

# Continuing Professional Development for the Social Service Workforce

October 2004



Scottish  
**Social Services**  
Council



## ➤ BACKGROUND AND CONTEXT

**1.1** The vision of the Scottish Social Services Council (SSSC) is of a competent, confident workforce capable of delivering services in a changing environment and committed to developing a culture of learning. This requires the SSSC to work in partnership with others. A well trained and motivated workforce is crucial to delivering quality services to meet the expectations of users and informal carers. The continuing professional development (CPD) needs of the sector must therefore extend to the whole of the social service workforce.

**1.2** In order to promote CPD, the Central Council for Education and Training in Social Work (CCETSW) developed and promoted a post qualifying (PQ) framework for social workers. A recent review of this framework has indicated that while there has been merit in having formal recognition of post qualifying learning for social workers, this arrangement needs to be simpler, more flexible and made applicable to the whole sector.

**1.3** In promoting CPD, the SSSC is mindful of a number of relevant contextual factors:

- the registration of social workers and other social service workers and the setting of Post Registration Training and Learning (PRTL) requirements for registered workers. Currently registered social workers are required to complete 15 days of study, training, courses, seminars, teaching or other activities which could reasonably be expected to advance social workers' professional development. Social workers are required to keep a record of the training undertaken. PRTL requirements will be extended to other categories of workers once they are registered with the SSSC. CPD will enable workers to not only achieve registration but also maintain registration by developing and enhancing their knowledge and skills.
- the requirements about CPD set down in the SSSC's Codes of Practice for Social Service Workers and their Employers.
- the work of the National Workforce Group and its sub-groups on Education and Training, Human Resources and Workforce Intelligence.
- the SSSC's review of the post-qualifying framework and the need to build on the commitment and the successes of the Post Qualifying Consortium.
- the SSSC's work on continuing professional development. This has highlighted the need for employers to support their staff to enable them to develop and maintain their competence.
- the opportunities for greater use of National Occupational Standards provided by the review of the Care Awards. This was a joint exercise with colleagues across the UK in social care and health led by the SSSC.
- the Scottish Executive's policy agenda for integrated service delivery in Community Care, Criminal Justice and Children and Families. This will place an increasing expectation upon all workers to work more closely together.

- the SSSC's existing workforce development activity and the opportunities that will be provided by being part of the Sector Skills Council for the sector, Skills for Care and Development.
- the 21st Century Social Work Review announced by the Minister for Education and Young People in June 2004. This will examine the role of the Social Worker, Chief Social Work Officer and the contribution of social work services.
- the proposals put forward by the Practice Learning Implementation Group (PLIG) for dispersed sector-wide Learning Centres.
- the establishment of the Scottish Institute for Excellence in Social Work Education and the work of the Centres for Excellence supported by the Scottish Executive.
- the Standards set out in the Framework for Social Work Education.
- the SSSC and the NHS Education for Scotland (NES) work in support of A Joint Future. This includes looking at the training of nurses and social workers.
- the opportunities provided to the sector by the Scottish Credit and Qualifications Framework (SCQF).
- the need for alignment across the UK which supports workforce mobility.
- the need to protect the interests, and recognise the achievements of current or registered Post Qualifying Social Work Award (PQSWA) and Advanced Award in Social Work (AASW) holders. In particular some employers have introduced their own CPD requirements with links to the PQSW. These arrangements may in some cases be related to salary progression.

## ➤ DEFINITIONS

**2.1** A list of the most commonly used terms in this paper is attached as Appendix 3 on page 30.

The vision of the Scottish Social Services Council (SSSC) is of a competent, confident workforce capable of delivering services in a changing environment and committed to developing a culture of learning.

### 3 INTRODUCTION

**3.1** These proposals take account of the needs of the sector as articulated by workers, employers, service users and carers, education and training providers and the Scottish Executive. The sector needs an approach to CPD which embraces the wider workforce and focuses on better outcomes for users and carers.

We require:

- a) a systematic approach to continuing professional development
- b) systems and processes which support career development
- c) a comprehensive approach to the needs of the entire workforce
- d) arrangements that are achievable and affordable
- e) an approach which builds on the work of employers, of the Centres for Excellence, the Scottish Institute for Excellence in Social Work Education and a range of national initiatives
- f) a focus on improved outcomes for users and carers.

**3.2** The focus is on the continuing professional development of the individual, taking account of the employee's learning needs, employer expectations, career plans and local and national policy priorities.

