Skills for Care & Development Sector Skills Agreement Stage 3 - Scotland

December 2007

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1. Executive Summary

1.1 Introduction

The purpose of this report is to set out possible solutions on how best to ensure skill supply meets the short and long term demands of the social services sector in Scotland as it increases its diversity and productivity. This agreement will be based on the skills demand and provision of supply work already conducted in stages 1 and 2 of the Sector Skills Agreement. The solutions proposed in this paper have been developed on the basis of discussions with sector employers and stakeholders.

1.2 Demand and Supply-side Issues

Stages 1 and 2 of the SSA looked at the skills needs of the sector and the training and education resources available to it. It is clear that the sector has undergone considerable growth in its workforce in the last 10-15 years and that the expected levels of service demand in the future will drive further considerable growth in the years and decades ahead. Historically, the proportion of staff with qualifications relevant to their responsibilities has always been low within the sector. This combined with the growth in the sector's workforce and the rolling out of minimum qualifications via the registration system has contributed to increased uptake of training since the start of the millennium. These factors are expected to continue to drive the need for training and skills development in the sector for the forseeable future. The level of need is expected to put significant pressures on the training provision currently available.

During Stages 1-3 of the SSA a range of issues and skills needs were identified by the sector as having implications for staff training. These were:

- Registration requirements
- Other obligatory training demands
- Soft skills
- Service design and effective use of workforce's skills
- Commissioning and contracting skills
- Skills in partnership working
- Ability of staff to operate autonomously
- Developments in technology
- Skills needs of migrant workers
- Dementia skills (and other client specific skills)
- Tendering skills
- Workforce of the future – recruitment and training
- Accessibility of training for the rural workforce
- Government funding for training specifically aimed at social services sector

1.3 Gap Analysis

The next section of the report provides an analysis of the skills needs and issues idenitifed and current provision with particular focus on the extent to which current provision meets current and likely future demand.

It seems clear from the work undertaken in the first three stages of the SSA that generally speaking the sector has a wide range of appropriate qualifications available to it. Gaps which exist, e.g. in contracting and commissioning are already being addressed with the development of new National Occuaptional Standards (NOS). It is also clear that there is considerable uptake of the available awards; see for example the significant rise in the numbers of registrants for SVQs since 2001, or the high levels of relevant HNC provision within FE Colleges.

Notwithstanding the good range of awards or their high uptake it is also apparent that current training provision is under pressure and that training demands from the sector are expected to increase further in the coming years. This is as a result of the impact of two key drivers, viz, the continuing growth of the sector and the registration requirements of the SSSC.

Given the above, the aim of the SSA must be to maximise the use of existing resources, making sure that provision in the above awards and qualifications is directed at those who work in the sector or are intending to work in the sector. Provision must also target the training and skills needs which are of most importance to the sector.

1.4 SSSC and Scottish Government Activity

Unlike many other Sector Skills Councils, the Scottish Social Services Council had an existing statutory role with regard to workforce development and planning prior to becoming part of the SSC, Skills for Care and Development. Therefore, before discussing possible solutions to the gaps identified it was important to set out the current activity of the SSSC and Scottish Government in the sector. Chapter 5 of the report sets out the range of current activity in order to contextualise the solutions proposed in chapter 6.

1.5 Proposed Solutions

Chapter 6 of the report examines each of the skills needs and issues identified in section 1.2 above with a view to identifying solutions that the SSDA's Scottish stakeholder group and the sector's employers can engage with.

1.6 Conclusion

The intention is that this report and the solutions contained within it will form the basis of the next round of bilateral discussions with the SSDA Scottish stakeholders group and the outcomes from those discussions will be reflected in the final report

submitted during Stage 5 of the SSA. An event will be held in February for the sector, to look at the outcome of Stage 3 and the subsequent discussions with stakeholders.

December 2007

2. Introduction

2.1 Background

This report has been undertaken by the Scottish Social Services Council as part of the Sector Skills Agreement (SSA) process and builds on the work undertaken in Stages 1 and 2 of the SSA in Scotland. The aim of Stage 3 of the SSA is to reach agreement on the skills priorities of the sector and how best to ensure that skills supply meets both the short and long term needs of the sector. The report has been produced in this form primarily to meet the requirements of the Sector Skills Development Agency but will also be made more widely available.

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

Therefore, in addition to its role in the registration and regulation of the social services workforce, the SSSC has workforce planning and development responsibilities. These were delegated to the SSSC by Scottish Ministers under section 58 of RoCA. It also has responsibilities relating to the approval of courses for social workers and social services workers (S.54 RoCA). The Regulation of Care (Scotland) Act 2001 also led to the establishment of the Scottish Commission for the Regulation of Care (the Care Commission) which regulates providers of care services as defined under Section 2 of that Act.

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

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

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

2.2 Methodology

The approach taken to the Stage 3 work in Scotland was to engage employers and other key parties in a number of small events which we called, Skill Supply Discussions. Five such events were held across Scotland in July and August and were attended by X individuals from Y organizations. These were invitation only events and major employers, key stakeholders, training providers, and others were invited to attend. The half day events allowed opportunities for discussion on the findings of Stages 1 and 2 and consideration of solutions. The thinking from these events has shaped the development of solutions.

