessments that the learners would be working on.

* See related resources

I remember the first meeting I had with her and you know she was like “oh we’ll do this anddo that” and I said ‘hang on I don’t know what you are talking about’ and I think she presumed I had done things before we had done them and I said ‘no we haven’t got to that yet’. And she said ‘oh right ok I didn’t know that’ (learner)

I haven’t shared any of my assignments at work although I did discuss my PDP with my mentor. (learner)

3. Work-based learning mentor work-load

All students had a signed agreement in place with their work-based learning mentor at the commencement of the programme. The agreement set out the responsibility of the mentor to provide a minimum of an hour a week contact time with the student to review progress plus four formal review meetings over the course of the year. However, the ability of mentors to meet this requirement was very variable. The students who experienced the greatest difficulty in establishing an effective and supportive relationship with their work-based learning mentor and where the understanding of the scope and purpose of work-based learning was most patchy was where the student was a volunteer in an agency with whom they had no prior experience.

Mentors have so little time. Everyone is so busy. My mentor finds it hard to find time to meet.(learner)

My mentor hasn’t been to any of your support meetings because they were in the mornings when she worked.(learner)

Where the role of work-based learning mentor worked well, mentor and student met on a regular basis (usually weekly) and engaged in detailed, reflective discussions as to how the learning outcomes of the work-based learning modules would be achieved. These students tended to feel more confident about their learning and development and felt that their mentor and workplace understood the *Every Child Matters* agenda and supported their participation in the programme. Where the work-based learning mentor committed less time to regular support, the students reported frequent confusion with what was expected of them and varying levels of stress in relation to their capacity to fulfil the requirements of the programme.

Work-load and time available to mentors also impacted on their ability to participate in the semi-structured interviews. Furthermore, although the value of the mentors support meetings was always fully supported, attendance was variable with some mentors never managing to attend. Those mentors who did attend the support and briefing meetings tended to have well motivated and engaged students.

There are clearly benefits to the learners engagement and reflection, therefore, where the mentor is also fully engaged in the expectations and aims of the programme. However, enabling and supporting the mentors to engage in this way when they are, in turn, not supported within their own workload resources remains an issue. Professional qualifying programmes such as social work and youth work incorporate a recognition of the contribution of mentors through payment and workload allocation models. Work with children’s trusts who are seeking to develop their ‘reformed workforce’ (CWDC, 2009) might also explore embedding such a model in partnership with sector endorsed work-based learning Foundation Degrees and we will be taking this forward in network meetings with the CWDC. (www.cwdcouncil.org.uk/foundation-degrees/sector-endorsement)

As part of the resources developed to support the work-based learning mentors we designed a web site which would act as an on-line repository for the programme documents plus relevant policy and practice documents as they emerged. It was also intended to establish an on-line forum whereby the WBL mentors could support each other and share information about developments in their area.

Access to a computer is hard. There is no time at work to search on the internet (mentor)

Sign up to the site was exceedingly slow and even by the end of the academic year only half the mentors had actually signed up. On evaluating the usefulness of the web site the mentors confirmed the emergent data gathered from the interviews, that, in many cases they did not have regular or timely access to a computer in their work-place and where they do have access, they do not have time for browsing and downloading web-based materials. The mentors agreed that it was useful to know that all the materials were in one place that they could access and that periodic email reminders of the

website would be useful. But, on balance, they preferred to be sent hard copies. Where the use of email alerts could be helpful would be in alerting mentors to significant milestones in the student timetable for example, when they start a new module or when they are working on a particular assignment that is relevant to the workplace. A further outcome of this project is that we plan to produce a brief quarterly mentor newsletter, available in hard copy and on-line, that includes information on policy updates, programme developments and key dates for student assignments. It is hoped that this will lead to mentors feeling a greater involvement in and partnership with the programme.

None of the mentors used the on-line discussion forum and when asked whether they would be likely to if they had the time, replied that they 'would probably not'. Responses were unanimous that face-to-face support group interactions were more valued. Face- to face support meetings appeared to enable more sharing of the experience of policy in practice and more readiness to admit to confusions and concerns about some of the changes they were experiencing in practice settings. Feedback indicated that mentors found the briefing meetings supportive in enabling them to clarify their role, gain useful information and for meeting the others mentors and making links with other agencies. However, they all raised the issue of how difficult it was to always find and prioritise time to attend these meetings

She said she found the information day when she went along very useful and interesting and I think she also said that it was kind of like a way of making links again because meeting with other mentors. And I think she was upset she couldn't go this time and said it's a really useful thing to do. But I think its time. I think time is the big thing for mentors.(learner)

Mentors, who had attended, had found the support meetings very useful as an opportunity to share experience and to discuss and clarify the written information. We aim to continue the practice of holding, at least three, mentor support and briefing meetings each year. In future years there will be a mixed group of year 1 and year 2 mentors which will, hopefully, better support the sharing and development of good practice. This year, the mentors said that they would have welcomed a meeting much earlier in the academic year and it so it has been agreed to hold the first meeting during student induction week and to invite both students and mentors together to encourage better collaborative engagement with the work-based learning.

Conclusion and way forward

This report has focused on an evaluation of approaches to supporting effective and collaborative work-based learning in work place settings where the one children's workforce is still emerging. The new Foundation Degree (Working with children, young people and families), was in its first year of delivery the vehicle for exploring and evaluating this approach. Combining work based learning with academic study, foundation degrees offer the opportunity to enhance staff training and development with minimal disruption to the day to day operation of services.

As a result of the policy journey signalled within *Every Child Matters*, *Youth Matters*, *Building Brighter Futures* and the *2020 Children and Young Peoples' Workforce Strategy*, those responsible for children and young peoples' services are going through a demanding process of organisational, cultural and professional change. A fully joined-up and integrated service for children continues to be a challenging goal for many children's trusts. A work-based learning approach to practice and role development is one that is recognised by the Children's Workforce Development Council (CWDC). However, findings from this evaluation indicate that there is considerable work still to be achieved in supporting the range of children's and young people's settings to engage with this new approach to policy and practice.

Working in partnership with some of these settings, this evaluation has identified some of the factors that can contribute to a more effective developmental and supportive relationship between Higher Education Institutions and the work-place settings employing children's and young people's workers. The way forward is to build on these outcomes with an aim of continuous growth of both student and mentor 'ambassadors' in practice. The outcomes of this evaluation will also be of interest to the Children's Workforce Development Council (CWDC) whose objective is to develop strategies that enable and facilitate attainment of the one children's workforce.

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Related resources

Work-based learning guide - University of the West of England School of Health and Social Care (PDF) www.swap.ac.uk/docs/wrkbaselearn_guide.pdf

Work-based learning contract - University of the West of England School of Health and Social Care (PDF) www.swap.ac.uk/docs/wrkbaselearn_contract.pdf

SWAP Help sheet: Supporting collaborative and reflective work-based learning opportunities (PDF) www.swap.ac.uk/docs/helpsheets/hs_wrkbaselearn.pdf



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