**3.3** CPD encompasses a wide range of activities which contribute to the lifelong learning of all social service workers. It includes academic and practice development and, equally importantly, informal learning and learning and development in the workplace and any development which contributes directly to improving the quality of care received by service users.

**3.4** Continuing professional development for the social service workforce includes:

- qualifications required for registration
- PRTL requirements necessary to maintain registration status
- formal learning, normally leading to a recognised award within the SCQF

- informal and work-based learning, often provided by or supported by employers, such as induction and in-house courses, job shadowing and secondment
- experiential learning, which takes place through life and work experiences, and is often, but not always, unintentional learning.

## 4 OBJECTIVES

**4.1** The approach to CPD is about working towards establishing a confident, competent workforce capable of delivering high quality responsive services that meet the needs of service users. Seven objectives support this overall aim and are detailed below.

- 1) To improve the effectiveness, quality and relevance of learning.
- 2) To encourage employers to utilise a range of learning and development approaches.
- 3) To ensure workers achieve qualifications required for registration with SSSC.
- 4) To develop the SCQF and align CPD activities with the SCQF.
- 5) To promote the creation of specialist awards for social service workers where necessary.
- 6) To put in place transitional arrangements to protect the interests of those who are currently involved in programmes that fall within the PQ Framework, or who hold existing Post-Qualifying and Advanced Awards.
- 7) To develop CPD activity which supports the delivery of integrated services.

# OBJECTIVE 1

## To improve the effectiveness, quality and relevance of learning

The aim is to improve the quality and relevance of learning, linking opportunities more closely to the needs of employers whilst taking account of individuals’ needs at different stages in their working lives. It is essential that investment in learning and development has a direct and positive impact on the quality of services provided by agencies.

- (i) Building on its workforce development responsibilities and the work of the Human Resources Sub-Committee of the National Workforce Group, the SSSC will work closely with employers to develop guidance on how employers can best put in place workforce development strategies which meet individual learning needs, employer expectations, career planning and local and national policy priorities.
- (ii) Building on the work of the Workforce Intelligence Group, the SSSC will provide workforce information on the sector to employers and education and training providers. More

accurate workforce information will contribute to employers putting in place modern workforce development strategies.

- (iii) The SSSC’s existing workforce planning and information activity will be taken forward as part of the SSSC’s responsibility as a Sector Skills Council. This will include working to support others in dissemination of tools to aid workforce development and workforce planning.

### Recommendation

- (i) **Working with others, the SSSC provides advice and guidance to employers on how workforce development initiatives can be used to improve the quality and effectiveness of learning.**



## OBJECTIVE 2

### To encourage employers to utilise a range of learning and development approaches

The SSSC will encourage individuals, teams and organisations to make use of a wide range of personal and organisational development approaches and methods, for example, coaching, job shadowing and action learning, rather than relying exclusively on formal and validated programmes. Working with the Scottish Institute for Excellence in Social Work education (the Institute) the SSSC will also promote the use of new technology and distance learning. Employers are seeking training and learning opportunities for their staff that are flexible and accessible. The SSSC will work with education and training providers to assist them to respond to employers' demands.

As part of its Sector Skills function the SSSC will place greater emphasis on evaluating the outcome of learning and gauging the impact on service delivery.

#### Recommendations

- (i) The SSSC issue guidance on a range of personal and organisational development tools and how these might be used within the context of CPD.**
- (ii) The SSSC, in collaboration with the Institute, extend the work of the knowledge transfer project promoting the use of e-learning, including e-portfolios and e-support for groups and individuals for CPD.**
- (iii) The SSSC works with the Scottish Qualification Authority (SQA), the Institute and others to evaluate the impact of CPD activity.**

### OBJECTIVE 3

#### To ensure workers achieve the qualifications required for registration with the SSSC

For many social service workers, the main priority for their learning and development in the foreseeable future is that they achieve the qualification required for registration with the SSSC. Many managers and frontline workers employed in day care and residential services have no relevant qualification. The process of registering the workforce and enabling them to achieve the required qualifications within the given timescales is a priority for the sector. The level of resources required to assist employers to meet the requirements for phase one registration has been identified and reports on funding available within the sector have been published by the SSSC.

The SSSC and the Care Commission will continue to work with employers and education providers to help ensure that workers are provided with the opportunity to acquire the qualifications necessary for registration.

The SSSC will engage with training providers to help ensure that the required training resources are available with sufficient geographic spread to meet the needs of employees and employers. It will also work with employer bodies to assist service providers in the development of plans to ensure that their workers meet the qualification requirements for registration within set timescales.