2.3 Structure of report

There are five main sections to this report and the discussions, data, etc. contained within them are all specific to Scotland unless otherwise stated. Chapter 2 provides an Executive Summary of the report. Chapter 3 sets out key findings from Stages 1 and 2 of the SSA plus any further significant issues highlighted during the Stage 3 work. In addition it contains a separate section looking at what is known of likely future growth in the sector. Chapter 4 provides a detailed examination of the gaps between each of the skills needs and the relevant skills supply. Chapter 5 looks at the SSSC's range of current and future planned activities and how they articulate with the skills gaps identified. Finally, Chapter 6 presents proposed solutions to bridge the gaps identified.

3. Key Findings from Stages 1 and 2

3.1 Introduction

This part of the report provides an overview of key findings from Stages 1 and 2 of the Sector Skills Agreement along with additional skills issues uncovered during Stage 3. In the Stage 2 report a need for further work was identified into FE provision to the sector and the findings of that work to date are also discussed. The full Stage 1 and 2 Scottish reports can be obtained from the SSSC web-site at www.sssc.uk.com.

3.2 Stage 1 – Key Findings

The aim of Stage 1 was; to gather data on the size and shape of the sector; to look at the drivers of demand; and to identify current and future skills needs.

3.2.1 Size and Shape of the Sector

One of the most significant features of the sector is the growth that it has witnessed in the last 10-15 years. We know from Labour Force Survey (LFS) data that the number of people working in the sector rose from 97,000 to 139,000 between 1995 and 2004. This means that the workforce grew by 43% during that 10 year period and is much greater than the growth rate across the Scottish economy as a whole, which was 7% for the same period. One of the interesting things about the growth is where it occurred and what we find from the LFS data is that it was private and voluntary sector providers who saw the highest levels of workforce growth. The Voluntary sector workforce more than doubled from 17,000 to 35,000, while the Private sector workforce increased by over 75% from 26,000 to 46,000. Local authorities also saw an increase in their workforce, but at 7% it was the same as the Scottish average. The impact of these changes is that whereas in 1995 local authorities employed 3 out of 5 people working in the sector by 2004 it was approximately 2 out of 5.

3.2.2 Drivers of Growth

The key drivers of the growth in the sector seem to be a number of Government initiatives and the funding associated with them. These include the Supporting People policy, the Scottish Childcare strategy and Community Care policy. The growth in the sector's workforce and the influx of new staff to it clearly creates demand in terms of skills and staff training. In addition to this the new regulatory framework for the sector, which was created through the Regulation of Care (Scotland) Act 2001 (RoCA), also brought new requirements for staff training and qualifications.

Consumer demand is also thought to be of significance, although hard data on the extent of privately purchased care is not readily available. Research has been commissioned by the SSSC to look into this issue further and will be reported on in early 2008. Two of the most important trends in terms of consumer demand for the

sector are the increasing personalisation of care and demographic change in Scotland. The second of these in particular is expected to drive much future demand for care services – see discussion in Section 2.5.

3.2.3 Skills Needs

At the time of writing the Stage 1 report in early 2007 the following skills needs or issues were identified:
- Registration requirements
- Soft skills
- Service design and effective use of workforce's skills
- Commissioning and contracting
- Partnership working
- Ability to operate autonomously
- Other obligatory training demands
- Developments in technology

3.3 Stage 2 – Key Findings

The aim of Stage 2 was to identify the range of awards and qualifications available to the sector, the extent to which they are provided and taken up and what is known about training expenditure and funding.

3.3.1 Training and Qualifications Available

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

Beyond SVQs, other key qualifications for staff within the sector are two Higher National Certificates (HNCs), one in Social Care and the other in Early Education and Child Care. At degree level there are professional awards in Social Work for undergraduates and also for postgraduates, which allow successful candidates to practise as social workers.

3.3.2 Provision and Uptake of Training

Data obtained from the Scottish Qualification Authority, the Scottish Funding Council and others, indicates that there is a high uptake of the relevant SVQs and HNCs. Relevant SVQ registrations had risen to just over 13,500 in 2005, while the two HNCs were the two highest subscribed HNC courses within Scottish FE Colleges in 2004/05 with over 4,200 registrations between them.

In view of the nature of SVQs it is thought that most of those registering will already be working within the sector. Completion rates are difficult to ascertain but at best maybe around 64%. In terms of HNCs it is unclear how many of those undertaking them are working within the sector or intend to subsequently. HNCs are primarily provided by FE Colleges and in addition to these they also provide a number of other courses that are classed as being of relevance to the sector. These additional courses account for over 60% of all candidates undertaking social care/work or childcare courses in Scottish Colleges.

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

3.3.3 Training Expenditure and Funding

Good quality information on employers' expenditure was difficult to obtain, although information on a range of funding streams available to the sector was already available. Some of these funding streams such as Modern Apprenticeship funding and the European Social Fund are of relevance to all sectors of the economy. There are a number of funding streams however, that are specific to the sector and most, if not all, of them come from parts of the Scottish Government that have some responsibility for the sector. These funding streams tend to be focussed on specific parts of the sector, with those of relevance for children's day care services being quite separate from those for social care services. In the case of children's day care services there appears to be a reasonably level playing field between local authorities, private and voluntary providers, in terms of the funding they have access to. However, in the case of social care providers the situation is very different, with local authorities having access to far greater sums of money for training than voluntary or private providers; the latter doing worst of all. Since writing the Stage 1 and 2 reports the Scottish Government has begun a review into their disbursement of funding for training within the social services sector.

