



“Staff dealing with additional support needs have to be highly trained and have an understanding of the needs of the client group”.

[Training Provider]



“There is a need for joint staff development involving school staff, careers advisers and training needs assessors and providers to ensure a holistic approach.”

[Local authority]

11 Improving Provision

Staff Training and Development

The Issue

11.1 The role of staff in promoting and developing Inclusiveness within agencies and organisations will be paramount. The principle of Inclusiveness will only become a reality if the management and staff believe in it, and work towards a culture of Inclusiveness. It will not be enough that staff who deal directly with the young people adopt an Inclusiveness approach. The culture will only become Inclusive when everyone is engaged, at every level.

The issue is how we can engage the enthusiasm of staff for the changes which will flow from the introduction of Inclusiveness policies and practices.

The Committee's View

11.2 We believe that in an Inclusive organisation, staff need to be able to:

- recognise the difficulties some young people have in learning;
- help them identify the areas in which they need support;
- plan or arrange support arrangements;
- provide a curriculum or training programme which matches their needs;
- work effectively with young people to help them achieve the planned learning goals;
- help them prepare for the next steps.

11.3 Strong leadership by senior management will be essential to promote change through the whole organisation. If senior managers are actively supportive, it will offer a strong encouragement to all staff, some of whom may understandably be less enthusiastic about changing practices. Senior management should consider how all staff could contribute to the promotion and development of Inclusiveness in their organisation. High quality training and development will be necessary to encourage and enable staff to take an active role in promoting Inclusiveness in their organisation. It will be a legitimate concern for staff that they should have

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the training opportunities to help them acquire the skills and expertise that they will need. We also believe that there would be great benefit in arrangements for joint staff training to encourage greater understanding of the roles of other agencies.

11.4 While the Committee recognises that a number of education and training providers are already developing an Inclusiveness approach, it is our view that all organisations in the FE, training, community education and guidance sector will have to consider the training and development needs of their staff to develop Inclusiveness within their organisation.

11.5 The Committee has reviewed the existing arrangements for staff training and development for further education colleges, training providers and careers service companies.

Further Education Colleges

11.6 The Committee's FE survey showed that less than half of academic staff received awareness training on additional support needs. Two-thirds of the colleges felt that they had staff development and training needs which had not been met. The survey responses suggested that staff development needs were usually identified by individual members of staff rather than through a strategic consideration of such needs across the college.

11.7 Staff working with learners with additional support needs have a range of qualifications and experience. The main specialist qualifications available at present are:

- Post Graduate Diploma Special Educational Needs;
- Post Graduate Certificate in Special Educational Needs;
- Diploma in Continuing Special Education and Training Needs. This is a Professional Development Award validated by the SQA. It is a multi-disciplinary qualification.

Additional training may be provided by in-house awareness training or from other organisations e.g. voluntary sector. This training is often un-certificated.

11.8 We welcome the fact that a National Training Organisation (NTO) has been developed for the FE Sector. FENTO is an employer led body and has a role in defining the qualifications and training needs of all staff in the sector, including lecturers, and for conveying those needs to those involved in the delivery of the provision. Although FENTO is a relatively new body, it is already developing national occupational standards for managers in further education and will be considering the need for UK-wide standards for lecturers.

11.9 New arrangements, embodied in national guidelines, have also recently been introduced which link the initial training of lecturers (the teaching qualification for further education) with continuing professional development. The model offers the opportunity to establish a National Index of professional development units for use in induction programmes, initial training and

continuing professional development for lecturers. The FE Professional Development Forum will be responsible for approving the units in the National Index. These arrangements can readily incorporate training for lecturers on additional support needs.

Training Providers

11.10 The Committee recognises that staff working with training providers come from a diverse range of backgrounds and will have a variety of experience and qualifications. Staff may have qualifications related to their vocational area; some may have relevant experience and/or a qualification in working with people with additional support needs. SQMS requires that organisations have appropriately qualified staff. Staff working for training providers must also have a training qualification, Training and Development Lead Body (TDLB) standards D32 and D33.

Careers Service Companies

11.11 Careers advisers currently have the Diploma in Careers Guidance which will include aspects of working with clients with additional support needs. The initial qualification for careers advisers is currently being reviewed. The new Qualification in Careers Guidance (QCG) has been developed by the Careers Guidance Training Council with the support of national stakeholders in careers guidance including DfEE, Scottish Office, Welsh Office, Institute of Careers Guidance, CAMPAG (the careers guidance standards setting body), and the Improvement and Development Agency for Local Government (IDA). The new qualification will be piloted in a small number of areas in the UK from 1999 onwards. Work is also underway to review the 14 units of the SVQ/NVQ level 4 in Guidance. The review will look in particular at the competence needs for:

- work with clients who have disabilities and other support needs;
- work with disaffected clients;
- work in multi-disciplinary teams that include other professionals.