#### Recommendation

- (i) The SSSC, working closely with the Care Commission, employers and training providers, continues to assist the sector in enabling their workers to obtain the qualifications necessary for registration.**

## OBJECTIVE 4

### To develop the Scottish Credit and Qualification Framework (SCQF) and align CPD activities within the SCQF

A key element of the SSSC's approach to CPD is the effective implementation of the SCQF within the sector. The SSSC has a key role to play in driving forward the SCQF given the size of our sector and the high level of employer investment in informal and work-based learning.

The goal of the SCQF is to enable all qualifications and learning to be credit-rated, including informal and work-based learning and professional qualifications, and to use the framework as the basis for accrediting prior and experiential learning. It provides a framework for both broadening and progressing learning. It also has the potential to tackle some of the barriers to participation in further and higher education.

To maximise the potential of the SCQF, the recognition of prior learning (RPL) has to become embedded within all learning and development systems.

The challenge is to develop simple ways of articulating and recording this process, which can help reflection and be used later as a source of evidence if required.

Currently only higher education institutions (HEIs) and the Scottish Qualification Authority (SQA) can credit-rate within the SCQF. However additional credit-rating bodies will be required, as the range of learning activities which are put forward for credit-rating expands. As the regulatory body, it is not appropriate for the SSSC to directly assume an accrediting role. In order to realise the potential of the SCQF for our sector, it is important that arrangements to credit-rate learning, accredit programmes and meet the demands of the sector are put in place.

In setting the qualifications for registration the SSSC has recognised a wide range of qualifications which meet agreed criteria. In summary the

qualifications we recognise require candidates to demonstrate both their academic and practice ability. As part of its work the SSSC will ensure the criteria it approves fit within the SCQF.

#### Recommendations

- (i) The SSSC works with the Scottish Executive, SQA and HEIs to agree how best to create effective collaborative credit rating and accrediting arrangements for the social services sector.**
- (ii) In implementing the SCQF the Council ensure the criteria used to identify the qualifications for registration are appropriate.**
- (iii) The SSSC work with the Scottish Executive to determine how the Centres for Excellence can best contribute to the development of the workforce and their CPD.**

## OBJECTIVE 5

### To promote the creation of specialist awards for social service workers where necessary

There will be occasions when the Scottish Executive, employers or the SSSC takes the view that in order to address particular learning needs linked to specific functions and responsibilities, that a specialist award or qualification should be commissioned. The most obvious examples in the past have been in relation to qualified social workers, for example, the current Practice Teaching and Mental Health Social Work Awards.

The review of the post-qualifying (PQ) framework indicated that, whatever its shortcomings, the PQ framework has introduced formal recognition of post-qualifying learning. The PQ framework has encouraged reflective practice, developing social workers ability to be more evidence based and research-minded. In addition, it has provided the opportunity for time and space to become re-invigorated and share practice with others. We need to ensure that social workers continue to have opportunities to maintain and extend their professional practice and that there are pathways for the advancement of social work as a discipline.

However we need to extend the clear benefits from the post-qualifying framework and ensure that the enthusiasm and motivation of social workers and employers who have engaged with the post-qualifying framework is extended to all social service workers.

With reference to social workers, the SSSC will develop standards, covering both knowledge and practice requirements for particular areas of practice, which may in turn be used to develop specialist awards. It will do this by developing the Standards in Social Work Education (SiSWE) at levels 11 and 12, within the SCQF as a preparatory step for specialist awards at these levels. This will be carried out in close collaboration with the Institute, the Scottish Executive, Association of Directors of Social Work (ADSW), Cosla and voluntary and private sector employers.

The decision to commission specialist qualifications to enhance practice – for social workers and other groups of the workforce – will be based on the needs of the sector, identified by employers and/or as a

result of Scottish Executive policies and as agreed by the SSSC. Examples of current developments within this category are, the Regulation of Care Award, proposals for Skills Sets based on the revised National Occupational Standards for Care, and new developments in child protection training.

#### Recommendation

- (i) The SSSC, the Scottish Executive, employers, HEIs and other stakeholders work together to agree the priorities for specialist awards for social workers and other social service workers within an agreed timetable.**

## OBJECTIVE 6

To put in place transitional arrangements to protect the interests of those who are currently involved in programmes that fall within the PQ Framework, or who hold existing Post-Qualifying and Advanced Awards

A number of social workers are currently using the PQ framework to advance their learning and qualifications. They need to be supported to complete their studies.

