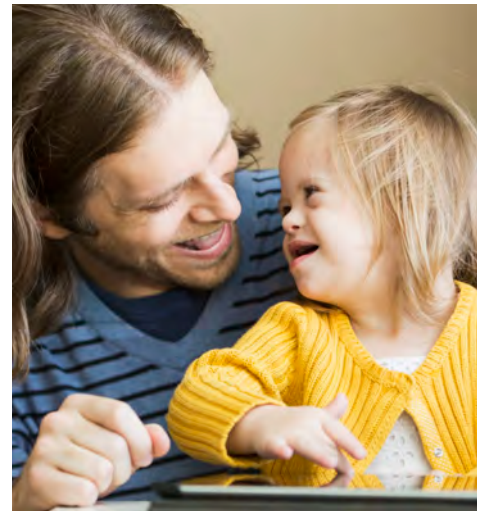




# Workforce Skills Report

2016 - 17





## CASE STUDY



# Has your job opened up new learning and development for you?

'It has allowed me to develop and improve both in work and as a person as well. I have a better idea of the challenges that young people and the vulnerable in society face and about social inequality.'

**Support worker,  
housing support service**

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## 1

## Foreword

The social service sector in Scotland employs approximately 200,000 people. They hold key roles in social work, adult social care and early learning and childcare. They deliver services in many locations including residential settings, the community, people's homes and in every part of Scotland.

This Workforce Skills Report (WSR) offers an overview of key skills challenges for the sector. The findings echo the messages we regularly hear from employers, frontline workers and learning and development staff.

Social service professionals have and require an increasingly complex set of skills. They build trust, promote dignity and act in the best interests of the people they support. Workers in all settings – including social work, early learning and childcare and adult social care – are skilled at working with the people they support.

Developing and maintaining their skills and knowledge is an ongoing challenge. There is a need for many workers to develop their leadership and management skills. Many workers are becoming increasingly familiar with a range of conditions and illnesses including dementia.

The WSR highlights key policy drivers such as the integration of care and the expansion of early learning and child care. These initiatives may highlight additional skills needs in due course.

The WSR promotes many positive aspects around working in this sector. It illustrates the substantial learning and development activity as workers achieve qualifications and meet registration requirements.

This report also highlights the work that the Scottish Social Services Council (SSSC), employers and others do to recruit, develop and retain a highly skilled and valued workforce. For example, our Step into Leadership website contains a range of resources which help people to develop their skills.

We believe that the WSR:

- offers a helpful overview of skills challenges for this sector
- will support workforce planners, employers and others to identify the key workforce challenges in their organisation
- helps policy-makers, researchers and others who can hopefully relate to the messages and use the evidence to support their work.

Ultimately we hope this report articulates the important role of social services and helps to tackle some of the myths about this highly skilled workforce.

We would warmly welcome your feedback on this report and the way it informs your work.

We are grateful to everyone who contributed to the development of the WSR.

**Anna Fowlie**  
Chief Executive



As well as this report, there is also an extended version.



### **Workforce Skills Report 2016 - 17 Extended version**

The extended version provides more detail and includes further data on learning, development and skills. It also contains all references used in developing the report. This version may be of more interest to workforce planners and anyone who wishes to reference evidence in this document. This is available as a PDF document.



## 2

# The Workforce Skills Report 2016 - 2017



In our Workforce Skills Report (WSR) the SSSC explores skills issues for the social service sector in Scotland. The WSR has three broad aims.

- 1.** To promote a better understanding of the social service sector and in particular the role of the workforce in providing better outcomes for people throughout Scotland.
- 2.** To explore current and future skills challenges for the sector and to support workforce planning.
- 3.** To inform the debate on how employers, learning providers and others work to address skills challenges.



## This report:

## Section

identifies a number of recent workforce development initiatives including the end of life and palliative care learning framework

3

outlines the role of the social service sector and summarises some of the data on access to services

4

briefly explores the economic contribution of the sector

5

outlines the key characteristics of the social service workforce

6

outlines the registration of the social service workforce process

7

covers many of the key recruitment and retention challenges for the sector and outlines some of the initiatives tackling these issues

8

summarises our understanding of the key skills issues and challenges for this workforce

9

highlights the significant volume of learning and development provision in this sector, including Scottish Vocational Qualifications (SVQs) and the childhood practice award.

10

This report contains a number of brief case studies throughout. All case studies are taken from the SSSC's 'life changing work' campaign.

## 3

# Developing Scotland's social service workforce



I am always learning from the young people themselves - they teach me without realising it!

Team leader,  
residential child care service

Key stakeholders working in social services have jointly developed a Vision and Strategy for Social Services in Scotland. The Vision and Strategy was launched on 17 March 2015 – World Social Work Day. It sets out the following vision.

**'A socially just Scotland with excellent social services delivered by a skilled and valued workforce which works with others to empower, support and protect people, with a focus on prevention, early intervention and enablement.'**<sup>1</sup>

There are a range of initiatives underway which support the development of Scotland's social service workforce. Some of these initiatives are in the vision and strategy. They include the sixteen activities illustrated in the graphic on the next page.



1. Scottish Government (2015) Social services in Scotland: A Shared Vision and Strategy 2015 - 2020.



<p>01 </p> <p>Revised Codes of Practice for Social Service Workers and Employers<sup>2</sup></p>	<p>02 </p> <p>National Health and Social Care Standards: My support, my life</p>	<p>03 </p> <p>New guidance on safer recruitment</p>	<p>04 </p> <p>Guidance on the Procurement of Care and Support Services 2016 (Best-Practice)</p>
<p>05 </p> <p>A review of social work education and the Standards in Social Work Education</p>	<p>06 </p> <p>A leadership strategy for Scotland's social services 2017-2020</p>	<p>07 </p> <p>Support for supervision, mentoring and coaching</p>	<p>08 </p> <p>An end of life and palliative care learning framework</p>
<p>09 </p> <p>Supporting induction</p>	<p>10 </p> <p>Promoting Excellence for health and social service staff working with people who have dementia</p>	<p>11 </p> <p>Equal Partners in Care (EPiC) guidance for working with carers</p>	<p>12 </p> <p>A Standard for Foster Care</p>
<p>13 </p> <p>A Standard for Residential Child Care</p>	<p>14 </p> <p>Work to develop a better understanding of recruitment, retention and Brexit</p>	<p>15 </p> <p>Scottish Social Services Awards</p>	<p>16 </p> <p>SSSC Learning Strategy 2017-2020</p>

2. The SSSC first published the Codes of Practice for Social Service Workers and Employers in 2003. The Codes set out the national standards of conduct and practice that apply to all social service workers and employers.

## 3

## SNAPSHOT



## Integration of health and social care

Legislation to implement health and social care integration in Scotland came into effect from 1 April 2016. Integration is about putting people at the centre of decisions. It aims to improve services and to make them more responsive. Integration brings NHS and local authority care services under one partnership arrangement. This is the most significant change to the way services are delivered since the creation of the NHS.

There are 31 local Integration Authorities (IAs) in Scotland managing £8 billion of health and social care services. The IAs aim to:

- improve the journey for a person accessing health and social care services
- remove the focus on individual budget streams
- commission coordinated services which provide care for individuals in their community or in a homely setting and to avoid unnecessary hospital admissions.

Integration has the potential to deliver innovative models and approaches to health and social care. For example, East Ayrshire Health and Social Care Partnership use multi-disciplinary teams to deliver care in a community setting. There is also evidence of services introducing models where district nurses have a greater role in care. These approaches aim to provide a more holistic approach to the delivery of care.

