Skills for Care & Development
Sgiliau Gofal a Datblygu

Scottish Social Services Council

Sector Skills Agreement

Stage 2 - Scotland

Contents Page

NB: Since publication it has become clear that data in section 4.3 and Appendix 1 needs to be revised regarding HNC provision within FE Colleges in the area of Highlands and Islands Enterprise. This is being progressed with the Scottish Funding Council.

Executive Summary

Introduction

This report has been undertaken by the Scottish Social Services Council as part of the Sector Skills Agreement process being carried out by Skills for Care and Development (SfC&D). It sets out the position in Scotland in relation to the assessment of current provision to meet the current and future skills needs of the social services workforce. The assessment of those needs is addressed in the Stage One report.

Methodology

In order to undertake this analysis of provision, data was sought from the Scottish Qualifications Agency (SQA), the Scottish Funding Council, Highlands & Islands Enterprise, and Scottish Enterprise. Information was also sought from training providers and research commissioned into the views of employers and service users and carers.

Employer Demand

The report begins with a summary of the findings of the Stage 1 analysis of the sector's skills needs. A number of areas were identified as being of significance in terms of skills and learning needs. These are listed below:

- Registration requirements
- Soft skills
- Service design and effective use of workforce's skills
- Commissioning and contracting
- Partnership working
- Ability to operate autonomously
- Other obligatory training demands
- Developments in technology

Training and Qualifications Available

The sector appears to be well provided for in terms of the broad range of vocational qualifications which are of relevance to it. There are Scottish Vocational Qualifications (SVQs) at Levels 2, 3 and 4, plus a suite of Professional Development Awards (PDAs) and Scottish Progression Awards. In addition to this the sector has also developed a series of skills sets to aid the mobility of the workforce within the sector. Furthermore, the SVQs provide the backbone of the two Modern Apprenticeship frameworks that are relevant to the social services sector's workforce.

Beyond SVQs, other key qualifications for staff within the sector are two Higher National Certificates (HNCs), one in Social Care and the other in Early Education and Child Care. At

degree level there are professional awards in Social Work for undergraduates and also for postgraduates, which allow successful candidates to practise as social workers.

Provision of Available Qualifications

The data obtained from SQA, SFC and others indicates that there is a very high take up of the relevant SVQs and HNCs. Relevant SVQ registrations had risen to just over 13,500 in 2005, while the two HNCs were the highest subscribed HNC courses in Scottish FE Colleges in 2004/05 with over 4,200 registrations between them.

Given the nature of SVQs it is thought that most of those registering are already working within the sector. Completion rates are difficult to ascertain but at best maybe around 64%. In terms of HNCs it is unclear how many of those undertaking them are working within the sector or intend to.

HNCs are primarily provided by FE Colleges and in addition to these they also provide a number of other courses that are classed as being of relevance to the sector. These additional courses account for over 60% of all candidates undertaking social care/work or childcare courses in Scottish Colleges.

Modern Apprenticeship (MA) provision in Health & Social Care (HSC) and in Early Years Care & Education (EYCE) has been good for much of the last five years. The Scottish Enterprise network (SEn) in particular had a high proportion of apprentices undertaking both of these MAs. However, in May 2006 SEn announced their intention to cut registrations in the HSC MA. In 2005/06 there had been over 2,500 registrations for the HSC MA framework, but in the first nine months of 2006/07 there were just 605. Since then further cuts have been announced for 2007/08, when they expect to have just 700 registrations. This is a cut of over 70% on the figures of 2005/06.

Training Expenditure and Funding

Good quality information on employers' expenditure was difficult to obtain, however, the SSSC had previously published reports on the range of funding streams available to the sector. Some of these such as Modern Apprenticeship funding and the European Social Fund are of relevance to all sectors of the economy. There are a number of funding streams however, that are specific to the sector and most, if not all, of them come from parts of the Scottish Executive that have some responsibility for the sector.

Each of these funding streams tend to be focussed on specific parts of the sector, with funding streams of relevance for children's day care services being quite separate from those for social care services. In the case of children's day care services there appears to be a reasonably level playing field between local authorities, private and voluntary providers, in terms of the funding they have access to. However, in the case of social care providers the

situation is very different, with local authorities having access to far greater sums of money for training than voluntary or private providers; the latter doing worst of all.

Mapping of Provision to Demand

The main areas of concern in terms of the mapping of demand with supply are in relation to meeting the requirements of registration and the development of soft skills. The concerns about registration requirements are primarily about the numbers of people likely to need to undertake training in the next five years or so. It is estimated that a minimum of 25,000 people will need to undertake training within the next five years to achieve qualifications to enable them to register or remain registered with the SSSC. These 25,000 people come from just two (albeit two of the largest) of the 7 key sub-sectors that make up the social services sector in Scotland. The concern about soft skills is whether or not there are the right kinds of training courses available, as well as whether there are sufficient places on them.

Conclusion

There is a wide range of awards and qualifications available and of relevance to the sector. Provision of many of these is good within FE Colleges, in particular, SVQs at Levels 2 and 3 and HNCs. However, the requirements of registration and the large numbers of staff working within the sector who will need to undertake such qualifications are likely to stretch current levels of provision.

The areas of soft skills development and leadership and management skills needs appears less well covered. There are also issues for different types of employers with private sector social care providers, and to a lesser extent voluntary sector social care providers, having less access to the funding that underpins training than Local Authority social care providers.

There are two issues that require further exploration one is the "additional" courses provided by FE Colleges that are defined as relevant to the sector. The other is the disbursement of Modern Apprenticeship funding by Scottish Enterprise and the cuts they have imposed on the HSC MA.

In conclusion, there is a considerable degree of overlap between the sectoral skills needs identified in the Stage 1 report and the training resources that exist. However, there are areas that need to be addressed. In addition, the high levels of uptake which have been seen in recent years are expected to continue for the foreseeable future

1. Introduction

1.1 Background

This report has been undertaken by the Scottish Social Services Council as part of the Sector Skills Agreement process, and sets out the position in Scotland in relation to the assessment of current provision to meet the current and future skills needs of the social services workforce. The assessment of those needs is addressed in the Stage One report.

The report has been produced in this form primarily to meet the requirements of the Sector Skills Development Agency.

The Scottish Social Services Council (SSSC) was established in 2001 as part of the UK-wide drive to raise standards in social services. Established under the Regulation of Care (Scotland) Act 2001 (RoCA), the SSSC is responsible for establishing a register of people who work in social work, social care and early education and child care in Scotland and for making sure that the education and training of the social service workforce meet the needs of the sector now and in the future.

In addition to its role in the registration and regulation of the social services workforce, the SSSC has workforce planning and development responsibilities as delegated by Scottish Ministers under section 58 of the Regulation of Care (Scotland) Act 2001. It also has responsibilities relating to the approval of courses for social workers and social services workers (S.54 RoCA).

The Regulation of Care (Scotland) Act 2001 also led to the establishment of the Scottish Commission for the Regulation of Care (the Care Commission) which regulates providers of care services as defined under Section 2 of that Act.

The SSSC is part of the Sector Skills Council (SSC) Skills for Care & Development (SfC&D) which was licensed in February 2005 and is a UK partnership of five bodies comprising the Scottish Social Services Council (SSSC), Care Council for Wales (CCW), Northern Ireland Social Care Council (NISCC), and in England, Skills for Care and the Children's Workforce Development Council (CWDC). The functions of the Sector Skills Council fit particularly well with the SSSC's workforce development responsibilities delegated from the Scottish Executive.

In Scotland, the sector that Skills for Care & Development (SfC&D) represents is referred to as the social services sector. This is in line with the terminology used in RoCA which defines the sector in Scotland. The terminology used to refer to the sector in the rest of the UK varies as a result of legislative and governance differences.

The Scottish Parliament has devolved responsibilities for the sector and these are spread across several divisions within the Scottish Executive.

In addition to the social services policy context there is also a policy framework that is relevant to all Sector Skills Councils (SSCs) in Scotland. This is set out in a number of separate documents and includes Scotland's lifelong learning strategy, Life through Learning, Learning through Life (Scottish Executive, 2003). The enterprise strategy is set out in, A Smart Successful Scotland (Scottish Executive, 2004a) and also in, A Smart Successful Highlands & Islands (Highlands & Islands Enterprise, 2005). These strategies sit within an overall Scottish framework for economic development, originally published in 2000 and then updated in 2004 (Scottish Executive, 2000 and 2004b). There a number of key themes, which emerge from these reports including an emphasis on improving productivity, and the development of the skills of individuals. These have obvious connections with the aims of the Sector Skills Agreement (SSA) process, which seeks to improve the supply of skills to the sector in order to improve sectoral productivity.