### Recommendation

- (i) Transitional arrangements are put in place to protect the interests of those currently involved in post-qualifying programmes or those who hold Post-Qualifying and Advanced Awards.**

OBJECTIVE 7  
To develop CPD activity which supports the delivery of integrated services

There is an increasing expectation that social service workers will deliver integrated services. Opportunities for joint education and training do exist but the extent of the provision is patchy. We need to train workers in the sector so they are more confident about working alongside other professionals and of the contribution they bring to multi-disciplinary working.

Recommendation

- (i) **The SSSC in collaboration with the Institute, NES and other bodies will identify CPD opportunities which support the delivery of integrated services.**

## 5 CONCLUSION

**5.1** This paper sets out seven objectives for CPD for the social services workforce. The approach is inclusive, is relevant to the whole workforce, including early years and childcare workers and is intended to be applicable to workers at all levels and stages of their careers. It is underpinned by the Codes of Practice. The strategy will encourage a wide variety of learning through employer led mechanisms.

**5.2** There are currently a number of bodies and groups working on different aspects of this agenda. The SSSC will work with the Scottish Executive and the Institute to agree how best to take these recommendations forward.

## RECOMMENDATIONS

**Working with others, the SSSC provide advice and guidance to employers on how workforce development initiatives can be used to improve the quality and effectiveness of learning.**

**The SSSC issue guidance on the range of personal and organisational development tools and how these might be used within the context of CPD.**

**The SSSC, in collaboration with the Institute, extend the work of the knowledge transfer project promoting the use of e-learning, including e-portfolios and e-support for groups and individuals for CPD.**

**The SSSC work with others to evaluate the impact of CPD activity.**

**The SSSC, working closely with the Care Commission, employers and training providers, continues to assist the sector in enabling their workers to obtain the qualifications necessary for registration.**

**The SSSC works with the Scottish Executive, SQA and HEIs to agree how best to create effective collaborative credit rating and accrediting arrangements for the social services sector. In implementing the SCQF the SSSC ensure the criteria used to identify the qualifications for registration are appropriate.**

**The SSSC work with the Scottish Executive to determine how the Centres for Excellence can best contribute to the development of the workforce and their CPD.**

**The SSSC, the Scottish Executive, employers, HEIs and other stakeholders work together to agree the priorities for specialist awards for social workers and other social service workers within an agreed timetable.**

**Transitional arrangements are put in place to protect the interests of those currently involved in post qualifying programmes or those who hold Post Qualifying and Advanced Awards.**

**The SSSC in collaboration with the Institute, NES and other bodies will identify CPD opportunities which support the delivery of integrated services.**

## APPENDIX 1

### SCOTTISH SOCIAL SERVICES COUNCIL’S CONTINUING PROFESSIONAL DEVELOPMENT IMPLEMENTATION PLAN

**Purpose:** To specify outcomes and tasks involved in developing, implementing and promoting the SSSC’s approach to continuing professional development for the social service workforce, the organisations which will be involved, timescales, how the outcomes will be achieved and related developments.

**Summary:** The purpose of this document is to set out the Scottish Social Services Council’s implementation plan to support the continuing professional development of the social service workforce. The plan sets out outcomes, tasks, timescales and key partners and makes links to related developments across the sector.



## SECTOR NEEDS

These proposals take account of the needs of the sector as articulated by workers, employers, service users and carers, education and training providers and the Scottish Executive. The sector needs an approach to CPD which embraces the wider workforce and addresses Scotland's current and future care needs.

We require:

- a) a systematic approach to Continuing Professional Development
- b) systems and processes which support career development
- c) a comprehensive approach to the needs of the entire workforce
- d) arrangements that are achievable and affordable
- e) an approach which builds on the work of employers, of the Centres for Excellence, the Institute and a range of national initiatives
- f) a focus on improved outcomes for users and carers.

The focus is on the continuing professional development of the individual, taking account of the employee's learning needs, employer expectations, career plans and local and national policy priorities.

CPD encompasses a wide range of activities which contribute to the lifelong learning of all social service workers. It includes academic and practice development and, equally importantly, informal learning and learning and development in the workplace and any development which contributes directly to improving the quality of care received by service users.

Continuing professional development for the social service workforce includes:

- qualifications required for registration
- post registration training and learning requirements necessary to maintain registration status
- formal learning, normally leading to a recognised award within the SCQF
- informal and work-based learning, often provided by or supported by employers, such as induction and in-house courses, job shadowing and secondment
- experiential learning, which takes place through life and work experiences, and is often, but not always, unintentional learning.