In December 2016 the Scottish Government published their health and social care delivery plan.<sup>3</sup> The plan identifies three aims.

- Better care.
- Better health.
- Better value.

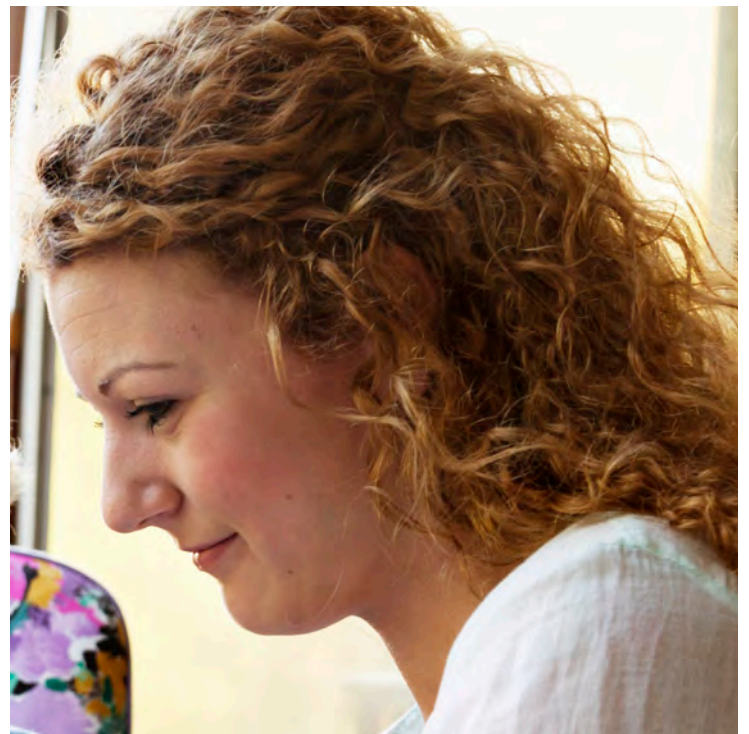
The Delivery Plan also contains commitments. For example, by 2018 the Scottish Government aims to reduce unscheduled bed-days in hospital care by up to 10%. This target would be achieved by reducing delayed discharges, avoidable admissions and inappropriate long stays in hospital.

3. Scottish Government (2016) Health and Social Care Delivery Plan.



## 4

# Access to and sustainability of social services



“ ”

'You need to be willing to work with both the staff and the residents to build up trust which also means having good people skills and good teamwork.'

**Assistant manager,  
care home service for adults**



### The social service sector delivers:

- statutory services such as social work
- early learning and childcare services
- community-based services for people with disabilities, vulnerable people and older adults
- residential care for children, vulnerable young people, adults and older people
- services in people's homes such as care at home and housing support
- services in prisons such as assessing personal needs or encouraging meaningful contact between prisoners, partners and children.

### The sector supports Scottish Government priorities and objectives such as:

- tackling inequality, the attainment gap and poverty
- promoting choice and helping people to stay at home for longer
- creating a fairer Scotland
- reducing re-offending
- tackling stigma
- tackling social isolation and loneliness
- helping people to maintain good mental health
- helping people to manage addictions and drug misuse
- providing high quality employment.

### Social services support thousands of people throughout Scotland.

249,400

children registered with early learning and childcare services in Scotland including day care of children and childminding services.<sup>4</sup>



17,357

children are looked after or on the child protection register.<sup>5</sup>



1,216

care homes for adults, providing 42,026 places to 36,193 residents.<sup>6</sup>



59,780

people receiving care at home services.<sup>7</sup>



126,800

people receiving a community alarm and/or telecare care.<sup>8</sup>



Approximately 7,500

people choose a direct payment to purchase services.<sup>9</sup>



27,000

adults with learning disabilities known to Scottish local authorities.<sup>10</sup>



30,800

criminal justice social work reports submitted to courts and 20,000 social work orders. This includes 19,000 Community Payback Orders.<sup>11</sup>



4. Care Inspectorate (2016) Early Learning and Childcare statistics, 2015. Figure as of December 2015. Figure includes day care of children and childminding services.  
5. Scottish Government (2016) Children's Social Work Statistics, 2014-2015. Figure as of July 2015.  
6. NHS Scotland (2016) Care Home census. Figure as of March 2015.  
7. Scottish Government (2016) Social Care Services, 2016. Figure as of March 2016.

8. Scottish Government (2016) Social Care Services, 2016. Figure covers 2015-16.  
9. Scottish Government (2016) Social Care Services, 2016. Figure as of March 2016.  
10. Scottish Commission for Learning Disability (2016) Learning Disability Statistics, Scotland, 2015. All figures as of 2015.  
11. Scottish Government (2016) Criminal Justice Social Work Statistics in Scotland 2014-15. All figures as of 2014-15.

# 4

There are a number of factors that will impact on the way social services are used and delivered in future. These include the following.

Between 2012-2037  
Scotland's total  
population is projected  
**to increase by 9%.**<sup>12</sup>

# +9%



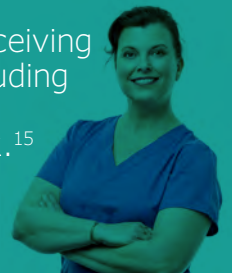
# +64%

Between 2014-2030  
there will be a 64%  
increase in the  
number of people  
aged 85 or over.<sup>13</sup>



**Delivering adult services in the same way could lead to the following increases between 2013-2030.**

- 20,000 additional people receiving care at home services, including 6,000 people who require 10+ hours of care per week.<sup>15</sup>
- 12,000 additional long-stay care home places.



If services continue to be delivered in the same way councils' social work spending **may need to increase by 16-21% by 2020** to meet demand.<sup>14</sup>

There were 59,780 people in Scotland receiving home care services in March 2016, a second successive reduction. These people received 676,500 hours of home care during the census week, the first decrease observed since 2011.<sup>16</sup>

12. National Records of Scotland, 6 November 2013, Scotland's Population Projected to Continue to Rise.

13. Audit Scotland (2016) Changing models of health and social care.

14. Audit Scotland (2016) Social work in Scotland.

15. Audit Scotland (2016) Changing models of health and social care.

16. Further information including trends available from Scottish Government (2016) Social Services, 2016.



# +3%

Between 2014-15 and 2015-16 there was a **3% increase** in then numbers of people receiving telecare or community alarms.<sup>17</sup>



# 99%

Steady increase in welfare guardianship applications. The number of new guardianship applications **increased by 99%** between 2009-10 and 2015-16.<sup>18</sup>



## Between 2013-2015:

The number of children registered with early learning and childcare services increased by 3.5%.<sup>19</sup>



**The changes in early learning and childcare are partly due to increased capacity in nurseries, out of school care and children and family centres.**

As of 2015 the average capacity of day care of children services is **43.3 places**.<sup>20</sup>



17. Scottish Government (2016) Social Care Services, 2016.

18. Mental Welfare Commission for Scotland (2016), Adults With Incapacity Act Monitoring 2015-16.

19. Care Inspectorate (2016) Early Learning and Childcare statistics 2015.

20. Care Inspectorate (2016) Early Learning and Childcare statistics 2015.

## 4

## SNAPSHOT



## Expansion of early learning and childcare (ELC)

Between now and 2020 the Scottish Government will extend the provision of free ELC in Scotland.