1.2 Definition of Sector

In Scotland the main sub-sectors within the social services sector can be defined as:

- adult day care
- adult residential care
- day care for children
- domiciliary care
- housing support
- local authority fieldwork[1]
- residential child care

This footprint is very similar, but not identical, to the footprint of the sector in other parts of the UK. The main difference lies in the positioning of criminal justice social work services. In Scotland, local authority fieldwork staff have responsibility for probation and parole services which in England, Wales and Northern Ireland would sit with local authority services in the Probation Service; there is no separate Probation Service in Scotland. In Scotland, the staff who supervise such work are required to be qualified social workers; this is also the case in Northern Ireland, but not in England and Wales.

1.3 Size and Shape of Sector

We know from the Labour Force Survey (LFS) and its use in the recent Scottish Executive labour market reports[2] on the social services sector that the number of people working within

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[1] This sub-sector covers all local authority social work services not registered with the Care Commission.

the sector has risen very considerably in the last 10-15 years. Data from the LFS shows that the sector grew from 97,000 employees in 1995 to 138,000 in 2004. This is a growth of 42% for that period compared with 7% for the Scottish economy as a whole. The LFS data when broken down by type of employer shows the following:

Table 1: Numbers of employees by type of employer

Year	Local Government	Voluntary Organisations	Private	Total
1995	54,000 (55.7%)	17,000 (17.5%)	26,000 (26.8%)	97,000 (100%)
2004	58,000 (41.7%)	35,000 (25.2%)	46,000 (33.1%)	139,000 (100%)

Source: Labour Force Survey (4 quarter average figures 1995-2004, for SIC code 85.3), Office for National Statistics

From the table, it is clear that the greatest percentage growth has been in the numbers employed by voluntary organisations, where the growth rate has been 106%. The growth in the private sector's workforce has been less at 77%, whilst growth in Local Government staffing at just above 7% is similar to the Scottish average across all industries. One of the consequences of this unequal growth has been that Local authorities no longer employ the majority of the Scottish social services workforce. In 1995 they employed 56% of the workforce but by 2004 this had reduced to 42%. This is despite having seen their own workforces expand during that period. As a result of the sector's overall growth, social services in Scotland in 2004 accounted for almost 6% of all those working in Scotland compared with just 4% of the total Scottish workforce 10 years earlier.

1.4 Methodology

The findings set out in this chapter are underpinned by a range of work including analysis of data provided by the Scottish Qualifications Authority, the Scottish Funding Council, Scottish Enterprise, Highlands and Islands Enterprise and others. Work was also commissioned with external consultants (GEN Consulting) to complete a survey of service providers in Scotland, which included questions regarding their provision of training. They also conducted a survey of the views of service users and carers. The telephone survey was of 339 workplaces in Scotland and was undertaken with a broad spread being sought in terms of location[3], service type and size of workplace.

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[2] Scotland's Social Care Labour Market (Scottish Executive, 2004c) and Scotland's Social Services Labour Market Report (Scottish Executive, 2006c).
[3] 60 (17.7%) were in the area covered by HIE and the remaining 279 were in the area covered by Scottish Enterprise.

In February 2007 the initial findings from the employers' survey and service users and carer's survey were published along with LFS and other data, as a Headline report on Stages 1 and 2, and put out for consultation to the sector. Four events were held across Scotland for employers, training providers and other interested stakeholders to attend and give feedback on the initial findings, which were seen as providing a basis for discussion. Just over 120 people attended the four events and written responses were received from just over 40 people (most of whom had attended one of the events). The events started with a presentation of findings and this was followed by small group discussions, an hour in length, where participants could provide their own views on the findings and on their perceptions of skills needs etc.

Of those who attended, 64 were from service providers, 27 from training organisations and 20 from a variety of other stakeholders including; SQA; Careers Scotland; Unison; Scottish Further Education Unit; and the Care Commission. A number of organisations sent more than one representative.

2. Summary of Employer Demand

This section of the report aims to summarise the key findings from SfC&D's Stage 1 analysis of the sector's skills needs in Scotland. A fuller account can be obtained from that report.

Growth of Sector

Two of the key issues for the sector that were identified in Skills for Care and Development's Stage 1 report were the major growth it has witnessed over the last 10-15 years and the restructuring of the employment pattern within it (see discussion under 1.3 above). Any sector experiencing such levels of growth is likely also to experience problems in terms of skills gaps and recruitment difficulties and the social services sector in Scotland is no different. It also seems clear that the demand for services will continue in the coming years and decades and is set to rise although the exact extent to which this will be the case is currently uncertain.

Regulation of Sector

In addition to the skills and learning needs created by sectoral growth other areas of need were identified. The regulation of the sector means that staff working in it are beginning to register with the SSSC. A key requirement for registration is gaining relevant qualifications. There are relatively low numbers of staff who will register with the SSSC who currently hold relevant qualifications for registration. This means that thousands of staff working in the sector will need to work towards SVQs, HNCs, and other qualifications over the next five to 10 years, and staff new to the sector will be expected to do the same. Costs for this are expected to be considerable, with an estimated £45 million required between 2004/05 and 2008/09 to meet the demands of phase one of registration (SSSC, 2004a). Phase two of registration which is now underway involves a much larger group of staff (some seven times larger than phase one).

Soft Skills

Another issue was that of soft skills. Literacy, team working, problem solving and communication were all highlighted as areas needing attention amongst front-line staff, particularly in the personal services occupational group. This issue is not unconnected with that of registration as a good grounding in such skills will be critical to the ability to successfully complete registration qualifications.

Leadership & Management

Leadership and management issues within the sector also featured. The need for managers to build the confidence of their staff and make good use of the existing skills of their workforce, as well as seek to encourage the further development of such skills and also develop new skills. The abilities to design services effectively and to commission and contract were also seen as being of importance.

Previous Reports

Many, if not all, of these issues are not new or unknown to the sector but confirm the findings of other recent workforce and organisational development initiatives in Scotland. There have been five key reports published or commissioned by the Scottish Executive in the last four years (van Zwanenberg, 2003; Scottish Executive 2005a, 2005b, 2006a, 2006b) that examine either parts, or the whole of the sector and identify a number of skills needs within the workforce.

Looking across all of these reports there are four key skills issues that appear in two or more of them, these are:

   i) skills in partnership, cross-disciplinary and cross-professional working;
   ii) leadership and management skills (including empowerment of staff, planning, and commissioning);
   iii) service re-design and making the best use of the skills within the workforce;
   iv) critical decision-making skills.

The first of these is common to staff throughout the sector and at all levels within the sector. The second and third are primarily issues for staff in managerial and leadership positions. The fourth was identified in the National Workforce Strategy and Changing Lives documents and relates primarily to professional staff such as social workers and their ability to deal with risk situations. In addition to the above, the Early Years Workforce Review identifies team working (which is not necessarily the same as partnership working), record keeping and report writing skills.

Key Findings

There were therefore a number of key themes which emerged during the Stage 1 process. Some are particular to one occupational grouping while others apply across occupational levels. These key skills needs are set out below along with an indication of which groups they apply to.

1) Registration requirements – the SSSC and Care Commission requirements for individuals and providers respectively, have implications for all key occupational groups in the sector. Table 2 below is intended to give indicative information on the qualifications that staff require to register with the SSSC. The list is not exhaustive and full details of all the relevant qualifications can be obtained on the SSSC's web-site (www.sssc.uk.com). Given the timescales for registering different parts of the sector, the skills and learning needs arising from this may be short (1-3 years), medium (4-6 years) or long-term (7 or more years).

Table 2 Occupational Roles and Common Qualifications

Occupational Group	Typical Roles or Settings	Examples of Current

		Common Qualifications
Managers and Senior Officers	Adult Residential or Day Care Managers	Relevant professional award (or SVQ in Health & Social Care level 4) + SCQF Level 8 award in management
	Day Care for Children	Relevant professional award (or SVQ level 4)
	Other Managers	Relevant professional award (e.g. in Social Work) or in field specific to job (e.g. HR).
Professionals	Social Worker	Degree in Social Work or Postgraduate Award in Social Work
	Probation Officers	
Associate Professional & Technical	Adult Residential Care	SVQ in Health & Social Care at Level 4
	Housing Support	SVQ in Health & Social Care at Level 4
	Residential Child Care	SVQ in Health & Social Care at Level 4
Personal Service Occupations	Adult Residential Care	SVQ in Health & Social Care at Level 2 or 3
	Children's Day Care	SVQ in CCLD at Level 2 or 3
	Residential Child Care	SVQ in Health & Social Care Level 3 + HNC in Social Care

2) Soft skills – particularly literacy, team working, problem solving, communication and attitudes or values. These appear to be of particular importance for the personal services occupational group. Given the partial link between soft skills needs and the registration requirements, these skills needs may also be short, medium and long term.