3.4 Additional Key Findings

As already indicated, since the completion of the Stage 1 report a number of additional issues have been identified that are of relevance to the analysis of skills needs in Stage 1 and mapping of provision in Stage 2. These are now set out in this section of the report.

3.4.1 Migrant Workers

In early summer 2007 Scottish Care began to conduct research (with funding from the Scottish Government) to look in more detail at the skills needs and nature of the workforce employed by private and voluntary providers of adult residential care services for older people. Perhaps the most surprising finding has been the numbers of non-UK nationals working within that sub-sector. At the time of writing the Stage 1 report the only available data on migrants working in the sector came from a report on the Scottish Labour Market by Futureskills Scotland (2006), which indicated that the proportion of migrants from A8 accession countries working in the care sector would be less than 5%. The Scottish Care research asked employers about migrant workers from across the EU as well as out with it. That research covered 353 care homes for older people in Scotland, approximately 37% of all such homes, and found that the workforce within those homes included 6.1% of staff who came from an EU country other than the UK and 7.3% who were employed under a work permit. Presuming that there is no overlap at all between these groups then this would mean that 13.4%, or almost 1 in 7 of the workforce came from outside the UK. Given what is known about the size of the adult residential care workforce, then if this proportion of staff is the same throughout that sub-sector then this would equate to about 6,000 workers in just that part of the sector. This is much higher than had been previously expected and as a result the SSSC has commissioned further research into the proportion of migrant workers across other parts of the sector. This research should report in early 2008 and will also look at skills needs for this group of staff.

3.4.2 Client Specific Skills

A further issue that came out of the Scottish Care research and also from the discussions that we had with employers during Stage 3 was the importance of training in skills specific to the service users (clients) that staff work with daily. The research underpinning the Stage 1 report had identified this as an issue but as being of less importance than shortfalls in soft or core skills and as a result it was given limited attention within the Stage 1 report. However, in the Scottish Care research it was the main skills need identified and it was also mentioned in a number of the Stage 3 discussions. In the Scottish Care research and to some extent in the Stage 3 discussions it was linked to the need for staff training in dementia (or more broadly mental health) and working with people who have dementia. The importance of this area of training has been further confirmed by the publication during the summer of research into the expected increase in dementia within Scotland as a result of demographic change. The research by Alzheimer Scotland (Wilson & Fearnley, 2007) projects that the number of people with dementia will increase by 23% between now and 2017 and 75% between now and 2031.

3.4.3 Tendering

One of the areas of skills need identified in Stage 1 was in contracting and commissioning. With the advent of Government initiatives such as "Best Value" there has been a trend over the last 10-15 years for local authorities to out-source work

and services. One impact of this has been the growth in the private and voluntary sectors referred to under section 2.2.1 above. In the Stage 3 discussions with employers, those from the private and voluntary sectors identified skills in tendering as being of importance for their performance.

3.4.4 Accessibility of Training

At the time of writing the Stage 1 report it had not been possible to hold an event in the Highlands & Islands Enterprise area to consult with employers on the initial findings from Stages 1 and 2. An event took place in June and one of the key issues raised by employers at that was in relation to the accessibility of training. This theme also came up in the Stage 3 discussion events in relation to other rural areas. Where staff from Highlands & Islands are required to attend training events in the central belt then one day of travel needs to be allowed for. This can add considerably to the cost of training staff.

3.4.5 FE Provision

In the Stage 2 report it was identified that over 60% of candidates in FE Colleges undertaking courses in one of the two superclasses relevant to the sector, viz, social care/social work skills (SCSWS) and childcare services (CCS) were doing courses not leading to an SVQ or HNC. Little information was available about what these courses were and it was recognized that further work had to be done to better understand the situation. The Scottish Funding Council's recent release of its database for SSCs has helped this significantly. The initial work on the database indicates that the bulk of these non-SVQ/non-HNC students are concentrated in a small proportion of Colleges and that in many cases the training appears to be provided on behalf of employers. Further work needs to be done and may involve some liaison with the Colleges involved.

3.5 Future Trends

3.5.1 Overview

As identified in the key drivers section there are a number of factors which are of significance in shaping the further development of the sector, these include; Government policy; consumers' views; and demographic change. In thinking about the size of the sector's workforce in the future, a crucial determinant will be the level of demand from Scotland's population, i.e. the level of need for social services in the future.

There are a number of ways of thinking about need, e.g. the numbers of people requesting a service (expressed need), the incidence of people with severe dementia (normative or professionally defined need), the numbers of people with a legal right to a service (e.g. children aged 3 and 4 are entitled to 450 hours of pre-school service per year). There are also those social services where the need or demand comes not from the individual but from institutions such as the courts and the Children Hearings system. The understanding of the demand and need for services

is therefore likely to vary across the seven sub-sectors[1] that make up the social services sector in Scotland.

