

## HSCEY Sector Group Business Plan 2010/11

### Rationale

Over the past two years, the HSCEY Sector Group has provided an opportunity to collaborate and build partnerships between institutions and with employers, enabling partners who participate to learn and benefit. Importantly, the Sector Group provides a forum for HE and FE institutions to work together with a view to providing complete progression pathways for work-based learners. The Health, Social Care and Early Years Sector Group is ideally placed to bring together institutions to make a unified response to the sectors' employers, brokering new partnerships both with employers and between institutions – without it employers would need to negotiate with institutions individually.

The HSCEY sector covers a larger workforce than any other, creating many challenges in terms of recruitment and skill development, in other words there are great opportunities for education providers in professional/registered training, workforce development and CPD. The HSCEY sector is facing a number of major workforce reforms in a time of economic uncertainty which is driving skill mix review. The sector is also highly regulated and inspected. As a result the demand from employers is for flexibility, transferability and consistency, so collaborative development between institutions is viewed positively by employers as it brings coherence to provision offered.

Developing clear progression pathways is key to attracting potential recruits by demonstrating that there are career opportunities in the sector at all levels. However the sheer size of the workforce, the breadth of the roles and skills it covers and the complexity of the employing organisations affects the rate at which these opportunities can be developed.

As a result of employer consultation, work has begun on a major project to develop a flexible framework for Health and Social Care, for which a steering group has now been established involving several NHS trusts, NHS Y&H, Skills for Health, Skills for Care, FE and HE. Work is ongoing to map existing flexible provision, identify needs by employers and build opportunities for progression and credit transfer across institutions. The flexible framework is central to the rationale for continuation into a fourth year, being a complex and far reaching project which is intended to form the foundation for a wider seamless HE offer across health, social care and early years, and which has the potential to support development of a flexible, multi-disciplinary workforce for integrated service delivery. The development has the support of local employers, sector skills councils and the strategic health authority, and will initially address needs within the health and social care sectors, and then incorporate developments around the Integrated Qualifications Framework for the Childrens Workforce as they emerge.

| Aims  |   |
|---|---|
| <p><b>Information Gathering:</b></p> <ul style="list-style-type: none"> <li>To gather intelligence on skill levels and progression opportunities in the HSCEY workforce to feed into the work of the Sector Group and Leeds City Region</li> </ul> <p><b>Curriculum Development:</b></p> <ul style="list-style-type: none"> <li>To develop curriculum which supports organisations in managing professional capability with reduced budget, such as fast-track pathways, greater portability of skills and credit, and flexible provision for workforce remodelling</li> <li>To build accessible progression pathways into and through HE for work-based learners, particularly apprentices</li> </ul> <p><b>Collaboration and Dissemination:</b></p> <ul style="list-style-type: none"> <li>To respond to integrated service delivery and multi-agency working by providing a forum for cross-sector collaboration and sharing of good practice</li> <li>To promote the full range of HE HSCEY provision availability to WY employers</li> </ul> |   |
| Objectives  | Targets/Outcomes  |
| 1. To continue to build a WY HSC flexible learning and development framework using the Calderdale Framework (or others which may emerge) to identify competences, commence related demonstrator courses, and identify opportunities for APEL, credit accumulation and progression.  | Flexible framework mapped out<br>Demonstrator courses in operation<br>Credit transfer / APEL arrangements identified                |
| 2. To investigate the need for and development of fast-track courses to allow highly qualified staff from other sectors to enter HSCEY at the optimum level   | Employer workshop held  |
| 3. To continue to develop learning materials for the FD in Mgt for Social Care/Childrens Care, map to the QCF and for CMI accreditation   | Learning materials in use<br>FD mapped to QCF and to CMI for accreditation  |
| 4. To work with WY Partnership for Social Care to build a flexible foundation degree for social care managers encompassing the personalisation agenda and new Skills for Care requirements due in October (either as part of the flexible framework or by adapting the FD already developed by the WYLLN Sector Group for a close fit)  | FD partners identified, development of APEL processes and content underway by Mar11 (also proposed as part of WYP-SC business plan) |
| 5. To work with WY Partnership for Social Care to identify further learning needed to meet the demands of the personalisation agenda  | Workshops with SC providers in collaboration with WYP-SC (also proposed as part of WYP-SC business plan)                            |
| 6. To identify entry routes and support needs for the transition to HE for advanced HSC apprentices into Social Work  | Clear progression arrangements agreed with institutions and formalised into agreements  |
| 7. To support the establishment and first years operation of the WY Employers   | Employer Forum meetings take place (schedule to be  |