3) Service design and effective use of workforce's skills is relevant to managers. This appears to be an area of particular current concern, and has been identified in work undertaken previously by the Scottish Executive.

4) Commissioning and contracting – relevant to managers. As with point three above, this appears to be an area of particular current concern, and has been identified in work undertaken previously by the Scottish Executive.

5) Partnership working – whether that be with service users, carers, other organisations or professionals. This is relevant to all occupational groupings, and is a current issue.

6) Ability to operate autonomously – the importance of this skill will vary across the occupational groupings and is dependent to some extent on facilitative organisational cultures and sufficiently flexible job roles. It also requires workers to have a degree of confidence in their own abilities and the organisational structures around them. This is viewed as a current concern and was an important theme of the Changing Lives report (Scottish Executive, 2006a).

7) Other obligatory training demands – these include:
- Mental Health Officer[4] training within local authorities
- Health & Safety training
- Moving & Handling training.

These affect various occupational groupings and are of current concern.

8) Developments in technology – developments in ICT are beginning to have an impact on direct service delivery. These are currently at a relatively early stage in so far as they tend not to be part of mainstream services. However, it is expected that developments in information technology and broadband and wireless communications are increasingly likely to shape the types of services that are delivered and the ways they are delivered. These seem likely to have implications for professional and personal service occupations in the medium to long term.

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[4] There is a statutory obligation on local authorities to ensure they have sufficient numbers of social workers who are trained to operate as Mental Health Officers.

3. Training and Qualifications Available to the Sector

The aim of this section is to set out the range of awards and training opportunities currently available and of particular relevance to the social services sector in Scotland and to look at how this compares with what we know of the sector's learning needs. It looks in turn at:

- Scottish Vocational Awards
- Modern Apprenticeships and Skillseekers
- HN awards
- Degrees and Postgraduate awards
- National Occupational Standards
- Other Training Provision
- the Scottish Credit and Qualifications Framework (SCQF) and Social Services Project.

The focus will then shift to the correlation between the training available and the sector's skills needs.

3.1 Scottish Vocational Awards

The following vocational awards are currently available and relevant to the social services sector in Scotland:

Scottish Vocational Qualifications

SVQ Level 2 Children's Care, Learning and Development

SVQ Level 2 Health and Social Care

SVQ Level 2 Housing (Joint Award with Chartered Institute of Housing)

SVQ Level 3 Children's Care, Learning and Development

SVQ Level 3 Community Justice (Offending Behaviour)

SVQ Level 3 Community Justice (Working with Victims, Survivors or Witnesses)

SVQ Level 3 Health and Social Care (Adults)

SVQ Level 3 Health and Social Care (Children and Young People)

SVQ Level 3 Housing (Joint Award with Chartered Institute of Housing)

SVQ Level 4 Children's Care, Learning and Development

SVQ Level 4 Community Justice (Offending Behaviour)

SVQ Level 4 Community Justice (Working with Victims, Survivors or Witnesses)

SVQ Level 4 Health and Social Care (Adults)

SVQ Level 4 Health and Social Care (Children and Young People)

SVQ Level 4 Managers in Residential Child Care

SVQ Level 4 Registered Manager in Health and Social Care

In addition to these existing awards, a number of skill sets have been or are being developed for use in Scotland. Skills sets are guidance documents developed by the Scottish Social Services Council (SSSC) in conjunction with employer representatives, the Scottish Centres for Excellence and the awarding bodies, Scottish Qualifications Authority (Care Scotland) and City & Guilds Scotland. These are to assist employers, assessors and candidates to identify the Scottish Vocational Qualification (SVQ) units and underpinning knowledge which are most relevant for particular areas of practice in social services in Scotland.

They are intended to guide employers, assessors, training providers and candidates in choosing units to work on which will extend the practice skills and/or knowledge and understanding of social service workers in specified service areas. Therefore, it is hoped they will provide guidance for staff in making choices regarding their continuing professional development (CPD).

It is also envisaged that skills sets could be used to assist staff moving from one service area to another (e.g. from domiciliary care to learning disability). Staff do not need to undertake a full SVQ again, but instead will complete units from the relevant skills set to add the skills areas they need to equip them for the new area of work.

It should be emphasised that skills sets are not new awards. As noted above, they are guidance notes, and in using skills sets candidates will be registered and certificated for the individual units they undertake.

Listed below are the skills sets that are already in existence or which are under development (D).

SVQ 2
Housing Support
Working with People with Complex Physical Care Needs
Working with People with Physical Disabilities

SVQ 3
Housing Support
Working with People with Dementia
Working with People with Complex Physical Care Needs
Working with People with Learning Disabilities
Working in Adult Mental Health Services the Social Services Sector
Working with People with Physical Disabilities
Working in Secure Accommodation for Young People
Working with Drugs & Alcohol Services in the Social Services Sector
Supported Employment (D)

Supporting Children & Families (D)
Supporting Children with Additional Needs (D)
Youth Justice (D)

SVQ 4
Housing Support
Working in Secure Accommodation for Young People
Drugs and Alcohol (D)
First Line Managers (D)
Youth Justice (D)

In addition to the SVQs and skills sets outlined above there are also two other sets of vocational awards in Scotland that are used by the sector, namely, Professional Development Awards and Scottish Progression Awards. Relevant ones are listed below.

Professional Development Awards (PDAs)
Certificate in Supporting Individuals with Autistic Spectrum Disorders (SCQF level 7)
Certificate in Care Services Management (SCQF level 8)
Certificate in Early Education and Childcare (SCQF level 8)
Certificate in Managing the Support of Individuals with Autistic Spectrum Disorders (SCQF level 8)

Scottish Progression Awards
Care
Caring for Children and Young People
Drivers and Escorts
Community Service
Enhanced Home Care Practice
Home Care Practice
Supported Employment

This wide range of vocational awards is used by many Scottish employers to provide learning opportunities for staff working in the seven sub-sectors identified in 1.2 (above) as making up the social services sector in Scotland.

The broad range of Scottish vocational awards that exist is, at least in part, due to the value placed on such awards by employers in the sector. One of the attractions of SVQs mentioned by employers is the opportunity to both assess and certify competence in practice that has been tested in the workplace. In more recent years, it has also been one of the reasons that such awards have been recognised by the Scottish Social Services Council (SSSC) and Scottish Commission for the Regulation of Care (the Care Commission) as appropriate

qualifications for registering individuals and regulating service providers. It should be noted that the process by which the qualification requirements for registration are determined involves a consultation period with employers and all relevant stakeholders. The outcome of the consultation is presented to the Council which then makes recommendations to the appropriate Scottish Minister.

3.2 Modern Apprenticeships & Skillseekers

There are two Modern Apprenticeship frameworks that are of primary relevance to the social services sector, one is the Early Years Care and Education (EYCE) framework and the other is the Health and Social Care (HSC) framework. Both of these are currently managed by the Sector Skills Alliance Scotland (SSAScot) on behalf of the sector, although responsibility for their management should transfer to the SSSC later in 2007. From those two frameworks the following Modern Apprenticeships have been approved and are currently available at the following levels:

Level 3 Children's Care, Learning and Development
Level 3 Health and Social Care (Adults)
Level 3 Health and Social Care (Children and Young People)
Level 4 Children's Care, Learning and Development
Level 4 Health and Social Care (Adults)
Level 4 Health and Social Care (Children and Young People)
Level 4 Registered Managers in Health and Social Care

The following Skillseekers are also available:
Level 2 Children's Care, Learning & Development
Level 2 Health and Social Care

Both the EYCE framework and the HSC framework are due for revision and it is intended that this will begin following the completion of the SSA process by SfC&D. One likely area of revision will be in relation to the requirements within the EYCE framework that those wishing to undertake a Level 3 or 4 MA in Children's Care, Learning and Development must currently hold the Level 2 or 3 awards respectively. This requirement is seen as placing an obstacle in the way of prospective candidates and offering only limited advantages in return.