In addition to the question of definition of need there is also likely to be more than one way of meeting any particular need, therefore the method taken to meet a need will influence the types and numbers of staff that are required (e.g. to what extent should the focus be on maintaining older people in their own homes or moving them into care homes?). Decisions such as these are often influenced by Government policy (e.g. community care).

3.5.2 Community Care Services

For the purposes of estimating future demand for services it is probably easier to think not of the seven sub-sectors but of the groups of people receiving the services. Adult residential care, adult day care, housing support and domiciliary care are services that usually come under the heading of "community care". These are services that tend to be provided to support older people, people who are disabled, or who have an illness or long-term medical condition. (The upper level of ?) Demand for these services should therefore be determined by the extent to which people have a condition requiring such support. As prevalence rates for illnesses and conditions are often associated with age, future demand for such services can be estimated by looking at the impact of demographic change. In 2004, the Scottish Executive's Health Department (as was) published a report which attempted to do just that.

The approach taken in the first Range and Capacity Review report (Scottish Executive, 2004) was to define need primarily (although not solely) in terms of incidence of specific illnesses/conditions. This approach is particularly suited to the health sector and while not relevant to some social services (e.g. criminal justice social work) sits, as already discussed, reasonably well with community care services. While the focus of the report was on health services they also examined the impact on adult residential care, adult day care and domiciliary care. The Review also addressed the issue of different forms of service delivery by examining seven scenarios with a different approach to meeting needs taken in each. These scenarios included; a continuation of current practices; increased emphasis on residential care; and increased emphasis on maintaining people in the community.

The report's baseline scenario assumed that prevalence rates will remain the same and that so will current policies on service delivery. On this basis they identified the following increases in staffing by 2017:

- residential care – 37%
- day care – 32%

[1] adult day care; adult residential care; domiciliary care; early years; housing support services; local authority fieldwork; and residential child care

• domiciliary care 32%

This "expansion demand" is thought to be roughly equivalent to a further 27,000 full time jobs in these sub-sectors alone by 2017. Given the higher levels of part-time working (38%) within the social services sector this could mean more than 36,000 individuals.

While we cannot be certain that the current approach to service delivery will remain the same in the future, we do know that Scotland's population is ageing and that whatever the forms of service delivery there is likely to be a significant increase in demand for services in the coming decades (see discussion in 2.4.2 on dementia). This seems inevitably to mean a demand to recruit and train new staff.

3.5.3 Early Years Services

As discussed in the Stage 1 report demand for early years services (i.e. services for pre-school children) has been increasing in recent years as a result of more women returning to work and the Scottish Childcare Strategy. The new Scottish Government have indicated that free pre-school provision for 3 and 4 years old is to be increased to 450 hours from 400 hours, with a longer term aim to increase provision by 50%. The indications therefore in this sub-sector are that demand is more likely to be increasing than decreasing or remaining the same.

3.5.4 Criminal Justice Social Work

This area of service delivery is almost wholly provided by local authority social work departments and includes a range of work such as; probation; parole; fine supervision; and community service. Demand for these services will depend to a great extent on crime rates and sentencing policies.

3.5.5 Children and Families Social Work

This area of service delivery includes residential childcare and a significant proportion of local authority fieldwork services and would include work with the children's hearing system.

3.5.6 Conclusion

The implications of the above discussion seem to be that those sub-sectors providing services in the community care or pre-school services fields are expected to see growth in the coming years, with the former expected to see the greatest growth. The demand for the remaining sub-sectors, which include two of the smallest, is less clear but not thought likely to decrease significantly.

3.6 Summary

In this chapter we have looked again at key findings from the Stage 1 and 2 reports and we have also considered other issues that have come to light as causes for concern during Stage 3. The discussion of future trends confirms the initial thoughts

of the Stage 1 report, namely, that the social services sector is likely to see an increase in demand in the coming years, which seems likely to fuel growth in the sector's workforce.

In view of the additional findings, it seems best to revise the list of skills issues set out in 2.2.3 as follows:

- Registration requirements
- Soft skills
- Service design and effective use of workforce's skills
- Commissioning and contracting
- Partnership working
- Ability to operate autonomously
- Other obligatory training demands
- Developments in technology
- Skills needs of migrant workers
- Dementia skills (and other client specific skills)
- Tendering skills
- Workforce of the future
- Accessibility of training for rural workforce
- Government funding for training specifically aimed at social services sector

4. Gap Analysis

3.1 Introduction

The aim of this section is to build on work undertaken in the Stage 2 report to examine the degree of fit between the skills demands of the sector and the supply of skills to the sector. The chapter therefore begins by recapping the key issues identified in the Stage 2 report before considering the additional skills needs identified in chapter 2 above. Chapter 5 will continue this work by considering possible solutions to bridge any gaps identified.

4.2 Skills Issues and Provision

4.2.1. Registration requirements

The requirements for different staff groups to register with the Scottish Social Services Council and for all service providers to register with the Care Commission have brought with them requirements for staff to hold relevant qualifications. At a conservative estimate this will mean that between now and 2012 around 25,000 staff (roughly 5,000 per year) will need to achieve qualifications necessary for them to remain registered and therefore able to continue working in the sector. Personal service occupation staff registering will be primarily looking to achieve relevant SVQs at level 3 with a lesser number looking to achieve a level 2. Managers and other occupational groups will be pursuing SVQs at level 4 or similar awards.