11.12 We are also aware of the work which is currently being done by CAMPAG, the careers guidance standards setting body. CAMPAG have been commissioned to develop standards and national certification for all careers staff who work with young people with special needs. This includes generic careers advisers and managers. The work should be complete by 2000. CAMPAG are also hoping to link with employment service staff who work with people with disabilities.

Community education

11.13 We welcome the Government's commitment to review initial training and ongoing professional development for community education workers with a particular emphasis on inter-disciplinary work, as recommended in "Communities: Change through Learning". We understand that the creation of a NTO to cover the interests of community education is also being

considered. When/if it comes into being, relevant comments in the following sections should be seen as applying also to community education.

A Framework for Staff Training and Development

11.14 It is the Committee's view that staff competence in planning for, and working directly with, the young people is of the greatest importance. It is also vitally important that there should be consistency in the quality and availability of staff development opportunities across the training and education sectors. Similar opportunities should be available to others who are engaged in providing learning or guidance to young people with additional support needs, for example, in adult and informal education, guidance and in social work contexts. We recognise, however, that staff training needs vary according to the organisation, the particular work an individual member of staff is doing, and the range of needs presented by the learners. Some posts demand extensive training and experience, others need a narrower and perhaps more specialised range of competence. Larger organisations may require a different range of skills for their staff complements than smaller, voluntary organisations.

11.15 We also looked at staff development from the perspective of the staff member. Many staff members enter the education and training sector with considerable experience and the interpersonal skills needed to work with their learners. Others are new to the work, or are re-training from another field. Some may want to take their training and professional development to higher academic levels, and some will not. In any case we believe that staff should be accredited for the training and development they have to undertake, and should be able to use their accreditation to build up a coherent career development path, leading to further qualifications, if they wish. This reflects current developments on credit accumulation and transfer.

11.16 **We therefore recommend that all organisations offering learning, guidance or support to young people with additional support needs should have a coherent and comprehensive framework of staff training and development.** This should include:

- basic level training for all staff;
- ongoing training and development;
- progression routes for staff.

11.17 We believe that **all** staff working in an inclusive organisation need to have some basic training to raise their awareness of learning and support needs among young people. **We recommend that all organisations offering learning, guidance or support to young people should ensure that their staff have a basic training in recognising and understanding the needs of young people who require additional support.** We also recommend that staff working for the first time with young people who have additional support needs should have a minimum level of in-service training. This should be linked to the organisation's

staff training plan and quality assurance systems, for example, FE Quality Indicators, SQMS, Investors in People.

11.18 Staff with more direct links with young people with additional support needs should have access to accredited training and ongoing development and support. We would like to see a range of free-standing staff development units/programmes for practitioners. We think the core and options pattern, as used in current qualifications such as the Diploma in Continuing Special and Education and Training Needs and the Post-Graduate Certificate in Special Educational Needs, is valuable for those who want to build up to an accredited qualification. We recognise the contribution of some of the key voluntary organisations to staff training and development, and see scope for some of their training provision being included in the framework. Non-graduate staff, and those who do not want to work at a post-graduate academic level, should be offered training at an appropriate level, while post-graduate level study should remain an option. We would also like to see training for senior managers. **We therefore recommend that SFEFC, the enterprise networks, the FE Professional Development Forum, and the relevant National Training Organisations (the Employment NTO and FENTO) in discussion with the SQA should commission the development of a joint training and qualifications framework building on existing approved qualifications. They should do this in consultation with organisations which have responsibility for, or an interest in, staff training and development in the FE and training sectors.**

11.19 The framework could also be used by other organisations working with young people with additional support needs where appropriate. An example of what we envisage as a basic framework for most staff is outlined in the appendix to this chapter.

11.20 We recognise the costs involved in staff training, and we believe that as well as being relevant and of good quality, the staff training and development arrangements should be cost-effective to employers. This would mean that the staff development units should be available in flexible ways, using for example:

- flexible and distance learning packages;
- electronic delivery;
- self-study and in-house supported tutorial; and
- accreditation of prior learning (APL).