Currently, core skills are embedded within the HSC MAs but not in all of the EYCE MAs. Given the emphasis on the demand for soft skills that came out of the Stage 1 Skills Need Assessment it will be important that the review of the MAs ensures that core skills are appropriately embedded within these awards.

3.3 Higher National Awards

The following Higher National Certificates (HNC) are available to the sector:

HNC Social Care (SCQF level 7)
HNC Early Education and Child Care (SCQF level 7)

The HNC Social Care has recently been reviewed and is now available. One of the outcomes of the review, which took place at a similar time to the review of SVQs in Care, was that it was agreed that there should be an overlap between three of the HNC's compulsory units with 3 of the mandatory units from the Level 3 SVQs in Health and Social Care. This articulation between an HN award and SVQs has been welcomed by employers.

3.4 Degrees and Postgraduate Awards

The main undergraduate and postgraduate awards of significance for the social services sector in Scotland are:

Degrees in Childhood Studies (SCQF levels 9 and 10)
Degrees in Social Work (Honours) – approved by the SSSC (SCQF level 10)
Postgraduate award in Social Work – approved by the SSSC (SCQF levels 10 and 11)

For a worker in Scotland to be able to practice and use the title "social worker", they must be registered with the SSSC on the social work part of the Register. To register as a social worker one must have a recognised social work qualification these include programmes at undergraduate and postgraduate level. Degrees in Childhood Studies are also recognised for the purposes of other parts of the register for staff working in the early years and childcare services.

It is important to note that in addition to the above social work qualifying awards there are also undergraduate and postgraduate post-qualifying awards for social workers that are delivered by a number of Scottish universities.

3.5 National Occupational Standards

There are a number of sets of National Occupational Standards (NOS) which underpin the awards and qualifications outlined above. The Health and Social Care NOS are jointly owned with Skills for Health and are used as the basis for the Health and Social Care Scottish Vocational Qualifications, MAs, Skillseekers and HNC in Health & Social Care. The NOS in Social Work are incorporated in the standards for the degree and postgraduate awards in social work.

Work is currently ongoing to develop NOS for Contracting, Commissioning and Procurement (due for completion late 2007) and also for work in the Sensory Impairment field (due for completion early 2008). The standards for the Registered Managers awards are being reviewed and will in future be referred to as Leadership and Management for Care Services. Work on them is expected to be completed by August 2007 with new awards available by February 2008.

The NOS for Children's Care, Learning and Development were revised in 2004/05. New awards based on the NOS were created in 2006. They are suitable for people working with children up to 16 years old.

3.6 Other Training Provision

In addition to the awards and qualifications outlined above there is a range of other training available to the sector, most of which is not accredited in any form. That this is the case has already been touched on in section 2 of this report and the brief discussion of other training demands. The employers' survey commissioned as part of the Stage 1 report found that 90% of those employers who responded had provided staff with Health & Safety training. Induction training had been provided by 79% of the employers who provided training (see discussion in 4.6 below).

3.7 SCQF and the Social Services Sector

The SCQF in Social Services project is managed through the SSSC and began in April 2004. The project works closely with a partnership of stakeholders including, private, public and voluntary providers of services. The objectives of the project are to enable the workforce to access and progress learning throughout their careers, to make links across, along, up or down the SCQF climbing frame and to promote a learning culture - towards meeting the needs of services users and carers.

Activities in the last two years have focussed on three main strands - the Recognition of Prior (Informal) Learning (RPL), credit rating work based learning, and working with Colleges. The importance of this project and its relevance to the sector's learning and skills needs will be returned to later in this report.

4. Provision of Available Qualifications

The purpose of this section is to look at the extent to which the qualifications and training discussed in the foregoing section are offered by training providers and taken up by others. It will look in turn at:

- Scottish Vocational Awards
- Modern Apprenticeships and Skillseekers
- HN awards
- other FE provision
- Degrees and Postgraduate awards
- provision by employers
- relevant funding streams.

4.1 Scottish Vocational Awards

The Social Care and Health Workforce Group (SCHWG) produces UK-wide data on registrations and certifications for Care sector S/NVQs on a quarterly basis. The data presented in figure 1 below is taken from the report for the second quarter (April-June) of 2006 and covers S/NVQs at levels 2, 3 and 4.

Figure 1

Registrations & Certifications for Care Sector S/NVQs 2001-05 (Scotland)
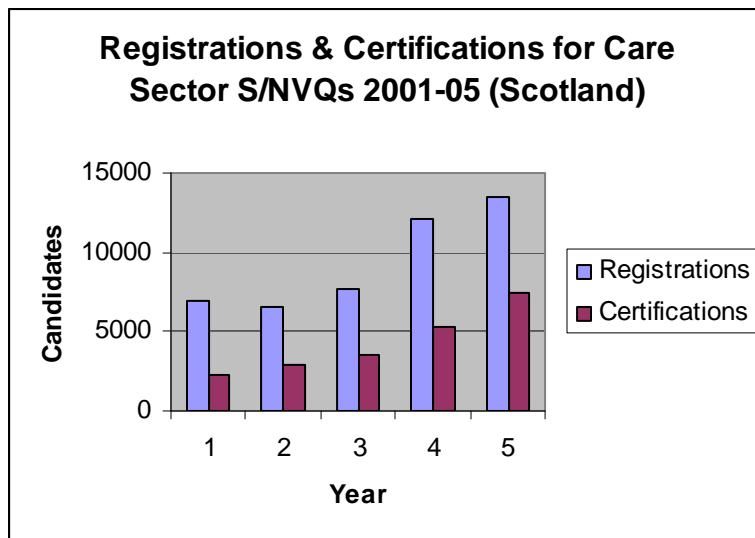
Source: (SCHWG, 2006)

As can be seen the numbers of registrations for courses and certifications (people gaining their qualification) have risen steadily each year from 2002 to 2005 (the last complete year for which data are currently available). The numbers registering each year more than doubled in

this period from 6,595 registering in 2002 to 13,515 registrations in 2005.[5] The total number of registrations in Scotland for all Care S/NVQs was 52,081 for the six year period between April 2000 and end-March 2006. The number of certifications during the same period was 25,016 (ibid). When we break the registration and certification data down by level of award we get the results set out in table 3 below.

The overall rate of certification as a percentage of registrations is 48%, but it is important to bear in mind the time-lag that inevitably exists between registration and certification. It is known from previous work on HSC SVQs in 2004, that the average time for completion of a level 2, 3 or 4 SVQ was estimated by employers and training providers at 12 months or more (pg.11, SSSC, 2004a). In view of this, to calculate completion rates as a percentage of registrations it is more realistic to discount the registrations of the most recent 12 months, if this is done then the completion rate is 64%.

Table 3: Total registrations and certifications for Care S/NVQs 2000-06

Level	Registration	Certification
S/NVQ Level 2	20,913	10,894
" " 3	27,494	13,005
" " 4	3,674	1,117

Source: SCHWG (2006)

In terms of data on the providers of SVQs, the organisation, Local Government Analysis and Research (LGAR), who collate and publish the SCHWG data have also recently published a survey they undertook of all care assessment centres within the UK (LGAR, 2007). This is the first time that this survey has included data from Scotland and they received responses from 83 of the 203 assessment centres in Scotland that are approved to act as assessment centres for care sector NVQs and SVQs. Of those that responded, 66.5% in Scotland were led by a specialist training provider while the remainder were organised by or on behalf of employers (pg.35, ibid). This means that 135 of the centres were run by a training provider. The report does not shed much light on the training providers but we know that in 2004/05 38 FE Colleges in Scotland provided a social care course (see appendix 1 for details of FE providers). Presuming that they were all operating as an assessment centre would mean that just under 100 private or voluntary training providers were operating an assessment centre in Scotland.

The best data we have on any of these training providers is in relation to the FE Colleges and is available from the Scottish Funding Council (SFC) and Scottish Qualifications Authority

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[5] NB. This data includes a small number of registrations (2.6% of total) and certifications (1.9% of total) for awards that are solely relevant to the Health sector.

(SQA). The data is available at the "superclass"[6] level and in table 4 below is set out for the two superclasses that are relevant to the sector, namely, awards or courses in social care/social work skills (SCSWS) and child care services (CCS).

Table 4: Number of Candidates for Relevant S/NVQs in Scottish FE Colleges 2004/05 compared to S/NVQs for all superclasses.