- The Children and Young People (Scotland) Act 2014 contained a provision to extend free early learning and childcare from 475 to 600 hours a year for all three and four-year-olds and eligible two-year-olds.<sup>21</sup>
- The Scottish Government intends to double this commitment to 1,140 hours by 2020. This commitment will require substantial investment in infrastructure and the workforce.<sup>22</sup> Part of this commitment is about increasing the diversity of the workforce and increasing the number of males working in the sector.<sup>23</sup>

Nurseries in deprived areas will benefit from an additional graduate post, such as a teacher or a practitioner with a childhood practice award. In total an additional 435 new posts will be in place by 2018. As part of this commitment the Scottish Government will fund an additional 270 BA Childhood Practice places.<sup>24</sup>

The SSSC undertakes a range of work in this area. We:

- manage the Social Services (Children and Young People) Modern Apprenticeship Framework
- approve and quality assure the childhood practice award
- are working with the Care Inspectorate to develop a new childminding learning pathway to support childminders' professional learning
- are developing and delivering a range of activity to enhance leadership capacity across the sector
- have produced a wide range of traditional and digital learning and development resources to support the ELC workforce.

In March 2017 the Scottish Government published an action plan setting out steps they will take to expand early learning and childcare. These actions include a plan setting out how to improve quality in ELC. The Scottish Government also confirmed that they will work with the Care Inspectorate and other partners to launch the new learning and development pathway for childminders in September 2017. A new recruitment campaign will promote careers in the sector and opportunities to transform the lives of our children.

21. Eligible two year olds include children who have been looked after or have a kinship care order.

22. Scottish Government (2016) The Government's Programme for Scotland, 2016-17.

23. Scottish Government (2017) A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland, 2017-18 Action Plan.

24. Scottish Government, 18 January 2017, Early years workforce expansion: <http://news.gov.scot/news/early-years-workforce-expansion>

“ ”

‘As childhood practitioners we are skilled and knowledgeable advocates for children’s rights, from pre-birth onwards. Childhood practice enables us to truly listen to the voices of even the youngest in our society and to make changes in service delivery as a result.’

**Childhood practice graduate**



# 5 Services, spend and economic contribution

This section illustrates the variety of services in the sector and its contribution to the Scottish economy.

## Services

# 13,480

As of 2016 there are approximately 13,480 active registered social service services across Scotland.<sup>25</sup>

### The six largest categories of active registered social services in Scotland, December 2016

	Childminding	5,509
	Day care of children	3,710
	Housing support and care at home	2,014
	Care homes for adults	1,149
	Adult day care	492
	Residential childcare	316

The social service workforce delivers many high quality services, as illustrated by the Care Inspectorate's grades.

### Summary of services graded good, very good or excellent by service, July 2016.<sup>26</sup>

	Adult placement service	92.1%
	Care home for adult service	78.3%
	Care home for other adults	90.0%
	Housing support service	93.8%
	Support service	91.5%



## Spend

In 2014-15 local authorities' net spending on social work services was **£3.1 billion**.<sup>27</sup> Approximately **44% of this spending is on services for older people**. The total figure includes:

# £3.1bn



£1,354m

older people



£96m

adults with mental health needs



£861m

children and families



£48m

adults with other needs



£509m

adults with learning disabilities



£7m

criminal justice social work services



£200m

adults with physical or sensory disabilities



£1m

children's hearings

In 2016/17, councils' total revenue funding, that is the funding used for day-to-day spending, will be 5% lower than in 2015/16. This is a reduction of 11% in real terms since 2010/11.<sup>28</sup>

25. All text taken from SSSC (2017) Scottish Social Service Sector: Report on 2016 Workforce Data unless stated.

26. Care Inspectorate (2016) Submission to Scottish Parliament Health and Sport Committee's inquiry into the social and community care workforce.

27. All spending statistics are from Audit Scotland (2016) Social Work in Scotland.

28. Audit Scotland (2016) Social work in Scotland.

## 5

## Economic contribution

# £3.407bn

A gross valued added (GVA) figure is one way of way of measuring economic contribution.  
**In 2013 the GVA figure for the Scottish social services sector was £3.407 billion.<sup>29</sup>**

The sector supports and provides custom for local and national businesses through Scotland. For example:



- training services, laundry, catering and recruitment agencies receive custom from residential and non-residential care services



- supporting people who use social services and carers to participate in the community.

The SSSC is working with other UK professional regulators to develop a better understanding of the social service sector's economic contribution.

29. Scottish Government (2016), Input-output tables 1998–2013. This figure excludes pre-primary education which will be accounted for under education: <http://www.gov.scot/Topics/Statistics/Browse/Economy/Input-Output/Downloads/IO1998-2013Latest>



## CASE STUDY



# Has your job opened up new learning and development opportunities?

"Yes, I would never have thought I could achieve SVQ awards. To be honest I never knew what they were before I came into social services. I have become involved with student placements at the project which I really enjoy. I have also become an Ambassador with the SSSC, and was involved in a working group called the Skilled Workers Skilled Citizens."

**Senior support worker, adult day care service**



# 6 The social service workforce











**This section summarises the key characteristics of the social service workforce.**

The social service sector employs **approximately 201,000 workers** (headcount) across Scotland.<sup>30</sup> This figure is a drop of 0.03% on the previous figure. The total workforce figure represents approximately **7.7% of all Scottish employment.**

# 201,000

## Headcount of the Scottish social service workforce, sub-sectors which employ 5,000+ workers, December 2016

	Housing support/care at home	68,970
	Care homes for adults	53,680
	Day care of children	33,430
	Adult day care	7,780
	Residential childcare	7,680
	Fieldwork services (children)	5,700
	Childminding	5,510
	Fieldwork services (adults)	5,100

The total workforce figure includes an estimated 6,600 nurses and 570 occupational therapists.

30. Unless otherwise stated all data in section 6 is taken from SSSC (2017) Scottish Social Service Sector: Report on 2016 Workforce Data. Unless stated all data is as of December 2016.



## By comparison

# 162,300



in December 2016 the NHS employed approximately 161,000 workers.<sup>31</sup>

# 193,000



The education sector employed approximately 193,000 workers.<sup>32</sup>

# 49,000



The financial services sector employed approximately 49,000 workers.<sup>33</sup>

## CASE STUDY



### What part of the job motivates you and why?

'I enjoy interacting with the young people and supporting them to make real change in their life. I am motivated to give our young people the best chance to succeed.'

**Support worker,  
housing support service**



31. Information Services Division (2017) NHSScotland Workforce Information, Quarterly update of staff in posts and vacancies at 31 December 2016.

32. Figures for education and financial services are from the UK Business Register and Employment Survey (BRES). The BRES also includes an estimate for the social service sector (179,000). That figure appears to be an underestimate in Scotland.

33. Figures for education and financial services are from the UK Business Register and Employment Survey (BRES). The BRES also includes an estimate for the social service sector (179,000). That figure appears to be an underestimate in Scotland.

# 6

## On the frontline



# 81%

Approximately **81%** of workers are in care roles.



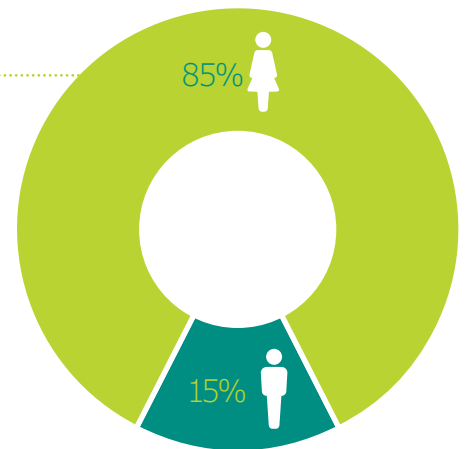
# 19%

A further **19%** are managers or key support staff including caterers and administrators.

## Gender

Approximately **85%** of the workforce is female.