This compares with around 4,000 people a year currently registering to do a level 3 SVQ in Health and Social Care (Adults). This suggests that between 2007 and 2012 demand for SVQ Level 3s in Health and Social Care (Adults) arising just from registration requirements will be roughly equivalent to the current uptake of this SVQ. This therefore seems to be an issue of the extent of provision (E).

4.2.2 Soft skills

The gaps in soft skills identified by employers in the survey and the consultation process were primarily at a level no higher than SCQF 5. We know this as the comments received frequently referred to problems with literacy and communication that if not addressed prior to someone undertaking a Level 3 SVQ or HNC, would prove a serious obstacle to their successful completion of the award. In terms of the prior support that may be required the only training courses known of that tackle such issues are the Return to Learn course (funded by Government and delivered by WEA and Unison) and a similar course provided by the Scottish Institute for Residential Child Care (SIRCC). Adult Literacy funding may also help but is at a level below SCQF 5.

Given the numbers of people identified in 3.2.1 above, who will need to undertake a level 2 or level 3 SVQ in the next five years and the comments of employers regarding pre-support it seems likely that such support will prove to be an area of

increasing demand. It is known that the Return to Learn course and the SIRCC course both have limited future funding and currently train approximately X people per year. This therefore seems to be an issue of the extent of provision (E).

4.2.3 Service design and effective use of workforce's skills

The revision of the Registered Managers' NOS, now referred to as Leadership and Management for Care Services, would appear to allow the opportunity to include the issues of service re-design and effective use of the workforce's skills. Consideration should also be given by SfCD to discussing with universities offering management training to the sector to also look at these key areas. This therefore seems to be an issue of both the range of provision (the type of awards and qualifications available) as well as the extent of provision (the awards and qualifications actually delivered) (E&R).

4.2.4 Commissioning and contracting

The development of NOS for this area of work should help provide managers and others with suitable training in this field. This is firstly an issue of the range of current provision (R).

4.2.5 Partnership working

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

4.2.6 Ability to operate autonomously

Given the low levels of staff holding a relevant qualification within many parts of the sector it is perhaps not surprising that this should be raised as a skills issue. However, as with 3.2.5 this is an issue which is of importance at all levels within the workforce including amongst staff groups with high levels of relevant qualifications. There is thought to be some connection with service design and the effective use of the workforce's existing skills. Coverage of this issue should be embedded at an appropriate level within all qualifications and awards aimed at the sector. This is an issue of the range of provision and also the extent of it (E&R).

4.2.7 Other obligatory training demands

These include; MHO training within local authorities; Health & Safety training; Moving & Handling training. These affect various occupational groupings and are of current concern. Employers within the employers' survey and as part of the consultation process on the headline report did not raise many concerns about these forms of training. This suggests that there are not significant levels of concern either about the quality or quantity of provision.

4.2.8 Developments in technology

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

4.2.9 Skills needs of migrant workers

The numbers of staff who are migrant workers is still being examined but recent indications are that the figures might be significantly higher than previously thought. Hopefully, clearer information regarding the skills needs of this group will be available following completion of SfCD's research. Anecdotal evidence is mixed although there are indications that many migrant workers hold a relevant qualification from their own country and that the skills issues are in relation to language and culture.

4.2.10 Client specific skills

Most of the qualifications and awards available to the sector and listed in the Stage 2 report have a significant generic component, one reason for which is to aid staff mobility and flexibility within the sector. However, in addition, the SSSC has been actively engaged in the development of skill sets which aim to guide employers as to which Scottish Vocational Qualification (SVQ) units and underpinning knowledge are most relevant for particular areas of practice (e.g. working with people with learning disabilities). As these are not awards, the extent to which these are being made use of is unclear. The area identified earlier as likely to require even greater attention is that of working with people who have dementia. This appears to both an issue of extent and range of provision (E&R).

4.2.11 Tendering skills

This is an issue for employers in the private and voluntary sectors and is one of both the range and extent of provision (R).

4.2.12 Workforce of the future

The increasing demand for social services is expected to drive an increase in the sector's workforce. This will lead to further demands for training. This is an issue of the extent of provision and the need to develop alternative models for the delivery of training. (E).

4.2.13 Accessibility of training for rural workforce

One important concern for employers in Highlands and Islands and parts of southern Scotland is their ability to access training for all levels of staff which does not lead to significant travel costs or loss of staff time. This is an issue about the extent of provision to the sector and the need to develop alternative models for the delivery of training. (E).

4.2.14 Government funding for training specifically aimed at social services sector

The Stage 2 report identified the apparently unequal access to funding for training that social care employers have in Scotland. This is clearly a matter of the extent of provision and is currently under review by the Scottish Government (E).

4.3 Summary

From the above discussion it should be clear that the concerns identified above are mixed between the range and content of qualifications and awards currently available, and the extent to which these are being provided or taken up (including funding to support this).