Award	Social Care/Social Work Skills	Child Care Services	All Superclasses
NVQ Level 2	12	13	1,733
SVQ Level 2	1,090	774	13,085
SVQ Level 3	1,389	965	16,195
S/NVQ Level 4	228	47	1,373
S/NVQ Level 5	0	12	89
Total	2,719	1,811	32,475

Source: SFC (Infact database)

SVQs for these two superclasses were delivered by 29 of Scotland's 47 FE Colleges in 2004/05 (see appendix 1). As can be seen, candidates undertaking S/NVQs relevant to the social services sector make up some 14% of candidates for all S/NVQs.

4.2 Modern Apprenticeships and Skillseekers

In Scotland, Modern Apprenticeships and Skillseekers are funded by the Scottish Enterprise network (SEn) and Highlands and Islands Enterprise (HIE). The MA system is based on approximately 70 separate "frameworks" and two of these are relevant for the sector, the Health and Social Care (HSC) framework and the Early Years Care and Education (EYCE) framework. The data presented in tables 5 and 6 below has been obtained from SEn and HIE and looks at the numbers of apprentices in training during the period 2003/04 – 2005/06 (the data has been separated into two tables as it was provided in slightly different formats).

Table 5: MAs and Skillseekers numbers in training in SEn 2003/04 – 2005/06

Framework	Age	Scottish Enterprise		
		03/04	04/05	05/06
Early Years Care & Education	16-18 MA	377	490	560
	19-24 MA	241	318	347
	25+ MA	272	331	339
	All	**890**	**1139**	**1246**
	All Skillseekers	387	384	344
Health & Social	16-18 MA	46	48	44

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[6] Nationally recognised classification system for course modules.

Care	19-24 MA	502	487	525
	25+ MA	2504	2230	2295
	All	**2800**	**2765**	**2864**
	All Skillseekers	426	354	347

Source: Scottish Enterprise

Table 6: MAs and Skillseekers numbers in training in HIE 2003/04 – 2005/06

Framework		2003/04	2004/05	2005/06
Early Years Care & Education	Mod. App.	39	34	50
	Skillseekers	40	31	19
Health & Social Care	Mod. App.	165	158	128
	Skillseekers	23	26	25

Source: Highlands & Islands Enterprise

We know from MA Bulletin 43 (March 2006) that at 31st December 2005 the HSC MA was the fourth most subscribed within SEn and the 9th within HIE, while the EYCE MA was 11th and 12th respectively. One of the interesting differences in take up between the HSC and EYCE MAs is the proportion of candidates in each that are "adult" apprentices (i.e. 25 years old or more). As can be seen from table 5, the proportion of adult apprentices within the SEn area for the HSC MA was above 80% in each of the three years cited. In comparison the proportion of adult MAs in the EYCE framework was between 27% and 30% in the three years in question. This appears to fit with what we know already of the age profile of different sub-sectors within the social services sector in Scotland, namely that the early years sub-sector has a much higher proportion of 16-24 year olds in it than other parts of the social services sector.

One of the other interesting findings from tables 5 and 6 is the difference in the numbers of MAs available to the sector in the Scottish Enterprise area relative to the numbers within Highlands and Islands. Taking just the data for 2005/06 the combined total for numbers in training from the two frameworks in SEn was 4,110 compared with just 178 in HIE (4.3% of the SEn total). The reasons for this are not obvious, but it seems that it is not simply a function of population size. The population of HIE is approximately 435,000 as compared with approximately 4,620,000 within the area covered by the Scottish Enterprise network. If the number of MAs was linked to per capita population then one would expect the HIE figures to be approximately one-tenth of the SEn figures, as opposed to the one-twentieth they actually are. This difference requires further investigation with the Enterprise companies.

It is important to note that there was a major change in the delivery of the HSC MA within the Scottish Enterprise network in 2006/07. At the beginning of 2006/07 SEn announced that it

was to cut registrations in HSC MAs by 50% during that financial year. Data obtained from Sector Skills Alliance Scotland (SSAScot) who manage the MA frameworks on behalf of the SSSC/SfC&D, shows the number of candidates who started the HSC MA during the period April-December 2006 was just 605. This compares with total registrations of 2,135 in 03/04, 1,823 in 04/05 and 2,507 in 05/06 (figures from SSAScot). These figures suggest that the cut in registrations has been much greater than half, and maybe as high as two-thirds of the 05/06 figure.

4.3 Higher National awards

Data available from SQA shows that in 2004/05 28 of Scotland's 47 FE Colleges delivered the HNC Social Care, while 27 of them offered the HNC Childcare (see appendix 1). Of the 7 colleges in the HIE area[7] none delivered either HNC in 2004/05, although Inverness, Moray, North Highland, and Orkney, now offer both, while Lews Castle offers the HNC Childcare. It is not currently known to SfC&D what the reasons behind this change in provision have been, but it is welcomed.

Data obtained from the Scottish Funding Councils Infact database shows that in 2004/05 the HNC in Social Care had 2,584 candidates, while the HNC in Childcare had 1,775. These two HNC's were the top two in terms of candidate numbers across Scotland's FE colleges. Between them they made up 21% of all HNC candidates in Scotland that year.

One of the differences between HN awards and the Vocational Awards discussed above is that for the latter, candidates need in most cases to be working in the sector. We can therefore be reasonably confident that the majority of people undertaking the awards are part of the sector's workforce. The extent to which this will be the case for HN students is unclear and therefore while high numbers are undertaking relevant HN awards the impact on the sector's workforce is uncertain. Further work to explore the destinations of HN students may assist this analysis.

4.4 Other FE Provision

SVQs (Level 2 and up) and HNCs in the two superclasses, social care/social work skills (SCSWS) and child care services (CCS), accounted for 5,303 and 3,586 candidates respectively in Scotland's FE Colleges in 2004/05. However, there were a further 8,101 candidates undertaking SCSWS awards and 6,733 doing CCS awards. Over 90% of these other candidates were registered for one of the awards set out in table 7 below.

Table 7: Main awards for candidates not engaged in SVQs or HNCs

Award Category	Social Care/Social Work	Child Care Services

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[7] Namely, Inverness, Lews Castle, Moray, North Highland, Orkney, Sabhal Oar Ostaig, Shetland

	Skills	
No recorded qualification (non-vocational)	2,600	407
Any other recognised qualification	888	598
National Certificate modules alone	2,107	3,284
Other non-advanced certificate	772	1,465
Advanced Higher and Higher awards	1,246	552
Total	**7,613**	**6,306**

Source: SQA

Further work needs to be undertaken with SFC and others to better understand why such a high proportion of candidates undertake these particular courses and also what some of these courses might be (e.g. "non-recorded qualification"). Some of them do not appear to be relevant to the requirements for registration with the SSSC nor likely to be of relevance to the leadership/management skills needs identified in section 2. They may be of value in the development of soft skills but it is not immediately apparent that this is the case. Nor is it clear if they are being targeted at people within the sector's workforce that need such support. It is SfC&D's intention to discuss these issues further, with SfC and other interested parties.

4.5 Degrees and Postgraduate Awards

Data on the numbers of people undertaking social work qualifying courses has been obtained from the SSSC. Table 8 below provides the details of registrations and achievements for the years 2000/01 to 2004/05.

Table 8: Numbers of Registrations and Qualifications on Scottish social work training courses.

Year	Register	Achieve
2000/01	496	402
2001/02	460	363
2002/03	452	395
2003/04	787	422
2004/05	696	512
Total	2,891	2,094

Source: SSSC

Social Work qualifying courses are delivered by eight universities in Scotland[8] (although 2, Glasgow and Strathclyde do so jointly through the shared Glasgow School of Social Work) as well as the Open University. Both undergraduate and postgraduate qualifying courses must provide 160-200 days of practice learning opportunities for students and the Universities work closely with local service providers to do this. As can be seen, the numbers of students registering on social work courses has risen in recent years. This is primarily related to initiatives funded by the Scottish Executive to improve the supply of qualified social workers due to problems in recruiting social workers that Scottish local authorities began to experience in recent years.

Six universities in Scotland provide an undergraduate Childhood Studies degree and they were all contacted with a view to obtaining data on student numbers. Three replied and these were Dundee, Edinburgh and the University of the Highlands and Islands (UHI). The data received came in slightly different formats but Dundee University had 176 students in January 2007, Edinburgh had 75, while UHI had enrolled an average of 246 students each year between 2003/04 and 2006/07.

4.6 Employers' Provision

As part of the work for Stages 1 and 2 of the SSA, SfC&D commissioned GEN Consulting to undertake research into the views of employers on the skills needs of their workforce. This survey also asked employers about the training opportunities they provided for their staff members.