## OBJECTIVES

**The approach to CPD is about working towards establishing a confident, competent workforce capable of delivering high quality responsive services that meet the needs of service users. Seven objectives support this overall aim and are detailed below.**

- 1 To improve the effectiveness, quality and relevance of learning.**
- 2 To encourage employers to utilise a range of learning and development approaches.**
- 3 To ensure workers achieve qualifications required for registration with SSSC.**
- 4 To develop the SCQF and align CPD activities within the SCQF.**
- 5 To promote the creation of specialist awards for social service workers where necessary.**
- 6 To put in place transitional arrangements to protect the interests of those who are currently involved in programmes that fall within the PQ Framework, or who hold existing Post-Qualifying and Advanced Awards.**
- 7 To develop CPD activity which supports the delivery of integrated services.**

APPENDIX 1 cont'd

OBJECTIVE 1	OUTCOMES	TASKS
To improve the effectiveness, quality and relevance of learning	1.1 Guidance provided on workforce planning, training needs analysis and preparation of training strategies and plans	1.1.1 Work with partners to agree upon how best to make available guidance to all employers in the sector  1.1.2 Work with SPLP through the new learning centres to improve access to learning  1.1.3 Produce guidance on use of workforce planning, training needs analysis and preparation of training plans for employers
	1.2 Produce guidance on more effective use of National Occupational Care Standards	1.2.1 Establish consultative group to agree and prioritise the development of skills sets
	1.3 Disseminate guidance on more effective use of National Occupational Care Standards	1.3.1 Create links between employee development initiatives and National Occupational Standards; promotion of use of HN units and single unit certification
	1.4 Guidance provided to employers and employees on making best use of CPD	1.4.1 Establish baseline information for development of an evaluation strategy for CPD  1.4.2 Review existing literature on effectiveness of CPD  1.4.3 Issue guidance to employers on the effective use of CPD

TO BE COMPLETED BY	PARTNERS	LINKS/PARALLEL DEVELOPMENTS/ SE POLICY
31/12/04	SSSC/NWG/ADSW/Voluntary Sector Workforce Unit/Supporting Front Line Staff Initiative/TOPSS/Private Sector	<ol style="list-style-type: none"> <li>1 Voluntary Sector Workforce Unit</li> <li>2 Smart Successful Scotland</li> <li>3 Responsibilities of SSSC as an SSC</li> </ol>
30/06/05	SSSC/SPLP	<ol style="list-style-type: none"> <li>4 ADSW Supporting Frontline Staff Initiative</li> <li>5 National Workforce and three sub groups :               <ul style="list-style-type: none"> <li>– Education Training and Development</li> <li>– Workforce Intelligence</li> <li>– Human Resources</li> </ul> </li> </ol>
31/03/05	SSC/SIRCC/Future Skills Scotland	<ol style="list-style-type: none"> <li>6 New NOS Health and Care Standards</li> <li>7 Major enquiries commenting on failure of some public services charged with the protection of adults and children</li> </ol>
31/10/04	SSSC/SIESWE/ADSW/Scottish Executive /SQA	<ol style="list-style-type: none"> <li>8 The Scottish Practice Learning Project</li> </ol>
30/04/05	SSSC/NWG/SIESWE/SQA	<ol style="list-style-type: none"> <li>9 Topss (England) CPD developments</li> </ol>
31/12/04	SSSC/SIESWE/SE	<ol style="list-style-type: none"> <li>10 Leading to Deliver Programme</li> <li>11 21st Century Social Work</li> <li>12 Progress with Complexity SWSI Annual Report</li> </ol>
30/3/05	SSSC/SIESWE/SE	
30/9/05	SSSC	

APPENDIX 1 cont'd

OBJECTIVE 2	OUTCOMES	TASKS
To encourage employers to utilise a range of learning and development approaches	2.1 Publish report on use of supervision and other employee development tools including performance review, action learning, mentoring, job shadowing, coaching, job rotation etc	2.1.1 Develop, with others, guidance for employers on how to make best use of all Learning and Development approaches
	2.2 More individuals able to access CPD activity through a range of methods including open learning, flexible learning and e-learning	2.2.1 To develop a workplan with the Institute to address a range of issues including access, understanding of best practice and extending the knowledge transfer project
	2.3 Employers are supported in meeting their responsibilities for CPD through the Learning Centres (SPLP) whole sector approach to learning and development	2.3.1 SSSC and Institute ensure that aims, objectives and workplans of the Learning Centres(SPLP) support CPD for the Social Services Workforce