4.3.1 Extent of Provision

The Stage 2 report showed that since the turn of the millenium there has been an increase in the uptake in Scotland of SVQs relevant to the sector (between 2002 and 2005 the numbers of relevant registrations increased by 105%). It seems clear that there will continue to be substantial demand in the next five years (and beyond) driven partly by continuing registration with the SSSC and Care Commission and the expected continued growth in the sector itself driven by increasing demand. The level of demand is such that it is expected to lead to further increases in uptake of these awards. The extent to which current training providers (including service providers own internal training resources) will be able to meet this need is unclear, but given that it is an increase over and above the current high levels suggests that training resources will be considerably stretched. The reduction in Modern Apprenticeships in Health and Social Care has been a serious blow to the extent of provision and it is understood that a number of private providers have completely withdrawn from training in the sector since the reduction in funding some 18 months ago.

There are also needs for new funding arrangements for social care providers and demands for more client specific training being provided (e.g. in dementia skills) which is in part linked to the demographic changes taking place. Concerns regarding accessibility of training also suggest that other forms of delivery to employees in the most rural areas of Scotland are required; not least to meet the training demands already outlined which are relevant to all parts of the sector.

4.3.2 Range of Provision

A number of issues have been identified as concerned with the range of existing awards and qualifications. Most of these are being addressed by developments in NOS.

5. SSSC and Scottish Government Activity

5.1 Introduction

The aim of this chapter is to provide an indicative account of the range of activity undertaken or planned by the Scottish Social Services Council (SSSC) and work being led by the Scottish Government. It is hoped that this will help stakeholders and others understand the breadth of work that is being carried out within the sector and how it influences the solutions proposed in Chapter 5.

5.2 Duties of the SSSC

As identified in chapter 1, Skills for Care & Development is an alliance of 5 organizations. The SSSC is the Scottish representative of the alliance and is a non-departmental public body (NDPB) set up by statute, whose duties under the Regulation of Care (Scotland) Act include:

1) Promoting high standards of conduct and practice among social service workers and in their education and training

2) Regulating the social services workforce (qualification based register)

3) Promote education and training for the social services workforce

4) Approve and regulate all courses leading to a professional social work qualification

5) Ascertain what numbers of social workers and social service workers of other descriptions, are required within Scotland

(6) Ascertain what education or training is required by persons, who are, or wish to become, social service workers

(7) Ascertain what financial and other assistance is required for promoting such training

(8) Encourage the provision of such assistance

(9) Draw up occupational standards for such workers

As can be seen, the above duties are very similar to a number of the responsibilities that Sector Skills Councils are expected to discharge. It was because of this overlap that it seemed important to set out the SSSC's activities and so contextualise the solutions proposed in Chapter 5, which may otherwise seem incomplete. In the next

section these duties are grouped together under relevant headings and work associated with them is outlined.

5.3 Work Undertaken by the SSSC

The aim of the SSSC is often described as the creation of a "competent and confident workforce". This goal is achieved by a number of different means, which are now explored in this section.

5.3.1 Regulation of the Workforce

The SSSC has been given responsibility to develop a qualification based register for people working within the social services sector. The register is being developed on a phased basis with different groups of workers being invited to register with the SSSC at different times. The process began in 2003 with the opening of the part of the register for social workers. Protection of title was granted for the term "social worker" so that only those registered on the relevant part of the register can call themselves social worker. Appendix 1 lists each of the categories of staff for whom registration requirements have been set as well as the date or year when the register opens for them. Of the 24 categories that now exist only one, viz, social worker has protection of title. This is also the only category which has 100% of its workforce appropriately qualified.

In deciding what the appropriate qualification is, the SSSC consults widely within the sector and then makes a recommendation to the Scottish Government; the final decision is with Ministers. As the Stage 1 report identifies, this area of the SSSC's work is seen as one of the main drivers of current and future training demand in the sector as it sets out the expected minimum qualifications for staff working at different levels and in different sub-sectors.

Arising out of the SSSC's registration responsibilities has been the need to develop a way of establishing the equivalence of non-Scottish (particularly non-UK) awards. This work is being taken forward jointly with SQA.

5.3.2 Promotion of Good Practice and Conduct

One of the key steps in this process was the development, and sector wide distribution, of Codes of Practice for employees and employers (over 100,000 copies distributed). The key points from both Codes can be found in appendix 2. As can be seen, employers are expected to provide training and development opportunities for staff and in turn employees are expected to take responsibility for developing their own skills and knowledge.

5.3.3 Regulation of Social Work Education

The SSSC has a responsibility to approve all undergraduate and post-graduate courses leading to an award that allows them to practise as a social worker. There

are 17 courses in total delivered by 8 Scottish Universities and the Open University. The SSSC's role includes annual monitoring of these courses.

In the last year the SSSC has also coordinated development of two new awards. The first of these, the Practice Learning Qualification (Social Services) is aimed at those providing support, mentoring and training for social work students and others in work placements in the sector. The second, the Mental Health Officer award is a newly revised statutory qualification for social workers specialising in the mental health field. The SSSC will approve and quality assure both of these awards as set down in the Rules and Requirements for Specialist Training for Social Service Workers in Scotland 2005.

5.3.4 Promotion of Workforce Development

In the last two years the SSSC has developed a suite of tools to support organizational and workforce development. This work has been undertaken with the funding the SSSC receives from the Scottish Government. Approximately 3,000 copies of each of the software tools have been developed and distributed to employers, these include; the NOS (National Occupational Standards) Navigator; the Workforce Planning tool; the Skills and Learning Auditor; and the Job Description Generator.