In terms of off the job training[9] it was found that 67% of the workplaces surveyed had provided such training to staff in the preceding 12 months. This is similar to findings from previous surveys, for example Futureskills Scotland, in their profile of the social services sector (Futureskills Scotland, 2005) found that 76% of workplaces in the sector provided off the job training for their staff compared to just 46% of workplaces across all parts of the Scottish economy.

In our Employers' Survey some of the key findings on training were that:

• the highest levels of training were found amongst professional and managerial staff with 72% and 71% respectively having received off the job training in the last year,
• some of the lowest levels of training were found amongst associate professional & technical staff and elementary staff 59% of whom had received off the job training in the last year.

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[8] The Universities are: Dundee; Edinburgh; Glasgow Caledonian; Glasgow/Strathclyde; Open; Paisley; Stirling; and Robert Gordon.
[9] Off the job training is training that takes place away from the workplace.

In the report on Stage 1 of the SSA it was identified that the types of staff most likely to appear in the associate professional and technical staff occupational group would include staff with supervisory (not managerial) functions in residential child care, adult residential care, adult day care and early years services. With the exception of day care of children services the majority of staff in these groups do not hold qualifications relevant to the job as defined by registration requirements.

These findings on training seem to confirm a point made by Campbell (2002) that international studies conducted by the OECD (Organisation for Economic Co-operation and Development) on the involvement of employees in work-based training have shown that,

"…the participation rate and mean number of hours of training per person vary by level of educational attainment, not only in the UK,   but throughout the OECD countries."
(pg.39, ibid)

Therefore, the higher an employee's level of educational attainment the greater is their likely participation in work-based training.

These findings are also significant as the Stage 1 report identified that associate professional and technical staff along with personal service staff experienced the greatest proportion of skills gaps.

Employers were asked about their provision of any form of training and 87% of those workplaces surveyed were found to offer some form of training to staff in the preceding 12 months. This compares to a Scotland-wide average across all industries of 65% (pg.32, Futureskills Scotland, 2007).

When asked about the type of training they offered, the main type was health & safety, cited by 90% of those employers who trained their staff. Other types of training common across the sector included:

• Job specific training, cited by 89% of workplaces surveyed

• Induction training, cited by 79% of workplaces

• Management training, cited by 75% of workplaces

• soft skills training cited by 25% of workplaces.

The relatively small number of workplaces providing soft skills training stands out in light of another finding within the survey, namely that soft skills are viewed as a significant skills gap (see discussion in Stage 1 report).

5. Training Expenditure and Funding

This section of the report looks at what is known about the funding of training within the sector in Scotland.

Information on training spend was sought from employers as part of the survey but it was difficult to get consistent and reliable information. We do have information on external funding sources as a result of work undertaken by the SSSC over the last three years to map the funding streams available to the sector in Scotland. The original report, *Funding for Training*, was published in August 2004 (SSSC, 2004) and an update was produced in June 2006. We know from this work that there are some 20 or so separate funding streams which can be used to train or educate people currently working in the sector. Approximately half of the funding streams are specific to this sector and the other half are ones which are available to a number of sectors (see Appendix 2 for list).

Given the public service nature of the sector it is thought that most training provision is funded via public expenditure. All of the funding streams listed in Appendix 2 that are specific to the sector come from the Social Work Policy, Early Years, or Health Divisions of the Scottish Executive, with the exception of the disbursements from the SSSC (which is itself a non-departmental public body). Details of the sector specific funding streams are now provided.

Specific Training Grant
The Specific Training Grant is disbursed by the Scottish Executive to Local Authorities. The Specific Training Grant can be used to provide training for non-local authority staff but the extent to which this happens is thought to be limited. The amount of money available in 2006/07 is £5.5 million.

Section 9 Funding
The Social Work Policy Division of the Scottish Executive provides funding for training via Section 9(1) of the Social Work (Scotland) Act [(SW(S)A] 1968. In 2006/07 it provided £1 million for staff training to national voluntary organisations that provide social care services. In addition six Centres for Excellence[10] receive funding to promote good practice and provide training in their particular fields. In 2006/07 the money going to the Centres is £4.4 million.

Voluntary Sector Development Fund (VSDF)

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[10] The Centres for Excellence are: the Scottish Institute for Residential Child Care (SIRCC); the Centre for Excellence in Criminal Justice Social Work; Scottish Training on Drugs and Alcohol (STRADA); the Scottish Consortium for Learning Disability (SCLD); the Scottish Institute for Excellence in Social Work Education (SIESWE); and the Dementia Services Development Centre (DSDC).

This fund was begun by the Scottish Executive in 2003-04 and has disbursed approximately £1 million per year since then, to voluntary sector social care providers (unlike Section 9 funding this is available to all sizes of voluntary organisations). Funding has been targeted at social care staff required to register with the SSSC.

Return to Learn

The Return to Learn scheme was set up by the Scottish Executive in 2002 with the aim of providing courses that will improve the communication and basic study skills of staff in the social services sector. It is targeted at members of staff who have few or no qualifications to prepare them for further learning opportunities (e.g. SVQs and HNCs) so that they can achieve the qualifications necessary for continued registration with the SSSC. This funding was initially aimed at Local Authorities but has been broadened out to include voluntary organisations. In 2006/07 Return to Learn funding amounted to £200,000.

Fast-track Initiative

The Fast-track initiative established by the Scottish Executive aimed to attract graduates to a career in social work. The last cohort of students entered this scheme in the current financial year (06/07). Expenditure on the initiative is as follows:

2005/06:   £2.18 million
2006/07:   £1.78 million
2007/08:   £0.65 million (estimate)

Early Years and Childcare Workforce Development Fund

The Early Education and Childcare Division of the Scottish Executive's Education Department disburse this funding stream. It is given to local authorities to invest in the day care for children workforce within their area. Decisions about how to spend such monies are taken by local authorities in conjunction with the local Childcare Partnership (which includes private and voluntary sector providers) in line with guidance issued by the Executive. The Executive particularly emphasises the need for staff to achieve qualifications linked to registration with the SSSC. The fund is ring-fenced and is not part of Grant Aided Expenditure monies received by Local Authorities. Funding has been as follows:

2005/06 - £6 million
2006/07 - £6 million
2007/08 - £6 million

Unlike the experience between local authorities and independent providers within the social care parts of the sector, this particular approach adopted within the Early Years sub-sector has been particularly successful in disbursing funding to private, statutory and voluntary

organisations and was highlighted as such in the National Strategy for the Development of the Social Services Workforce (Scottish Executive, 2005a).

Upskilling the Workforce

This funding stream is disbursed by the Scottish Executive's Health Division and is made available to local authorities for Adult Community Care services staff working in those authorities. In 2006-07 this will amount to £17million, increasing to £27million in 2007-08.

Voluntary Sector Care Providers (VSCP)

This funding stream is disbursed by the Scottish Executive's Health Division and is made available to local authorities to enable them to ensure that when contracting with the voluntary sector, there is provision for the increase in the quality of service and workforce required. In 2006-07 the money given to authorities for this purpose was £10.3million, and is expected to increase to £13.6million in 2007-08.

Non-sector Specific Funding

As mentioned already, in addition to the above funding streams that are specific to the sector, there are a number of funding streams which are available both to this sector and others. Of these the most important in recent years have been Modern Apprenticeships and the European Structural Funds. Unfortunately the money available from both of these has been reduced. ESF monies are being reduced by 50% following the accession of 10 new countries to the EU in 2004. Modern Apprenticeship funding supports the two frameworks which are relevant to the sector, the Health & Social Care framework and the Early Years Care & Education framework. As already discussed, at the beginning of financial year 2006/07, Scottish Enterprise announced its decision to reduce registrations in the former by 50%.

We know from the discussion in section 1.3 above that the shape of the sector has changed considerably in the last 10-15 years and that the proportions of staff employed by private, public and voluntary providers has altered significantly. However, training funding patterns to employers within the sector do not reflect these changes. As will have become apparent from the above discussion of funding streams, the main source of funding for private sector providers in social care is Modern Apprenticeships although they may also be able to gain access to Return to Learn training. Private providers in early years have access to Modern Apprenticeships and early years workforce development funding, but not Return to Learn.

Voluntary sector providers in social care have access to Modern Apprenticeships, VSDF and VSCP and in the case of some of the larger, national ones, Section 9 funding. They are also likely to benefit, to a greater extent than private providers, from the funding available for social work training (at both qualifying and post-qualifying levels) as there is a much higher proportion of social workers employed by them than by the private sector. Voluntary sector

providers in early years are in the same position as the private providers in that sub-sector in terms of the funding streams they can access.