The vast majority of early learning and childcare workers are female. Approximately one-third of the workforce is male in the following sub-sectors: fieldwork services (offenders), offender accommodation services, residential childcare and school care accommodation.



## Age



The median age of a social service worker is **44**. The median age is highest in adult placement services at **52** and adoption services at **49.5**. It is lowest in childcare agencies at **33.5** and day care of children services is **36**.

Up to

# 4%

## Disability

The proportion of the workforce reported as having a disability is low in all sub-sectors, ranging from 0 to 4%.<sup>34</sup>

## Ethnicity

# 3%



Overall **3%** of the workforce is reported as belonging to an ethnic minority.<sup>35</sup>





### Staff retention

**79.1%** 

In 2016 the overall stability index for the sector was **78%**. This means that all of those working in the sector in December 2014, approximately 78% were still in the same post in December 2016.<sup>36</sup>

### Vacancies

In December 2015:

- Approximately 34% of services reported vacancies, unchanged from previous year. Care at home services had the largest year on year increase in the proportion of services with vacancies; up twelve percentage points to 57% of services. In several local authority areas, the percentage of care homes for older people reporting vacancies is over 70%.
- Approximately 40% of services with vacancies reported problems filling them, **up 4 percentage points from the previous year.**



- Services were asked why they have difficulties filling posts. The reasons include a lack of applicants with experience or a lack of qualified applicants.<sup>37</sup>

Thousands of carers and volunteers play a critical role in the delivery of services.

### Carers



There are approximately 759,000 adult carers and 29,000 young carers.<sup>38</sup> They provide care to family members, relatives and others. These carers should be seen as equal partners in the delivery of care.

### Volunteers



There are an estimated 5,300 volunteers in this sector. They do many important roles including befriending and driving people to services or appointments.

34. The data is difficult to interpret due to a large proportion of unknown responses.

35. The data is difficult to interpret due to a large proportion of unknown responses.

36. The stability index is an alternative to turnover. Further information on this statistic and a sub-sector analysis is included within the Workforce Data Report.

37. Care Inspectorate data.

38. Scottish Government (2015) Scotland's Carers. Estimating the number of carers is complex. Some people do not identify themselves as a carer. The 2011 census indicates that there are 482,000 adult carers in Scotland.

## 7

# Registration of the social service workforce



'Being registered provides evidence that social service workers are professional and skilled to do their job.'

**Wellbeing worker**



The SSSC Register was set up to regulate social service workers and promote their education and training. Registration has an important role to play in improving safeguards for people using services and increasing public confidence in the social service workforce. Registration also has a key role in driving skills improvement and tackling skills needs.

To register with the SSSC a worker must satisfy the criteria for registration. This includes holding, or agreeing to work towards, the appropriate qualifications for the job they do.

Social workers can register if they hold a suitable social work qualification but they do not have to be in employment to do so. Social work students must be on, or about to start an undergraduate or postgraduate social work degree at a Scottish university or the Open University Scotland.

The remainder of the Register is function based rather than qualification based. This means that someone applying for registration must be in a relevant job or service, registered by the Care Inspectorate.



The Register is already open to a number of workers including social workers, social work students and staff working in the following services.

- Adult day care.
- Care at home.
- Care homes for adults.
- Day care of children.
- Housing support.
- Residential childcare.
- School hostels or residential special schools.
- Independent boarding schools.
- Care Inspectorate Inspectors.

If workers fall into any of the groups required for registration they need to register with us or another regulatory body by the specified date. If they don't it will mean an employer will be committing an offence if they continue to employ them in the role. Workers new into a role have six months from the date they start to register with the SSSC. Workers may register with a condition on their registration. This usually means that they do not hold one or more of the qualifications required for their role. They will normally have the first period of registration - typically five years - to gain the required qualification(s).

All registered workers must also meet post registration training and learning (PRTL) requirements. These requirements help to ensure workers continue to remain suitable for registration.

Since early 2017 the SSSC has registered over 100,000 workers. In 2017 this number will increase significantly as the Register is opened to additional workers in care at home and housing support services.

## SNAPSHOT



### Self-directed support (SDS)

The Scottish Government's vision is that self-directed support is the mainstream approach by which we deliver social care and support, ensuring people can make real informed choices which enable them to achieve their identified outcomes.<sup>39</sup>

The Social Care (SDS) Scotland Act 2013 gives people a range of options for the delivery of their social care. The Act empowers people to decide how much ongoing control and responsibility they wish to have over their support arrangements. It places a duty on local authorities to offer people four choices around how they receive their care. People can:

- receive a budget which suits their needs
- choose to let the local authority hold the money but spend it in the way they wish
- let the local authority choose on their behalf
- choose a mix of these three approaches.

This legislation is transforming the way that many people receive care. Some people are taking control of their services for the first time. Others are employing personal assistants to deliver care on their behalf. The implementation plan for 2016-2018 shows some of the benefits of SDS.

- 'SDS can let you do your absolute favourite things and lets you live the life you want.'
- 'Having greater control of your life and decision making leads to improved health and wellbeing.'

39. Scottish Government, COSLA (2016) Self-directed Support Strategy, Implementation Plan 2016-2018.



# Recruitment, retention and public perception

Employers and other stakeholders regularly tell us about key recruitment and retention challenges for the sector. Many challenges were identified during our discussions about skills challenges. This section of the WSR briefly explores key recruitment and retention issues. It draws upon discussions with employers, wider conversations and other evidence.

- Employers report problems when trying to recruit workers, particularly frontline and supervisory staff.
- Employers have concerns about recruiting and retaining workers, including:
  - early learning and childcare and out of school care
  - nurses in care homes
  - care at home staff
  - mental health officers
  - male workers.

The Scottish Government is committed to making sure Scotland's health and social care workforce reflects the diversity of its communities.<sup>40</sup>

- Recruitment and retention problems appear to be more prominent in the private and voluntary sectors. Rural areas tend to have particularly prominent challenges.
- There can be challenges around finding people to work anti-social hours.
- Financial pressures may have an impact on training and workforce development budgets.

Low pay is believed to be a key barrier to employment in this sector. There is a common perception that many people will choose a career in retail, where they may earn a higher wage or salary more closely linked to their level of responsibility.

- As of October 2016 all adult social care workers receive the living wage (£8.25 per hour). As of April 2017 this commitment covers adult day care staff and personal assistants. There are concerns about the impact between different pay grades such as auxiliary staff and care workers, or care workers and managers.
- A recent study indicates that many practitioners and supervisors in early learning and childcare settings earn less than the living wage. The Scottish Government's intention is that by the end of this parliament all early learning and childcare staff will receive at least the living wage.<sup>41</sup>
- Some adult social care employers reported a pay freeze in the previous year or a maximum of a 1% annual increase.

40. Scottish Government (2016) Race Equality Framework for Scotland 2016-2030.

41. Scottish Government, 18 March 2017: fair pay at heart of childcare expansion: <https://news.gov.scot/news/fair-pay-at-heart-of-childcare-expansion>



## Perception of sector

An improved understanding of the sector may encourage people to engage with social services. It may also encourage people to consider a career in social services. Some key themes emerge from research studies and discussions with employers. For example, some people tell us that a living wage is vital. They also note that the sector has to do more to promote opportunities to transform people's lives and career pathways. During the development of the WSR some people in early years and adult services told us that workers must be prepared to assert their professionalism and promote the substantial impact they make on people's lives.

Employers tell us about the emotional toll which may result from working with vulnerable people. Some studies<sup>42</sup> give examples of workers who report stress, exhaustion and a feeling that they don't have enough time with the people they support. One survey suggests some social workers would value a reduction in stress over a pay increase.<sup>43</sup> There may be a need to develop a better understanding of these areas.