The SSSC in partnership with the Institute for Research and Innovation in Social Services (IRISS) is developing the Continuous Learning Framework as a mechanism to support the continuous learning and development of the whole of the social services workforce. It builds on existing frameworks for qualifications and training and the knowledge, skills, values and understanding which are already set out in the National Occupational Standards. The Framework brings these together with two new dimensions. The first is a range of personal capabilities linked to social and emotional intelligence which will enable the workforce to apply in practice what they have learned. The second is a range of organisational capabilities linked to organisational learning which will make sure the workforce is supported by their employers to commit themselves to lifelong learning and development. In addition to supporting learning and development, the Framework can be used to support career pathways and progression and continuous improvement of individual and service standards

In addition to the above, work there is also work funded by the SSDA for the whole of Skills for Care & Development. This includes two web-based projects, one of which is the, *Career Pathways* project aimed at existing members of the workforce to help them look at options to develop their career within the sector. The other is a web-site aimed at people who may be interested in working in the sector but who don't currently and is therefore an aid to recruitment. Both of these projects are due for completion by March 2008.

5.3.5 Development of National Occupational Standards

This has been an area of activity for the SSSC since it came into being in 2001. Current work in this area includes credit rating and levelling of the NOS in Leadership and Management for Care Services. The purpose is to locate these NOS within the SCQF and the estimated completion is by end 2007. New NOS for people working in the sensory impairment field are also being developed and also for contracting and commissioning.

5.3.6 Development and Implementation of the SCQF

The SSSC is at the forefront of developing and implementing the Scottish Credit and Qualifications Framework (SCQF) in the social services sector. The SSSC is leading on a number of projects in this area including; recognition of prior informal learning (RPL); credit rating work based learning; HEI-RPL and credit transfer; an EQF-SCQF project; and joint work with Scottish Colleges.

5.3.7 Workforce Information and Intelligence

Prior to being licensed as an SSC the SSSC had been engaged in three significant pieces of work in this area. These include an analysis of funding mechanisms to support training in the Scottish social services sector (SSSC, 2004a) and an analysis of the impact of registering the groups of staff included in phase 1 of workforce registration (SSSC, 2004b) – see appendix 1 for details of which staff groups are part of phase 1. The third piece of work has been a collaborative enterprise with the Scottish Government and Care Commission to develop a basic or core minimum dataset (CMDS) for the sector in Scotland. This data has now begun to be gathered on an annual basis by the Care Commission and Scottish Government on every person working in the sector in Scotland. Access to the data for the SSSC is being negotiated.

In the next three financial years it is intended that a more detailed examination of long term service demands (up till approximately 2020) will be undertaken as a means of projecting possible implications for the workforce.

5.4 Scottish Government Activity

There are two streams of organizational and workforce development activity currently being led by the Scottish Government. The first, *Changing Lives*, arose out of the 21st Century review of social work (Scottish Executive, 2006a) and has five workstreams, some of which have a number of distinct activities. The second is the work arising out of the National Review of the Early Years and Childcare Workforce (Scottish Executive, 2006b).

5.4.1 Changing Lives

The five workstreams are focussed on the development of social work and social care services and the five are:

Service Development
- developing access standards
- developing new approaches to commissioning
- supporting local service development

Leadership and Management
- developing a framework of skills and competencies for front-line, strategic, academic and political leadership within the sector.

Workforce (chaired by Carole Wilkninson, Chief Executive, SSSC)
- implementing the national workforce strategy
- building partnerships
- developing new roles
- building effective teams
- developing career pathways
- developing workforce planning
- improving recruitment and retention

Practice Governance
- responsibility and accountability
- research and development
- evidence based practice and risk management
- citizen leadership
- chief social work officer
- consultation and supervision

Performance Improvement
- framework development and implementation
- national priorities

5.4.2 Early Years Review
The Early Years review looked at five key areas, namely:

- to examine and define the role and responsibilities of staff in all areas of the early years and childcare workforce;
- to improve workforce planning, to ensure that there are adequate staff numbers in each area;
- to ensure that qualifications and training are appropriate for the different sectors of the workforce and meet the needs of children and families, now and in the future;

- to provide greater opportunities for staff in one area of the workforce to move to another;
- to consider the potential implications of this work for pay and conditions.

One key area of work that is currently being taken forward by the Scottish Government in conjunction with the SSSC is the development of a new award for managers of children's day care services. This award is at Level 9 on the SCQF.

5.5 Conclusion

The aim of this chapter has been to provide some detailed information on the SSSC's role, duties and activities particularly as they articualte with our responsibilities as a part of an SSC. Similarly, reference has been made to work being taken forward by the Scottish Government where it also connects with the SSC agenda. The reason for doing this is to contextualise the discussion in the next chapter on solutions to the skills gaps identified in the earlier stages of the SSA.

6. Proposed Solutions

In this chapter a common approach is taken in turn for each of the skills gaps identified previously and includes details of the proposed solutions.

6.1 Registration Requirements

6.1.1 Evidence

A minimum of 25,000 staff are expected to need to undertake qualifications relevant to registration with the SSSC between 2007-12. There is also an indication of a lack of SVQ Assessors working in the sector.