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| Commissioning Forum for the children's workforce   | agreed at the inaugural meeting on 05 Mar 10)                 |
| 8. To work with partners to promote understanding of QCF/IQF and act upon QCF and IQF as they emerge | Wider understanding and use of QCF/IQF                        |
| 9. To work with partners to facilitate collaborative response to tender opportunities as they arise  | Rapid response mechanism for collaborative tender established |
| 10. To continue to meet as a Sector Group for information sharing, planning and workshop activity    | 2 Sector meetings – 1 x autumn term , 1 x spring term         |

| <b>Costings</b>   |                    |               |                |   |
|---|--------------------|---------------|----------------|---|
| <b>Item</b>   | <b>Expenditure</b> | <b>Income</b> |                |   |
|   | <b>Cost</b>        | <b>Cash</b>   | <b>In Kind</b> | <b>Source</b>   |
| <i>Staffing inc on-costs</i>                                    |                    |               |                |   |
| Sector Officer FT (Jul10-Mar11)                                 | 38,946             |               | 38,946         | Escalate (UoB)  |
| Sector Officer FT (Apr11-Jun11)                                 | 12,780             | 12,780        |                | WYLLN   |
| <i>Overheads</i>  |                    |               |                |   |
| Overheads for FT Sector Officer (Jul10-Mar11)                   | 31,422             |               | 31,422         | Escalate (UoB)  |
| Overheads for FT Sector Officer (Apr11-Jun11)                   | 10,627             |               | 10,627         | UoB or WYLLN  |
| <i>Activity: Objective 1</i>                                    |                    |               |                |   |
| Employer/staff meeting and curriculum development time          | 15,000             |               | 15,000         | Partners involved   |
| <i>Activity: Objective 2</i>                                    |                    |               |                |   |
| Employer workshop – venue costs, employer / academic staff time | 3,000              |               | 3,000          | Partners involved   |
| <i>Activity: Objective 3</i>                                    |                    |               |                |   |
| Academic staff time for administration and mapping CMI/QCF      | 3,000              |               | 3,000          | Partners involved:<br>UoB, Wakefield College                            |
| Learning materials – meeting and development time               | 3,000              |               | 3,000          | Calderdale College  |
| <i>Activity: Objective 4</i>                                    |                    |               |                |   |
| Meeting and development time                                    | 10,000             | 10,000≈       |                | Committed by WY Social<br>Care Partnership subject<br>to Board approval |
| Marketing and promotion to SC providers                         | 2,000              | 2,000≈        |                |   |
| <i>Activity: Objective 5</i>                                    |                    |               |                |   |
| Consultation events (venue costs etc)                           | 5,000              | 5,000≈        |                | Committed by WY Social<br>Care Partnership subject<br>to Board approval |
| Potential development of learning workshops                     | 5,000              | 5,000≈        |                |   |

|   |                |               |                |                    |
|---|----------------|---------------|----------------|--------------------|
| <i>Activity: Objective 7</i><br>Partner attendance at meetings / employer attendance at meetings    | 2,000          |               | 2,000          | Partners/employers |
| <i>Activity: Objective 8</i><br>Staff development workshop & follow up activity – venue, staff time | 2,000          |               | 2,000          | Partners involved  |
| <i>Activity: Objective 9</i><br>Workshops & follow-up activity                                      | 3,000          |               | 3,000          | Partners involved  |
| <i>Activity: Objective 10</i><br>Staff time spent at meetings                                       | 3,000          |               | 3,000          | Partners involved  |
| <b>TOTAL</b>  | <b>149,775</b> | <b>34,780</b> | <b>114,995</b> |                    |

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|---|---------------|
| <b>The following activities would benefit from additional funding from WYLLN and/or other sources should the opportunity arise:</b> |               |
| <i>Activity: Objective 1</i><br>Continued use of consultants  | 15,000 approx |
| <i>Activity: Objective 6</i><br>Continued use of consultant   | 5,000 approx  |

**Institutional Support**

The University of Bradford, through its Escalate Programme, is strategically committed to employer engagement and vocational progression, and the further development of employer responsive, flexible work-related learning is a priority within its Corporate Strategy. Through the Schools of Health Studies and Social and International Studies (which incorporates social care), it recognises the extent and nature of the opportunities presented by the impending workforce reforms in the health, social care and early years sector. The Health, Social Care and Early Years Sector Officer post is located within the Escalate team, so WYLLN and the work of the HSCEY Sector Group is complementary and mutually beneficial.

The University also acknowledges that while the Sector Officer will have only been in post for two years by the end of the WYLLN funding period, it has received 3 years of funding. A commitment has therefore been made to fund the Sector Officer post from July 2010 to March 2011, which will align with the end of the Escalate Programme funding period and the fixed term contracts of the rest of the Escalate Team. The future of the Sector Officer role beyond that time will be reviewed as part of the overall Escalate sustainability plan.