## Tackling recruitment and retention

Many initiatives aim to tackle recruitment and retention challenges.

### Ambassadors for Careers in Care

The SSSC has created a network of approximately 50 Ambassadors for Careers in Care. Ambassadors motivate and inspire people of all ages to consider a career in care. They attend schools, employment services, colleges and fairs. They also contribute to research and recruitment resources.

### Recruitment campaigns and resources

- In autumn 2017 the Scottish Government will launch a new recruitment campaign to promote early learning and childcare careers.
- The Question of Care website<sup>44</sup> has an interactive video challenge which allows people to see what a career in care is like.
- The SSSC is developing a new one-page website which will provide information about qualification routes and progression opportunities.
- Providers are improving recruitment materials to make them more user friendly for applicants.



42. For example, see UNISON (2014) Time to care, a UNISON Scotland report into homecare, Scottish Care (2016) Views from the frontline, recruitment and retention of social care support workers.

43. Community Care, 15 February 2017, Social Workers value reduction in stress more than pay rise.

44. A question of care. <http://www.aquestionofcare.org.uk/>

# 9 Skills challenges



## Introduction

This section begins by:

- briefly exploring skills developments such as the gender action plan and the apprenticeship levy
- summarising the role of the common core of skills, knowledge and value for the social service workforce and children's workforce.

The remainder of this section examines feedback from our study of key skills issues for the sector. The SSSC consulted approximately 770 people during the development of this report.<sup>45</sup> The findings in this report are based on a survey, interviews and feedback from events.

This section summarises some of the key themes from these discussions. Some themes were highlighted by larger groups while others were mentioned by a small number of people. We do not attempt to rank or categorise these themes or skills issues.

Many of the people we spoke to are very positive about social service workers. They highlight their loyalty, commitment, sensitivity and expertise. They told us about a number of issues including:

- a need for some workers to develop leadership and management skills
- a need for many workers to develop a relevant understanding and knowledge of conditions and illnesses such as dementia
- the specialist skills required to prevent unnecessary hospital admissions and to support people to stay at home for longer.

## CASE STUDY



### What are the skills and qualities you need for your role?

'To work in early years, I think enthusiasm and passion are really important as these will be the driving force that will help you gain the underpinning knowledge that is needed. To be a quality practitioner you will need to be approachable, patient, responsive, caring, compassionate, committed, nurturing and dedicated.'

**Nursery manager**



45. For further information please see the methodology in the Workforce Skills Report 2016-17, extended version.

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## Key skills developments

### 1. College regionalisation and Outcome Agreements (OA)

The number of under-25 year olds in full-time education at college has increased by 14% in the last eight years. Student numbers overall have decreased by 41% over the same period, and part-time students by 48%. Most of the reductions in student numbers have been among women and people aged over 25.<sup>46</sup> The implications of these trends for the social service sector is unclear. The OAs provide examples of the way colleges and universities are meeting provision for key sectors such as social care. They also set out the steps that these bodies are taking to improve access for care-experienced young people.

### 2. Gender Action Plan

The Scottish Funding Council has developed a Gender Action Plan (GAP). The GAP sets out an aim to tackle gender imbalances in sectors such as childcare by 2030.

### 3. Foundation apprenticeships

The SSSC has developed Foundation Apprenticeships in Social Services and Health Care (SSHC) and Social Services Children and Young People (SS(CYP)).

### 4. Apprenticeship levy

The levy applies to all organisations with an annual pay bill over £3 million and is charged at 0.5% of that bill. The levy will have an impact on larger social service employers. One provider suggested that it will cost them £130,000 in 2017/18 and will lead to a significant drop of training income.<sup>47</sup> The Scottish Government has confirmed how it intends to use some of proceeds from the apprenticeship levy. Some developments may be welcome news for all or parts of this sector. For example, public sector employers will have better access to modern apprenticeships (MAs). Funding will also be used to extend the number of MA frameworks for workers aged 25+. The Government will also continue to fund and support NOS.

### 5. Regional skills assessments (RSAs) and skills investment plans (SIP)

The RSAs and SIPs aim to bring skills demand and supply closer together. They highlight areas of growth and skills challenges. The SIP examines key skills challenges for a sector. In March 2017 Skills Development Scotland published a SIP for the early learning and childcare sector.<sup>48</sup>

46. Audit Scotland (2016) Scotland's Colleges 2016.

47. Third Force News, 16 May 2017, Apprenticeship levy will cost us £130,000 this year: <http://thirdforcenews.org.uk/blogs/apprenticeship-levy-will-costs-us-130000-this-year>

48. The SIPs are available from Skills Development Scotland's website. The SSSC has been part of the development of the early learning and childcare SIP. This WSR also refers to the findings in that report. <http://www.skillsdevelopmentscotland.co.uk/what-we-do/partnerships/skills-investment-plans/>

# ↑14%

The number of under-25 year olds in full-time education at college **has increased by 14%** in the last eight years.



The Scottish Funding Council has developed a **Gender Action Plan (GAP)**. The GAP sets out an aim to tackle gender imbalances in sectors such as childcare by 2030.



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## Common Core of skills, knowledge and values for the social service workforce and the children's workforce

The Common Core of skills, knowledge and values outlines the key attributes that everyone working with Scotland's people should have. Social service workers must:

- **have self-awareness -**

understand yourself and others



- **build trust -**

recognise the importance of relationships



- **promote dignity and fairness -**

get to know how people want to live



- **engage people -**

support everyone to be included.



The Scottish Government has developed a similar 'Common Core' for the skills, knowledge, understanding and values for the children's workforce in Scotland. The Common Core for the children's workforce centres on four key UN Charter on the Rights of the Child (UNCRC) principles.

- Non-discrimination.
- Best interests of the child.
- Right to live, survival and development.
- Children's views must be considered.

The Common Core contains a number of statements. Two examples follow.

Recognise that the needs and strengths of children, young people and families are unique and will be influenced by their environment, background and circumstances.



Include children, young people and families as active participants, listening to them, offering choices.



The Common Core also sets out the 14 common values of those who work with children, young people and families in Scotland. These include 'putting the child at the centre' and 'supporting informed choice'.

### Skills gaps and skills shortages

During the development of this WSR we consulted approximately 800 stakeholders from across the social service sector. We asked them for their views on a range of areas including skills gaps, skills shortages and digital capabilities. This report does not attempt to rank these skills issues or to explore whether some issues are more prominent than others. The aim of the WSR is to inform a debate on the skills and knowledge challenges faced by this sector.

We began by asking social service workers and employers to tell us about skills gaps and shortages.



## Skills gaps

A skills gap exists if there is a difference between the skills your care staff have and the skills they need to carry out their role.

We developed a survey which gave people a list of key skills challenges. We asked people to tell us the extent to which there is a skills gap for each of those listed.

The three that people identified as having the highest level of skills gap were:

- leadership and management
- motivating and leading others
- dealing with conflict.

The three that people identified as having the lowest level of skills gap were:

One  
Empathy



Two

A focus on people who use services and carers



Three

Working in partnership



People also identified other skills gaps including:

- assertiveness
- communication.

## Skills shortages

A skill shortage exists where there are difficulties filling vacancies because there is a lack of people with the right skills.

In the same survey we asked people to tell us the extent to which there is a skills shortage for each of those listed.

The three that people identified as having the highest level of skills shortage were:

- leadership and management



- motivating and leading others



- dealing with conflict.



The three that people identified as having the lowest level of skills shortage were:

- empathy
- a focus on people who use services and carers
- flexibility.