Because of the age restrictions on employees (must be less than 19 years old) within public sector bodies accessing Modern Apprenticeship funding, local authority social work services have only very limited access to this funding stream in comparison to its availability to Voluntary and Private providers. That this is the case is borne out by the data on the age of apprentices undertaking the HSC MA (see table 4 above).

However, local authorities do receive Specific Training Grant and Upskilling the Workforce funding, which combined are worth more than £20 million in the financial year 2007/08. They also have access to Return to Learn funding and will benefit from Criminal Justice Social Work training. Local authority early years providers only have access to the Early Years Workforce monies and will get access to some MA funding due to the greater tendency in that sub-sector to employ staff in the 16-18 years age range.

In terms of employers and the proportion of staff they employ it seems clear that local authority social work services have substantially better access to funding for training than their colleagues in private and voluntary social care providers. In very rough terms they seem likely to receive at least three times as much as private social care providers and at least twice as much as voluntary providers. Interestingly, in early years services the balance between private, public and voluntary providers appears to be much more even with no significant differences between them in the accessibility of funding streams.

6. Evaluation of Provision

The aim of this section is to provide some evaluation of the range and content of provision that is relevant to the sector.

Employers' Use of Training Providers

The SSSC employers' survey referred to previously in this report did contain questions about the training providers that employers had used in the preceding 12 months. Table 10 (below) outlines the responses of those who had offered training in the preceding year.

Table 10: types of training providers used by employers who offered training in last 12 months

Type of Training	Number	%
Internal training provision	280	95%
Private training provider / External consultant	228	77%
FE College	216	73%
HE University	50	17%
Industry Body/professional association	48	16%
Total	**295**	**100%**

Source: SSSC Employers' Survey 2006

As can be seen, internal provision of training was the most popular option of the employers offering training, and then came the use of private providers and not far behind that FE Colleges. Social service employers who did not use FE Colleges for training were asked why not. The main reason seemed to be that they were not felt to offer appropriate training in their subject areas. This was cited by 78% of those who did not use an FE Colleges for staff training. This was the single biggest reason for their lack of use, with a small number of workplaces surveyed citing issues around mode of delivery, lack of time or staff not being keen.

SVQs

In terms of SVQ provision, in 2003, SQA (with assistance from the SSSC) commissioned research into the effectiveness of SVQs in Care (Pavey, 2004), which sought the views of SVQ candidates and their line managers on the impact of undertaking such training on candidates' work performance. The key findings were that in terms of the effectiveness in achieving learning and change, 80% of responses were consistently positive, 10% were positive with some reservations, and less than 10% were consistently critical of impact. Of the 100+ candidates and 60+ line managers questioned, over 80% either agreed or strongly agreed that SVQs improved the performance of candidates in each of the following areas;

role clarity; confidence; knowledge; applied knowledge; skills; and reflectiveness (pg.6, ibid). These areas of learning and improvement in performance have obvious connections to a number of the skills needs identified in section two.

SVQs and other Scottish vocational awards are well used by employers and employees in the sector as is evidenced by the numbers undertaking them and the demand for their related Modern Apprenticeships. It is also clear from table 2 that they are valued by the Scottish Executive and the SSSC, which has responsibility for registering the workforce.

Higher National Awards

HN awards also appear to be well regarded by employers although there are sometimes concerns about the extent to which they test practice competence. An unpublished piece of research commissioned by the SSSC in 2006 to look at the attitudes of managers in children's day care services towards the HNC Childcare found that 75% of those managers who responded said that they thought it was helpful to childcare workers. The HNC Early Education and Childcare and the HNC Social Care can provide much of the underpinning knowledge for their related SVQs at level 3. In addition much of the evidence gathered for HN assessment can contribute to evidence for SVQ units.

Social Work HE Provision

Within the last two or three years new undergraduate and postgraduate qualifying courses in social work have been designed and these have been approved by the SSSC. Employers, service users, carers and students were heavily involved in this work in order to ensure that the courses are fit for purpose. There are also employer, service user, carer, and student representatives involved in the ongoing management of all these programmes. The Social Work Policy Division of the Scottish Executive is currently developing a research programme to evaluate the outcomes from these courses.

Articulation

Articulation between different awards and qualifications is recognised as being important within the sector both in terms of aiding the career progression of employees and helping employers with workforce development. The development of skills sets along with the SCQF and Social Services Project are seen as important in facilitating such articulation. One gap that has been identified in the articulation framework is that between SVQs and HNCs on the one hand and undergraduate and postgraduate qualifications on the other.

The importance of articulation to the sector is also related to the need to provide clear progression routes not just for those currently working within it but also to attract others to join it. One of the findings of the Stage 1 report was that the sector's attractiveness in terms of levels of pay (which are low relative to many other sectors) and career prospects was not

thought to be good. Given the relatively low pay levels one way of making the sector more attractive is to emphasise and develop the career opportunities within it.

Demand

It seems clear from the discussion in sections 3 and 4 that there is a wide range of awards and qualifications available to the sector. It is also clear that rates of provision within FE Colleges for relevant SVQs at levels 2, 3 and 4 and the two HNCs are high relative to many other sectors. The take up rate of S/NVQs in Care across all assessment sectors in Scotland are similarly very high with over 50,000 registrations between 2000 and 2006. Notwithstanding this, demand is also very high, in part driven by the need for individuals to register with the SSSC. The Stage 1 report identified that there are in excess of 50,000 staff that will need to register with the SSSC in phase 2 of the registration process. It is currently understood that less than 50% of these employees hold a relevant qualification. To get some idea of the cost of registration for this phase alone let us assume that 50% do not already hold a relevant qualification and have to achieve an SVQ at level 2, 3 or 4. Assume that the average cost for doing so is £3,000; this would mean a total cost of at least £75 million. Therefore, the demand for training to meet just one part of one of the skills needs identified in section 2 above is substantial.

As will be clear from the range of reports produced within this sector in recent years on workforce development (see discussion in section 2) and developments like the SCQF and Social Services Sector Project there has been much activity to improve the skills of staff and to ensure better articulation and recognition of non-accredited training. These levels of activity are also reflected in the high numbers of candidates undertaking SVQs and MAs and to a lesser extent HNCs. However, it is thought that the level of demand is such that similar levels of provision will continue to be necessary for some years to come to meet the range of learning needs that currently exist within the sector.

7. Mapping of Provision to Demand

The purpose of this section of the report is to examine how well current provision maps against demand. This will be done by examining in turn each of the eight key skills/ learning needs set out in section 2 of this chapter and how these map to existing provision.

7.1 Key skills and learning needs

7.1.1. Registration requirements

Table 2 in Section 2 above sets out indicative qualifications associated with the registration requirements for staff registering with the SSSC. As can be seen these are all framed in terms of qualifications currently available and outlined in sections 3.1 to 3.4. We know also from the discussion in section 4 that these SVQs and HN awards are also heavily subscribed although the extent to which candidates in the latter are part of the social services workforce is uncertain. Section 6 provided some information on the levels of demand arising from the registration of staff within the phase 2 registration category where it is estimated that at least 25,000 members of staff do not currently hold a relevant qualification.

Appendix 3 sets out the timetable for staff registering with the SSSC and as can be seen registration under phase 2 has currently begun for some staff groups. Qualifications do not need to be held at the time of registration but must have been obtained by the point of re-registration (either 3 or 5 years later depending on the staff group). This means that between now and 2012 around 25,000 staff (roughly 5,000 per year) will need to achieve the qualifications necessary for them to remain registered and therefore able to continue working in the sector. Personal service occupation staff registering under phase 2 will be primarily looking to achieve relevant SVQs at level 3 with a lesser number looking to achieve a level 2. Managers and other occupational groups will be pursuing SVQs at level 4 or similar awards.

Given the numbers involved in phase 2 alone, it seems likely that registrations for SVQs in care will continue to remain high.

7.1.2 Soft skills

One of the other findings coming from the Stage 1 report and referred to in section 2 above concerned the demand for soft skills, which were usually expressed in terms of literacy, team working, communication, problem solving and values. Training in soft skills per se appears to be limited with less than 25% of respondents in the SSSC's employers' survey indicating that they provided such training for staff. However, it is acknowledged that other forms of training may well provide coverage of soft skills, for example with Modern Apprenticeships. The gaps in soft skills identified by employers in the survey and the consultation process were primarily at a level no higher than SCQF 5. We know this as the comments received frequently referred to problems with literacy and communication that if not addressed prior to someone

undertaking a Level 3 SVQ or HNC, would prove a serious obstacle to their successful completion of the award.