TO BE COMPLETED BY

PARTNERS

LINKS/PARALLEL DEVELOPMENTS/  
SE POLICY

30/06/05

SSSC/Skills for Care and  
Development/Unison/WEA/  
Scottish Leadership Foundation

- 1 National Workforce Group
- 2 SSDA best practice initiatives
- 3 Development of Skills for Care  
and Development

30/3/05

SIESWE/SSSC/  
Learning and Teaching  
Scotland/Community Learning  
Scotland/Further Education

- 4 Influence of Scottish  
Leadership Foundation
- 5 Review of Early Education  
and Child Care

30/3/05

PLIG/SE

- 6 Institute Projects
- 7 Scottish Practice  
Learning Project
- 8 CCPS Workforce Unit
- 9 The Same As You
- 10 It's Everyone's Job To  
Make Sure I'm Alright

APPENDIX 1 cont'd

OBJECTIVE 3	OUTCOMES	TASKS
To ensure workers achieve the qualifications required for registration with the SSSC	3.1 Officers of the Care Commission are more aware of the qualifications required for registration	3.1.1 To implement a workplan which will include a series of seminars for Care Commission officers on National Care Standards and qualifications for Registration
	3.2 Increased awareness in FE sector about the criteria for registration	3.2.1 Hold one seminar for FE sector on SSSC and qualifications for criteria for registration
	3.3 Employers are assisted in achieving a more highly qualified workforce by engaging with the National Training Strategy	3.3.1 Series of seminars to promote more effective workforce planning and more transparent understanding of current funding arrangements; building on the work of the Council's two funding reports, and the Scottish Executive's Social Care Labour Market report and the National Training Strategy
	3.4 Agreement reached with Scottish Executive as to how Centres for Excellence can support the workforce in acquiring the qualifications necessary for registration, PRTL and development of the Scottish social service workforce	3.4.1 Preliminary meeting scheduled for November 04

TO BE COMPLETED BY	PARTNERS	LINKS/PARALLEL DEVELOPMENTS/ SE POLICY
31/12/04	SSSC/Care Commission	<div><div>1</div>Memorandum of understanding between the Care Commission and SSSC</div> <div><div>2</div>Workforce information group</div>
31/03/05	SSSC/SFEFU	<div><div>3</div>Fit for the Future</div>
30/03/05	SSSC/Cosla/SE Private Sector Care/Voluntary Sector Workforce Unit/HPCs/Supporting Education, Training and Development Working Group	National Workforce Group – Education and Training Strategy
31/12/04	SSSC/SE/Centres of Excellence/SIESWE	

APPENDIX 1 cont'd

OBJECTIVE 4	OUTCOMES	TASKS
To develop the SCQF and align CPD activities with the SCQF	4.1 Methods of credit rating and accrediting CPD opportunities – including work based learning and RPL – within the SCQF are established	4.1.1 SSSC will work with the SCQF co-ordinating group to ensure that sectors CPD needs are understood and a decision made as to how credit rating and accreditation will be taken forward
	4.2 Agreement secured with the Centres for Excellence on how their provision will contribute to the CPD strategy	4.2.1 Preliminary meeting with Centres of Excellence has been scheduled for November 2004
	4.3 Place existing PQ and Advanced Awards within the SCQF	4.3.1 Review work carried out in 2002 and build in integration of practice competence and academic level to SCQF
	4.4 Implementation of the SCQF in a way that gives recognition to qualifications which integrates both knowledge and skills	4.4.1 Consult with a variety of organisations including Institute of Bankers to learn how other sectors are using the SCQF



TO BE COMPLETED BY	PARTNERS	LINKS/PARALLEL DEVELOPMENTS/ SE POLICY
31/03/05	SSSC/SCQF Co-ordination Group	<div><div>1</div>SCQF</div> <div><div>2</div>National Education and Training strategy</div> <div><div>3</div>Scottish Executive Lifelong Learning Strategy</div> <div><div>4</div>Learning Centres (PLIG)</div>
31/12/04	SSSC/SCQF/SIESWE	
31/03/05	SSSC/PQ Consortium /SCQF	
31/03/05	SSSC/SCQF	