People also identified other skills shortages including:

- reflection
- people lacking appropriate qualifications
- a need for many workers to develop a relevant understanding and knowledge of conditions and illnesses such as dementia.



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## Additional skills challenges

At our events we heard about skills challenges and workforce issues which hinder the promotion of Self-directed support (SDS). People tell us about the need for some workers to become familiar with personalisation. They tell us that staff must become increasingly familiar with SDS and the four available options. Some workers may have to become more familiar with risk-taking and involving people who use services and carers in their work. There is evidence of employers making changes to meet this need. For example, some employers are tailoring job descriptions and person specifications to the needs of people accessing services. They are also adapting recruitment materials.<sup>49</sup>

Workers need good literacy and numeracy skills as they may be required to write reports, to communicate and to record readings. Limited literacy or numeracy skills can also hinder a worker's ability to undertake a qualification. The SSSC and the Workers Educational Association (WEA) are working in partnership to deliver courses.

We heard about the need for some workers to develop employability skills. They gave examples such as an inability to solve problems or to manage their own health and wellbeing.

## Adult social care skills challenges

People tell us a number of key skills and knowledge requirements in adult social care. This includes the following.

- |   |   |
|---|---|
| • A need to shape services around the person receiving care.  |    |
| • A need to support people to maintain independence and to make choices.  |    |
| • A focus on a human rights-based approach.   |  |
| • A need to make sure that people's rights and preferences are at the centre of all decisions.  |  |
| • An ability to work in partnership with staff from other sectors.  |  |
| • The skills required to 're-able' people. A key part of this is about helping to regain their confidence and to maintain their independence. |  |
| • The complex skills and knowledge required to provide sensitive end of life care.  |  |
| • Communication skills.   |  |

Additional skills needs identified during this study include the following.

49. University of Strathclyde (2016) The Enablers and Barriers to Voluntary Sector Organisations Providing Personalised Support through Delivery of Self Directed Support.



## Care homes

- Staff increasingly support people with complex needs. Workers need specialist training in areas including prompting or the administration of medications, stroke awareness, supporting people who have dementia, falls prevention and foot care. Staff also have to be aware of incontinence, how to use a hoist or install a catheter.
- Staff have a critical role to play in preventative care or reducing the risk of re-admission to hospital. They increasingly require specialist skills to do this. For example, staff may require training around how to prevent pressure sores.
- Some workers noted that some staff need a better understanding of spiritual care. They noted that this may be about religion for some people but for others it will be about helping people to feel comfortable and included.
- Some workers noted that care home staff must be more skilled at helping people to undertake physical activity in care homes.

## Care at home and housing support

- Workers increasingly do tasks which may have previously been delivered by health staff such as PEG feeding (feeding a patient through a tube in their stomach), stoma care and identifying vital signs.
- Some workers are increasingly involved in the prompting or administration of medication.
- Housing support workers reported similar skills needs. They also said that many people require ongoing training around welfare reform changes.

## Early learning and childcare

People tell us about a number of key skills and knowledge requirements in early learning and childcare. This includes the following.

- A good understanding of child development and learning.
- An ability to develop children's perspectives.
- An ability to praise, comfort, question and be responsive to children.
- Good leadership skills, problem solving and development of targeted lesson plans.
- Good vocabulary and an ability to gather ideas from children.

Additional skills needs identified during this study include the following.

- Working in partnership with families and children.
- To be more assertive and able to articulate their vital role in delivering services for children.
- To help children to deal with transitions.
- To support children through difficult times or major life events.
- Leadership and management skills.
- Play skills.
- Customer service skills.

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## SNAPSHOT

### Independent Care Review



In October 2016 the Scottish Government announced an independent, root and branch review of the system for children in care. The review will identify and deliver lasting change in the care system and leave that a legacy that will transform the life chances and wellbeing of children and young people in care. The voices of care experienced children and families and care leavers – young and old – are at the heart of the review. Further information is available from <https://www.carereview.scot/>

## Community justice

People tell us a number of key skills and knowledge requirements in community justice. This includes the following.

- A need to be skilled at working with people from various settings including health, education, employment and housing.
- An ability to provide critical support to a number of people with complex needs.
- Specialist skills to support some offenders, particularly those who are at high risk of re-offending, or sex offenders.
- An ability to stay updated on new developments and changes in legislation.
- An understanding of wellbeing and what it means for offenders.

Criminal justice social workers supervise people on an order or licence in the community or during a sentence in custody. A crucial element of the effective delivery of Community Payback Orders is the knowledge, skills and experience of the criminal justice social workers who supervise individuals on these orders.<sup>50</sup>



50. Scottish Government (2017) Community Payback Orders.



## SNAPSHOT



### A national strategy for community justice

Scottish local authorities have a legal duty to provide criminal justice social work services. These services are complex and may include:

- criminal justice social work services
- private and voluntary sector services commissioned by local authorities to work with offenders
- substance misuse services
- offender accommodation services
- supporting the delivery of community-based sentenced provision.

In some cases criminal justice social work services are included in the scope of the new Integrated Authorities (IAs).

The number of Whole Time Equivalent (WTE) social workers employed by councils in statutory roles increased significantly between 2001 and 2015, from 3,873 to an estimated 5,630. Approximately 15% of these staff work in criminal justice.<sup>51</sup>

Community Justice Scotland (CJS) will support statutory community justice partners, the third sector and others to work towards better outcomes for community justice. One of their first roles will be to work with partners to develop a strategic approach to commissioning.<sup>52</sup>

In November 2016 the Scottish Government published the first national strategy for community justice. The new model for community justice places a duty on partners to work together by sharing information, advice and assistance. It also identifies a need for further partnership working between traditional justice services and the wider range of partners who have a role in improving outcomes such as health, housing and social care. The strategy identifies the need for a co-production approach which involves working with local service providers, the wider community and people who use services.

The SSSC undertakes many functions which support the development of the wider social service sector. Many of these initiatives are applicable to the community justice sector. For example, the SSSC develops and updates the National Occupational Standards (NOS) in Scotland.<sup>53</sup> The NOS underpin vocational qualifications (SVQs) used by people in practice settings including work with looked after children, secure care, community justice, substance misuse and youth justice. These qualifications provide workers with clear pathways into leadership and management roles, as well as further education and development such as the social work degree.

51. Audit Scotland (2016) Social work in Scotland, 2016.

52. Scottish Government (2016) National Strategy for Community Justice.

53. Further information on the role of NOS in the social service sector is available from the SSSC's Workforce Solutions website, <http://workforcesolutions.sssc.uk.com/nos/>

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## Social workers

The SSSC is currently consulting on the revised Standards in Social Work Education (SiSWE). Transferable skills in the draft standards include:

- an ability to make active and effective contact with individuals and organisations, to achieve various aims, and by means appropriate to the circumstances including in person, by phone, via social media and in writing
- to take account of different views when gathering information and assess the reliability and relevance of the information they have gathered
- to consider specific factors that are relevant to social work practice such as risk, resilience, rights, cultural, racial and ethnic identity, language difference, legal obligations and statutory responsibilities to protect vulnerable individuals
- to assess human situations, taking account of factors such as the views of those involved, theoretical concepts, research evidence, legislation and organisational policies and procedures.

## Further skills and knowledge needs for the sector

There are a number of key skills areas which were not identified during the development of this WSR. We know that some of these challenges are important to the sector and have featured in separate studies or strategies. This section briefly examines four areas.

- Knowledge of autism.



- Knowledge of alcohol and drugs misuse.



- Knowledge of mental health, suicide and self-harm.



- An ability to support supervision and learning.