It is clear from feedback received from employers that many have concerns about the ability of staff to achieve registration qualifications without prior support and training in literacy. There do not appear to be many courses currently available to meet this need. The exceptions are the training offered via Return to Learn (see section 6) and training offered by the Scottish Institute for Residential Child Care (SIRCC) one of the 6 Centres for Excellence in the sector.

7.1.3 Service design and effective use of workforce's skills

The revision of the Registered Managers' NOS, now referred to as management and leadership in care services, would appear to allow the opportunity to include the issues of service re-design and effective use of the workforce's skills. Consideration should also be given by SfC&D to discussing with universities offering management training to the sector to also look at these key areas.

7.1.4 Commissioning and contracting

The development of NOS for this area of work should help provide managers and others with suitable training in this field.

7.1.5 Partnership working

This is a skills need at all levels within the sector and it therefore is important that the issue of partnership working is embedded within all qualifications and awards aimed at the sector's workforce.

7.1.6 Ability to operate autonomously

As with 7.5 this is an issue which is of importance at all levels within the workforce and therefore coverage of this issue should be embedded at an appropriate level within all qualifications and awards aimed at the sector.

7.1.7 Other obligatory training demands

Employers within the employers' survey and as part of the consultation process on the headline report did not raise many concerns about these forms of training. This suggests that there are not significant levels of concern either about the quality or quantity of provision.

7.1.8 Developments in technology

These were identified as likely future skills needs as opposed to current needs. As such there is no current concern regarding mapping with supply.

7.2 Summary

From the above discussion it should be clear that the main areas of concern in terms of the mapping of demand with supply are in relation to meeting the requirements of registration and the development of soft skills. The concerns about registration requirements are primarily about the numbers of people likely to need to undertake training in the next five years or so. The issue about soft skills is whether or not there are the right kinds of training courses available as well as whether there are sufficient places on them.

8. Conclusion

The purpose of Stage 2 of the SSA process is to map the education and training resources available to the sector, look at the actual extent of the provision and the quality of it and examine how well this meets the needs of the sector. As will be apparent there is a wide range of awards and qualifications available and of relevance to the sector. Provision of many of these is good within FE Colleges, in particular, SVQs at Levels 2 and 3 and HNCs, although in the case of the latter it is unclear how many of the candidates undertaking them either work in the sector or subsequently come to work in the sector. However, the requirements of registration and the large numbers of staff working within the sector who will need to undertake such qualifications are likely to stretch current levels of provision.

Where the overlaps between supply and demand appear less strong is in the areas of soft skills development and meeting leadership and management skills needs. There are also issues for different types of employers with private sector social care providers, and to a lesser extent voluntary sector social care providers, having less access to the funding that underpins training than do local authority social care providers. Given that it is also the private and voluntary providers who have seen the greatest growth in their workforces in the last 10-15 years and seem likely to see further growth then this inequitable arrangement requires further attention.

In addition, there are two issues that have been highlighted in the course of this report that require further exploration in further development of the SSA. One is the level of resources within FE provision that are expended on awards that may not be relevant to the needs of employers and employees. The other is the disbursement of Modern Apprenticeship funding by Scottish Enterprise and the suggestion that a) further cuts may be about to be approved and b) whether the originally announced 50% cut in HSC MAs is in fact greater than 50%.

It also seems clear that there are a number of developments currently underway that could or will have an impact on some of the skills needs identified in section 2. These include the NOS in contracting, commissioning and procurement and potentially the revision of the standards for the Leadership and Management in Care Services award.

In conclusion, there is a considerable degree of overlap between the sectoral skills needs identified in section 2 and the training resources that exist. However, there are areas that need to be addressed. In addition, the high levels of uptake which have been seen in recent years are expected to continue for the foreseeable future. It is these areas which will be considered further Stages of the SSA development.

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Appendix 1 - FE College Provision for Social Care/Social Work Skills SVQs and HNCs and Child Care Services SVQs and HNCs.

College	SCSWS SVQ	CCS SVQ	HNC Social Care	HNC Childcare	Area
Aberdeen	Y	Y	Y	Y	SEn
Angus	Y	Y	Y	Y	SEn
Anniesland	Y	Y	Y	Y	SEn
Ayr	Y		Y	Y	SEn
Banff & Buchan	Y	Y	Y		SEn
Borders	Y	Y	Y	Y	SEn
Cardonald	Y	Y	Y	Y	SEn
Clackmannan	Y			Y	SEn
Clydebank			Y	Y	SEn
Coatbridge		Y	Y	Y	SEn
Cumbernauld		Y	Y	Y	SEn
Dumfries and Galloway	Y	Y	Y	Y	SEn
Dundee	Y	Y	Y	Y	SEn
Edinburgh's Telford College	Y	Y		Y	SEn
Elmwood	Y	Y			SEn
Falkirk	Y	Y	Y	Y	SEn
Fife		Y	Y	Y	SEn
Glasgow College of Nautical Studies		Y	Y	Y	SEn
Glenrothes	Y		Y	Y	SEn
Inverness	Y	Y			HIE
James Watt	Y	Y	Y	Y	SEn
Jewel and Esk Valley	Y	Y	Y	Y	SEn
John Wheatley			Y	Y	SEn
Kilmarnock		Y	Y	Y	SEn
Langside	Y	Y	Y	Y	SEn
Lauder	Y	Y	Y		SEn
Lews Castle					HIE
Moray	Y	Y			HIE
Motherwell	Y	Y	Y	Y	SEn

North Glasgow			Y		SEn
Perth	Y	Y			SEn
Reid Kerr	Y	Y	Y	Y	SEn
Sabhal Oar Ostaig					HIE
South Lanarkshire	Y		Y	Y	SEn
Stevenson	Y	Y	Y	Y	SEn
North Highland	Y				HIE
West Lothian	Y	Y	Y	Y	SEn
Orkney	Y	Y			HIE
Shetland					HIE

Appendix 2 - FUNDING STREAMS

Solely Concerned with Social Services Sector's Training
Specific Training Grant
Section 9 Funding (including Centres for Excellence)
Voluntary Sector Development Fund
Return to Learn
Fast-track Initiative
Early Years and Childcare Workforce Development Fund
Upskilling the Workforce
Voluntary Sector Care Providers
Criminal Justice SW Training
SSSC Disbursements and Bursaries

Sources of Training Available to Many Sectors
Modern Apprenticeships and Skillseekers
Scottish Union Learning Fund
European Structural Funds
Individual Learning Accounts (ILAs)
Adult Literacy Funding
National Lottery and Charities
Funding to HEIs
Funding to FE Colleges

Appendix 3 - Staff Groups for whom Registration Requirements have been set

Staff Group	Date Register Opens	Phase
Adult Day Care		
- Managers of Adult Day Care Services	January 2006	1
Adult Residential Care		
- Managers of care home services for adults	January 2006	1
- Supervisors in adult residential care -	September 2007	2
- Practitioners in adult residential care	January 2009	2
- Support workers in adult residential care	April 2009	2
Care Commission		
Care Commission Officers	Opened 2004	1
Day Care Services for Children		
- Manager/lead practitioner in day care services for children	October 2006	2
- Practitioners in day care services for children	March 2007	2
- Support workers in day care services for children	October 2008	2
Fieldwork		
Social Worker	Opened 2003	1
Housing Support Services		
- Managers in housing support services	Autumn 2009	2
- Supervisors in housing support services	To be confirmed	2
- Workers in housing support services	To be confirmed	2
Residential Child Care		

- Managers of residential child care services	June 2005	1
- Residential child care workers with supervisory responsibilities for other residential child care workers	October 2005	1
- Residential child care workers	July 2006	1
School Care Accommodation Service		
- Managers of School Hostels	2009	2
- School Hostel Workers with supervisory responsibilities	2009	2
- School Hostel Workers	2009	2
- Independent Boarding Schools – Managers	2009	2
- Independent Boarding Schools – Workers	2009	2
- Previously exempted - Residential Special Schools - Managers	2009	2
- Previously exempted Residential Special Schools – Supervisors	2009	2
- Previously exempted Residential Special Schools - Workers	2009	2

Full details of the registration requirements in relation to the above staff groups can be obtained from the Registration section of the Scottish Social Services Council web-site at www.sssc.uk.com/registration