APPENDIX 1 cont'd

OBJECTIVE 5	OUTCOMES	TASKS
To promote the creation of specialist awards for social service workers where necessary	5.1 Creation of advanced level standards which build on the SiSWE and are placed at SCQF levels 11/12; to support career pathways, accommodate benchmarking with allied professions and strengthen the inter-professional agenda	5.1.1 Meet with Institute and employers to agree priorities and integrate with systems with that used to develop skill sets
	5.2 There will be skills sets to support workforce needs based on new care awards	5.2.1 See objective 1 Task 2.1
	5.3 New roles in the sector are supported by new qualifications	5.3.1 To meet with relevant stakeholders to make provision for the creation of systems which support the creation of new job roles in the sector
	5.4 Agreement with the Scottish Executive and employers on priorities for specialist awards across the sector over the next five years to support service improvement and the development of career pathways	5.4.1 Meet with the Scottish Executive and employers to decide upon main priorities for the development of new qualifying and post qualifying awards
	5.5 Agreement with SQA, QAA and the Scottish Executive as to how these Awards will be approved and quality assured	5.5.1 Meet with quality assurance bodies to develop options paper for consideration by Council by 31/6/05

TO BE COMPLETED BY

PARTNERS

LINKS/PARALLEL DEVELOPMENTS/  
SE POLICY

31/12/05

SSSC/PQ Consortium/SIESWE/  
SE/Cosla/ADSW/QAA/HEIs

21 st Century Social work

Review of Early Education  
and Child Care

National Workforce Group

See Objective 1 Outcome 2.1

SSSC/Skills for Care and  
Development/ADSW

Redesigned and Redrawn –  
developing new roles in Social  
Care (Topss England Report)

30/12/05

SSSC/Skills for Care and  
Development /Skills for Health/  
Skills for Justice/Skills Active/  
SE/ADSW/ADES/Cosla/N(HS)ES

30/3/05

SSSC/SE

Dec 2004

SSSC/SQA/QAA/SE

APPENDIX 1 cont'd

OBJECTIVE 6	OUTCOMES	TASKS
To put in place transitional arrangements to protect the interests of those who are currently involved in programmes that fall within the PQ Framework, or who hold existing Post-Qualifying and Advanced Awards	<b>6.1</b> Transitional plan developed with PQ Consortium – to include:  Revision of work plan for 2004/05	<b>6.1.1</b> Revise workplan to take account of SSSC CPD plan
	<b>6.2</b> Dissemination of information to candidates and programmes	<b>6.2.1</b> Initial briefing to candidates and programmes in November with quarterly briefings thereafter dissemination of information and guidance to candidates and programmes
	<b>6.3</b> Resolution of quality assurance issues following the ending of funding	<b>6.3.1</b> Seek agreement on partnership working to underpin PQ activity
	<b>6.4</b> Location of existing provision within the SCQF framework	<b>6.4.1</b> Initial levelling of approved provision against SCQF was undertaken in 2002
	<b>6.5</b> Provision of advice on the creation of alternative career development and staff retention initiatives following closure of the Post qualifying Consortium	<b>6.5.1</b> Complete schedule of meetings with employer bodies to identify and resolve issues of particular concern to employers  <b>6.5.2</b> Assist with the design of interim systems to meet the PQ consortiums responsibilities towards candidates, employers and programmes
	<b>6.6</b> Education providers are enabled to plan for the impact of closure of the PQ consortium	<b>6.6.1</b> Meet with HEI providers to support them in responding to changes which ensue from Closure of the PQ consortium