- Knowledge of languages, including Gaelic and British Sign Language.



## Digital capabilities

As part of this study we asked for views on the extent to which there is a digital capability gap in the social service sector. We heard that some people lack the skills to store data on a device or in the 'cloud'. The areas which reported the smallest level of digital skills gap are an ability to create a text document, use a search engine or to search for data on websites.



Some workers are concerned about the potential for technology or telecare to replace personal interaction and support.



- Telecare is playing an increasing role in the delivery of care in Scotland. It has a vital role in supporting people in remote and rural areas. It supports many people to remain safe and at home for longer.



- Services are increasingly using digital technology and online systems for a range of purposes such as case management, risk assessments and to monitor prompting or the administration of medication.



- Job applicants must be familiar with digital technology as many organisations have moved their recruitment process online.

Technology helps people to have a choice, a voice and to maintain control of their lives. People living in care homes or at home regularly ask staff for support to operate their laptop, tablet or social media account. Some workers are more skilled at operating this equipment than others. There are concerns about access to digital technology at work due to reasons, such as lack of time, resources or firewalls. Access to Wi-Fi can be challenging.

## Future skills needs

We asked people to tell us about future skills challenges for the social service sector. We categorise these under five broad areas.

### Medical knowledge and skills:

Workers in adult social care must become increasingly skilled at tasks previously undertaken by medical or nursing staff. These include prompting or the administration of medication and identifying vital signs. There may be a need for a better understanding of the extent to which some workers are undertaking these roles.

### Complex range of conditions:

Workers throughout social services have to be aware of complex conditions and needs.

### Replacing lost knowledge and skills:

Some people, particularly in local authorities, believe that younger workers will need to develop new skills as many highly experienced and skilled staff will leave through redundancies and retirement.

### Cross-sector working:

Staff must be increasingly skilled and knowledgeable about working with other professions, particularly health, education and housing. This is a key theme in community justice. Social work representatives told us that the integration of health and social care is leading to a greater need for workers to develop partnership skills.

### New challenges:

Legislation creates new skills or knowledge gaps. For example, the Carers (Scotland) Act 2016 will commence in 2017-18. The Act contains a number of provisions to support carers' health and wellbeing, such as a duty

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on local authorities to provide support to carers. During the development of the Act some respondents mentioned a number of potential skills and knowledge gaps. Some of these gaps may become clearer in future when the Carers Act commences. Staff may need training in how to do an assessment or how to involve carers and young carers.

## Workforce planning

The Scottish Government's Health and Social Care Delivery Plan<sup>54</sup> sets out a programme to enhance health and social care services. It identifies the need for services that have the capacity, focus and workforce to continue to address the increasing pressures of a changing society. The Delivery Plan also sets out key programmes of work which will deliver change. These include the development of a National Health and Social Care Workforce Plan. The National Health and Social Care Workforce Plan will comprise three distinct parts.

- The first part focuses on the role of the NHS.<sup>55</sup>
- Part two will focus on the social care workforce and will be published before the end of 2017.
- The third part will focus on primary care.

The first part of the National Health and Social Care Workforce Plan contains the following aim.

'Getting the right people into the right place, at the right time, to deliver sustainable and high quality health and social care services for Scotland's people.'

The first part for the National Health and Social Care Workforce Plan also identifies a number of key priorities. These include a need to:

- continue to welcome people from the EU who want to work in Scotland's health and social care system



- test out new approaches to making health and social care careers more attractive to young people through improved marketing and recruiting



- review current learner and student support across the health and social care workforce to maximise the attractiveness of careers in health and social care.



The intention is that from 2018, future editions of the Workforce Plan will have greater capacity to address the size and diversity of the health and social care workforce, and its workforce planning needs.

A number of social service providers have developed their own workforce plans. For example, some services have a 'grow your own' recruitment strategy. Other providers are approved SQA centres and deliver qualifications.

54. Scottish Government (2016) Health and Social Care Delivery Plan

55. Scottish Government (2017) National Health and Social Care Workforce Plan - Part 1 a framework for improving workforce planning across NHS Scotland



## SNAPSHOT



### SSSC Learning Zone and Open Badges

The SSSC creates resources which help people to develop digital capabilities. Topics covered by these resources will include use of social media and mobile applications. We are also creating a resource on using assistive technology.

The SSSC has developed a Learning Zone website.<sup>56</sup> The website is easy to use and you don't need a user name or password to access the resources. The majority of the content are Open Educational Resources (OERs). This means you can use these resources to create your own materials as long as it is credited to the SSSC. Users can download the apps and view them offline.

The SSSC has created digital learning resources to support workforce development.

- Apps which cover topics including adult support and protection and prompting or the administration of medication. The apps can complement an organisation's policies. They are largely used by lone workers such as care at home staff but are not restricted to this group. For example, fire brigade staff are using the adult support and protection app.
- Apps which support practice in the workplace. These apps aim to help people to reflect on their practice. For example, staff use the health and safety app to undertake a risk assessment in the workplace.
- Web-based learning resources which support in-depth knowledge development. For example, the safe medication resource contains three modules which help people to learn more about key areas. This information provides evidence towards SVQs or professional development.
- Making Better Decisions is a web-based interactive resource that allows learners to explore realistic scenarios of difficult practice situations. Each scenario contains issues that have been factors in fitness to practice investigations and allows the learners to choose how they would act in similar situations. They can do this in a safe environment that encourages the learners to reflect on the possible outcomes. There is evidence that this resource is enabling workers to evaluate and change their practice to provide the best outcomes for people using their services.
- Open Badges allow people to create a digital record of their achievement and skills. They are linked to assessment and excellence. Since December 2016 the Open Badge website<sup>57</sup> covers areas such as keeping people who use services and carers at the centre of services, self-leadership and managing change.

<sup>56</sup>. <http://learningzone.workforcesolutions.sssc.uk.com>

<sup>57</sup>. <https://www.badges.sssc.uk.com/>

# 10 Learning and development provision



“ ”

‘Our evidence would suggest that in almost all centres surveyed, staff, who either have the BA Childhood Practice award or are undertaking the qualification, believe that it is having a significant and positive impact on children’s learning.’

**Education Scotland, Making the Difference report, 2012**





## Introduction

This section illustrates the significant levels of learning and development underway in the Scottish social services sector. It examines data on a range of areas including:

- Scottish Vocational Qualifications (SVQs).
- Higher National Certificates (HNCs).
- other social care courses at Scotland's further education colleges.

It also examines data on the childhood practice award and the Mental Health Officer Award (MHOA). The section concludes with some feedback from colleges. The Workforce Skills Report 2016 - 2017: Extended version contains further information on these courses.

## SVQs<sup>58</sup>



- There has been an increase in the total number of social care SVQ registrations and certifications.<sup>59</sup> In 2014-15 there were a total of 7,452 certifications. The equivalent 2015-16 figure is 7,553.



- In 2014-15 children and young people make up approximately 30% of the total number of SVQ social care certifications. In 2015-16 that figure had decreased slightly to approximately 28%.

In 2015:



- just over five out of every 100 children and young people workers<sup>60</sup> achieved an SVQ award<sup>61</sup>
- just under five out of every 100 adult social care workers<sup>62</sup> achieved an SVQ award.

58. There are two relevant SVQ frameworks in this sector - a) children and young people SVQs and b) adult social care SVQs. These figures are the total for both frameworks. The Frameworks were updated in 2014. See the SSSC's website for further information.

59. In this section we use the term 'social care SVQs' to collectively describe a) the children and young people SVQs and b) adult social care SVQs.

60. In this context the definition for the children and young people workforce comprises: childcare, day care of children and school care accommodation. It does not include administrative/support workers or ancillary workers.