11.21 All organisations have to make decisions about their complement of staff, how they deploy them and what qualifications and continuing professional development is required to meet the needs of the organisation and its users. This is monitored variously in the training and FE sectors, for example, through SQMS, Investors in People, Staff Development and Appraisal or Review Schemes, and through Development Planning and self- assessment against development planning targets.

Joint Staff Training and Development

11.22 Elsewhere in the report, we have recommended joint staff training and development in the areas of assessment and provision of support for learners with additional support needs. The Committee's consultations highlighted the need for more joint staff training and development. As one respondent noted, "joint training seminars and meetings are useful in raising awareness and tackling individual issues surrounding training for young people with additional needs."

11.23 We believe that joint staff training and development is essential in improving mutual understanding and co-operation between agencies, and to ensure that the range of young people's needs are understood, and ultimately met.

11.24 Joint training and development could cover raising awareness of particular issues e.g. disabilities, homelessness; the role of other agencies; effective team working; and referral arrangements. The first step may be for agencies to find out more about what other agencies in their area do. If agencies are better informed about their respective roles and responsibilities, they will be more able to develop positive working relationships with each other, and most importantly, work together for the benefit of young people.

11.25 We recommend that the proposed Area Strategy Groups should devise a joint staff training and development strategy. Training should be organised at a local level and should include staff from FE, training providers, careers service companies, community education, social work, voluntary sector, health and any other relevant agencies.

Summary of Recommendations

We recommend that:

All organisations offering learning, guidance or support to young people with additional support needs should have a coherent and comprehensive framework of staff training and development. (Paragraph 11.16)

All organisations offering learning, guidance or support to young people with additional support needs should ensure that their staff have a basic training in recognising and understanding the needs of young people who require additional support. (Paragraph 11.17)

Staff working for the first time with young people who have additional support needs should have a minimum level of in-service training. This should be linked to the organisation's staff training plan and quality assurance systems, for example, FE Quality Indicators, SQMS, Investors in People. (Paragraph 11.17)

SFEFC, the enterprise networks, the FE Professional Development Forum and the relevant National Training Organisations (the Employment NTO and FENTO), in discussion with the SQA should commission the development of a joint training and qualifications framework building on existing approved qualifications. This should be done in consultation with organisations which have responsibility for, or an interest in, overseeing staff training and development in the FE and training sectors. A possible model framework is outlined in the appendix to this chapter (Paragraph 11.18, 11.9)

The proposed Area Strategy Groups should devise a joint staff training and development strategy. Training should be organised at a local level and should include staff from FE, training providers, careers service companies, social work, voluntary sector, health and any other relevant agencies. (Paragraph 11.25)

Appendix

Model Framework for a Training and Qualification Framework for Education and Training Providers

A review of staff development needs for staff working with people with additional support needs should draw on:

- Competencies needed by:
 - Managers;
 - Specialist staff; and
 - All lecturers/trainers.
- Drawing on:
 - Job descriptions, policy papers etc;
 - Course/training programme content documents;
 - HMI Quality Indicators/SQMS;
 - National Training Organisations (Employment NTO, FENTO), the expected NTO for community education;
 - Direct evidence from colleges, training providers and other agencies.

A review of existing training opportunities and qualifications should review:

- How well do they cover the competencies identified?
- How accessible are they to staff? (location, flexible and distance learning, delivery in home college, work-based elements, costs to college, prioritisation in budgets).

Development of a training and qualifications framework which should:

- Draw on current arrangements where appropriate (e.g. the Professional Development Award and the Post-Graduate Certificate in Special Educational Needs);
- Be applicable to staff in FE, the training sector, community education and other relevant agencies;
- Be appropriately and consistently validated;

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- Be affordable by colleges/training providers and other organisations;
 - Be capable of flexible delivery;
 - Allow the use of APL and credit transfer;
 - Allow staff to build up qualifications over time.

Include units for the following levels of staff:

Managers:

Single Unit to include:

- Strategic planning; inclusive approaches;
- Managing curriculum and support arrangements.

Specialist Staff:

- Certificate or Diploma - could be built up over time

Core (for example):

- Assessing learner needs;
- Understanding learning difficulties;
- Planning learner support;
- Teaching approaches;
- Programme design and delivery.

Options (for example):

- Specific learning difficulties;
- Enabling technologies;
- Sensory Impairment;
- Supporting learners recovering from mental illness;
- Working with underachievers.

All lecturers/trainers:

- A single unit could be available on working with learners with additional support needs.