TO BE COMPLETED BY

PARTNERS

LINKS/PARALLEL DEVELOPMENTS/  
SE POLICY

31/10/04

SSSC/PQ Consortium

1 Ongoing quality assurance and approval of current awards beyond March 2005

31/11/04

SSSC/PQ Consortium/SIESWE/HEIs

2 All of the other countries in the UK are reviewing PQ

31/3/05

31/03/05

SSSC/SCQF/PQ Consortium

31/12/04

SSC/PQ Consortium/ADSW

30/09/05

Cosla/ADSW/SSSC

31/12/04

SSSC/SIESWE/HEIs/Consortia

APPENDIX 1 cont'd

OBJECTIVE 7	OUTCOMES	TASKS
To develop CPD activity which supports the delivery of integrated services	7.1 CPD activity supports the delivery of integrated service provision to those who use community care services and their carers	7.1.1 Review findings from N(HS)ES/SSSC Research Mapping Exercise on joint training and education provided in Formal education establishments in support of The Joint Future. SSSC will agree with N(HS)ES a workplan to promote integrated service delivery
	7.2 CPD activity supports the delivery of integrated services to Scotland’s children and their families who are in need	7.2.1 Preliminary meeting with relevant officers from Cosla has been held to establish more formal relationships in relation to those workers involved with children of school age  7.2.2 Establish CPD as part of the work of the Early Education and Child Care Review Group  7.2.3 Contribute to the work of Child Protection Training Group in support of the implementation of It’s Everyone’s Job to Make Sure I’m Alright
	7.3 CPD activity supports the delivery of integrated services to adults receiving Criminal Justice Services	7.3.1 Workplan to be agreed with ADSW and Skills for Justice

TO BE COMPLETED BY

PARTNERS

LINKS/PARALLEL DEVELOPMENTS/  
SE POLICY

31/12/04

SSSC/N(HS)ES/PLIG/SE

The Same As You

Mental Health Development Framework

The Joint Future

31/12/04

SSSC/Cosla/N(HS)ES/PLIG/  
Skills Active/SIESWE/SE

It’s Everyone’s Job to Make  
Sure I’m Alright

Starting Together: Integrated  
Strategy for Early Years

For Scotland’s Children

31/12/04

SSSC/SE

School’s Out

Child Protection Training Group

31/10/04

SE/SSSC/SIESWE

Getting Best Results

Criminal Justice National Objectives  
and Standards

Reducing Re-offending

SSSC/Skills for Justice/ADSW/SE

## APPENDIX 2

### CPD for the Social Service Workforce

#### Definition of Terms

**Accreditation:** the act of granting credit or recognition, especially with respect to education institutions that maintains suitable standards. It requires an educational institution or programme to meet certain defined standards or criteria.

**Approval:** approval is the systematic process for arriving at decisions about the ability of a proposed programme to meet, over time, the requirements of the regulatory bodies, academic awarding bodies, education commissioners and service users.

**Awarding Body:** awarding bodies have a dual role. With sector bodies, they are jointly responsible for the assessment methods based on an agreed assessment strategy and they are also responsible of the implementation of individual awards. Awarding bodies monitor the assessment process and award the certificates. They undertake external assessment to ensure that candidates are being assessed fairly and consistently across all programme providers.

**CPD:** ongoing learning and development to improve and extend professional practice throughout an individual's career.

**Credit:** quantifying the outcomes of learning-credit points are a way of describing and comparing the amount of learning achieved.

**Formal learning:** takes place in education and training institutions leading to recognised qualifications.

**Informal learning:** can be defined as experiential learning and takes place through life and work experiences.

**Levels:** provide the basis for a broad comparison between learning and qualification. Within the SCQF, these are expressed in descriptors which give indicators of the characteristics of learning at each level.

**Non-formal learning:** takes place alongside the mainstream systems of education and training and does not typically lead to formal certificated learning and training activities undertaken in the workplace.

**Regulatory body:** this is a body established by Parliament to provide regulation of a professional group whose remit is to protect the public through standards and regulation of education and practice. Examples of

regulatory bodies are the Nursing and Midwifery Council, the Health Professions Council and the Scottish Social Services Council.

**RPL:** recognition of prior learning, granting credit on the basis of assessment of non-formal learning/experience. It is based on reflective practitioner cycle of experiential learning. This process moves from the description of an activity, to reflection on the experience, articulating the learning gained and constructing new ways of acting based on this reflection and then putting these into practice. The worker can enter the cycle at any stage and there are a range of inputs and outputs at different stages. The ability to articulate this reflection is a key component and is a process which in itself aids the learning and has prospective as well as retrospective dimensions. It is known that the process improves confidence and promotes self-direction in the learner.

RPL can be undertaken as part of personal/career development, as part of a bridging activity to support the transition between informal and formal learning, or to gain credit for entry to or within formal programmes of study.



**Sector Skills Council (SSC):** the SSCs, overseen by the Sector Skills Development Agency (SSDA) will identify, define and update employment-based standards of competence for agreed occupations. These are approved against criteria by a group made up of the regulatory authorities and the UK administrations.

Each SSC will agree sector priorities and targets with its employers and partners to address four key goals:

- reducing skills gaps and shortages
- improving productivity, business and public service performance
- increasing opportunities to boost the skills and productivity of everyone in the sector's workforce, including action on equal opportunities
- improving learning supply, including apprenticeships, higher education and national occupational standards.

**Standards:** what a learner should know/ be able to demonstrate.





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