61. These figures vary throughout Scotland, as do figures for the percentage of staff who meet registration requirements. These figures aim to illustrate the volumes of staff completing SVQ awards in both framework areas.

62. In this context the definition for the adult workforce comprises adult day care, care homes for adults and housing support/care at home. It excludes administrative/support workers and ancillary workers.

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## Modern apprenticeships (MAs)<sup>63</sup>



In 2008/09 there were 803 MA registrations<sup>64</sup> compared to 2,640 in 2015/16. The number of certifications increased during this time from 1,234 to 1,782.

## Higher National Certificates (HNCs) and Higher National Diplomas (HNDs) in Social Care



Between 2013-14 and 2014-15 there was an increase in the number of enrolments for both HNCs. In 2014-15 there were approximately 2,800 HNC enrolments. Approximately 67% of people completed the HNC in social care for adults. Approximately 74% completed the equivalent award for adults.



Between 2013-14 and 2014-15 there was an increase in the number of enrolments for both HNDs. In 2014-15 there were approximately 340 HND enrolments. Approximately 79% of people completed the HND in Social Care for Adults. Approximately 90% completed the equivalent award for children.

## Other social care courses at Scotland's further education colleges

This category includes social care training courses other than SVQs, HNCs and HNDs provided by Scotland's further education colleges. Courses in this category include moving and handling, first aid, using a defibrillator, infection control, introduction to caring for children and play development and learning. This category also includes access to work course and partial courses which do not lead to a full qualification, such as the first year of an HNC in Early Education and Childcare.



In 2014/15 there were approximately 12,200 registrations for one of these social care training courses. Approximately 65% of people completed an adult social care course. Approximately 64% completed an equivalent course for children.

## Other care courses at Scotland's further education colleges

This category includes training provided by Scotland's further education colleges that isn't part of social care but may have an element of social care in the course. For example, a course may include an SVQ care unit. This category includes courses in crisis support/counselling, nursing and psychology.



In 2014-15 there were approximately 21,000 enrolments for these courses. Approximately 70% completed an award.

### Childhood practice award

As of 2014 there are over 1,200 childhood practice graduates in Scotland. Encouraging more males to do this award is a key theme in a recent independent workforce review.<sup>65</sup>

### Social work training



In 2014/15 there were 572 admissions and 486 qualifications. The numbers of admissions and qualifications have dropped since 2011-12. The SSSC approves the Practice Learning Qualifications (Social Services) PLQ (SS).<sup>66</sup> Six programmes are approved to deliver this award. We have also developed the Standard for Chief Social Work Officers (CSWO). The CSWO postgraduate diploma is delivered by Glasgow Caledonian University, working in partnership with the University of Dundee.

### Mental Health Officer Award (MHOA)

In 2014-15 there were 56 admissions and 50 completions. The number of admissions and completions have increased since 2012-13.

### Nursing courses

The SSSC provides information which supports workforce planning for nurses. In 2017-18 the total recommended pre-registration nursing and midwifery intake will rise by 4.7% to 3,360 places.<sup>67</sup>

63. Modern apprenticeship frameworks were renamed in 2014.

64. There are two key modern apprenticeships framework in this sector: a) Social Services and Healthcare (SSHC) and b) Social Services (Children and Young People), (SS(CYP)).

65. Siraj (2015) An Independent Review of the Scottish Early Learning and Childcare (ELC) Workforce and Out of School Care (OSC) Workforce.

66. <http://www.sssc.uk.com/workforce-development/qualification-information-for-providers/practice-learning-qualifications-social-services>

67. <http://news.gov.scot/news/extra-gbp-3m-to-support-student-nurses-with-dependants>.

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## Access to learning and development

- Access to training and vocational qualifications appears to be mixed. About half of the people we spoke say that access is easier than it was three years ago. A quarter of respondents disagree with that view.
- Some people tell us that they allocate an increasing share of resources to meeting SSSC registration or mandatory requirements.
- Some people say that they can find courses for staff but the quality can vary. They also tell us about the challenges around allowing staff the time to attend courses, to reflect on their learning and to put their learning into practice.
- Different sectors report different challenges. For example, private sector employers tell us that there are fewer funding sources for workforce development. The public sector occasionally identifies an inability to access modern apprenticeships.
- People tell us the sector can get better at recognising training. Some people are happy to provide training but won't certify it. They tell us that district nurses and health staff provide excellent training for care at home staff but are not able to provide certifications following the course.

There are challenges around accessing training for some workers, including:

- lone workers, childminders or workers in care at home and housing support
- part time or night shift workers
- workers in smaller services, which lack access to human resource (HR) departments
- workers in rural services.

## CASE STUDY



## Has your job opened up new learning and development for you?

'I have had lots of training including SVQ4, mental health awareness, moving and handling, infection control, health and safety and fire awareness. I will also be starting training on dealing with difficult situations, dementia training, the principles of end of life care and team leading training.'

**Assistant manager,  
Care home service for adults**





## Learning and development: a college perspective

We asked people from three colleges for a view on their social care courses. A selection of their comments follow.

### What is working well in your programmes?

- Support for students as they learn.
- Progression routes from school to college and through college towards university or directly to employment.

### What needs to change?

- Improved offer of placements from related employers in order that learners receive the best vocational experience and are more work ready.
- There needs to be greater understanding between schools, further education and higher education providers to enable clear articulation between the institutions. There needs to be a change in funding to allow for retraining opportunities to meet the workforce's growing need.

### How will you address the need for change?

- Fostering improved relationships with local authority partners to increase the number of appropriate placement providers in the area.
- We need to look to a flexible part time HNC route. We need to continue to work with schools in order to understand each other's challenges.

- We develop courses aimed at encouraging men into care. This has worked for addressing equality issues for ourselves and our partner organisations/stakeholders. It has not been converted into more men on mainstream health, care and early learning provision. An impact assessment has been done that identifies how various agencies are working towards promoting positive images of men into care but contemporary cultural attitudes and perspectives may be having a negative impact that is not always transparent. We need to work together to bring about change by investing in research that can be published and shared.
- We invite employers to engage with colleges.

## Examples of good practice and collaboration

We asked employers and workers to tell us about the work they're undertaking to tackle learning and development challenges. These include:

- developing their own qualifications
- working together with other providers
- working with local authorities, particularly in rural areas
- identifying a career structure and progression opportunities for workers
- helping workers to identify a link between their training and practice.

# 11 Methodology and references

## Methodology and references

Further information on the methodology for this report is available from the Workforce Skills Report 2016-17: Extended version.

The WSR contains a number of footnotes and references. Further references and footnotes are available from the Workforce Skills Report 2016-17: Extended version.

Our purpose is to raise standards and protect the public through regulation, innovation and continuous improvement in workforce planning and development for the social service workforce. Social service workers provide care and support for some of the most vulnerable people in Scottish society. These workers deal with complex care needs and make a real difference to peoples' lives.

## The SSSC

The SSSC is the regulator for the social service workforce in Scotland. Our work means the people of Scotland can count on social services being provided by a trusted, skilled and confident workforce. We protect the public by registering social service workers, setting standards for their practice, conduct, training and education and by supporting their professional development. Where people fall below the standards of practice and conduct we can investigate and take action.

We:



**publish** the national codes of practice for people working in social services and their employers



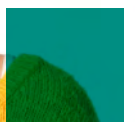
**register** people working in social services and make sure they adhere to our Codes of Practice



**promote and regulate** the learning and development of the social service workforce



**are the national lead** for workforce development and planning for social services in Scotland.







## Stay in touch with us

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