6.1.2 Industries and Occupations Affected within Footprint

This affects the three biggest sub-sectors, namely, adult residential care, day care for children and housing support services but also affects residential child care and managers of all the above plus adult day care services – approximately 90,000 staff. The bulk of the qualifications being undertaken to meet this demand will be SVQs at levels 2, 3 and 4.

6.1.3 Supplyside Picture

Uptake of SVQs and HNCs relevant to the sector has been good since the start of the decade but the scale of training required to meet the demands of registration are expected to strain these resources.

6.1.4 Impact

Lack of provision would undermine the move towards the registration of those working in the sector and the creation of a competent and confident workforce where workers are suitably qualified to work.

6.1.5 Proposed solution(s)

1) Increase the numbers of Modern Apprenticeships in Health & Social Care and Children's Care Learning & Development in both the Scottish Enterprise and Highlands and Islands areas. If this is not possible then alternative funding should be sought from the Scottish Government's Education and Lifelong Learning and Health Departments.

2) Obtain assistance from the Scottish Funding Council to engage with Scottish FE Colleges to examine the scope for expanding provision to the social services sector and/or focussing existing resources on sectoral training priorities.

3) The four learning networks in the sector to encourage collaboration between employers, training providers and other stakeholders in their regions to help employers meet the sector's training priorities.

4) SVQ Assessment Centres to be encouraged to consider offering the HNC in Social Care to increase the sector's training capacity.

5) Development and approval of the Level 9 award for managers of children's day care services.

6) Further work to be undertaken to assess the need for SVQ Assessors.

6.1.6 Action for employers

1) To provide opportunities for staff to undertake the necessary training.

2) To collaborate with other employers, training providers and regional learning network to seek to ensure sufficient provision of training in their region to meet the sector's priorities.

6.1.7 Action for partners

1) Discuss with the new Scottish Skills Body the scope to increase the number of apprenticeships available in Health & Social Care and to a lesser extent Children's Care Learning & Development.

2) Scottish Funding Council to act as a mediator between the SSSC and Scottish FE Colleges to examine the extent to which current FE provision in the relevant superclasses[2] can be more focussed on sectoral priorities.

3) Discussions with SQA and the SFC and others on the approval, funding and provision of training for candidates to achieve the Level 9 award.

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[2] Namely, Social Care/Social Work Skills (SCSWS) and Child Care Services (CCS).

6.2 Soft Skills

6.2.1 Evidence

This was an issue identified in the employers' survey commissioned by the SSSC and in feedback from employers at consultation events during Stages 1-3.

6.2.2 Industries and Occupations Affected within Footprint

Personal Service workers in all sub-sectors appear to be the group most likely to be affected. Personal service workers make up approximately 50% of the sector's workforce.

6.2.3 Supplyside Picture

There is only limited specific provision of soft skill specific training available. Two initiatives do exist and are made possible by short-term funding from Scottish Government but once this funding ceases so will those projects.

6.2.4 Impact

Failure to address this will undermine the ability of some staff to undertake training to achieve a relevant qualification, which will in turn undermine the registration of staff.

6.2.5 Proposed solution(s)

1) Encourage the Learning Networks and local Adult Literacy Partnerships (ALPs), to work together to seek to ensure adequate support to the sector.
2) Extension of funding for soft skills initiatives (e.g. Return to Learn and SIRCC) and ensure that such initiatives cover all staff registration categories and employer types (local authority, private and voluntary).
3) Discussions with FE Colleges, other training providers and employers about the scope for greater provision of soft skills training to identify effective formats /delivery which minimises disruption to services.
4) Implementation of the Continuous Learning Framework across Scotland and use of it by employers to enable staff to develop their skills.
5) Internal training provided by employers (e.g. induction) to place greater and more explicit emphasis on its contribution to soft skills development of staff.
6) Dissemination and implementation of the RPL guidance and resources to support the development of soft skills.

6.2.6 Action for employers

1) Employers to embed the Continuous Learning Framework in their organisation and make use of it with their staff.
2) Employers to make better connections between internal training and soft skills.
3) Learning Networks promotion of the guidance.
4) Employers make use of RPL guidance.

6.2.7 Action for partners

1) Scottish Government to provide sufficient funding for the soft skills initiatives.

2) Scottish Funding Council to act as a mediator between the SSSC and Scottish FE Colleges on discussions regarding soft skills training.

3) Discuss with Learndirect Scotland what resources are available to develop the IT core skills of the sector.

4) Work with SQA on the RPL guidance project.

5) Liaise with SFC and FE Colleges on soft skills training.

6.3 Service design and effective use of workforce's skills

6.3.1 Evidence

As the Stage 1 report identified, this issue was highlighted in a number of Scottish Government reports on the sector published in recent years. This has also been recognized as an issue across all sectors in Scotland, where despite having higher levels of workforce skills than other parts of the UK also has lower levels of productivity.

6.3.2 Industries and Occupations Affected within Footprint

This is thought to affect all parts of the sector.

6.3.3 Supplyside Picture

No known courses that focus solely on these issues for leaders/managers. However, there are a number of leadership and management courses available within the sector, and the new set of NOS for Leaders and Managers of Care services is now developed and the new awards will be available by April 2008.

6.3.4 Impact

The social services sector has witnessed large scale growth in its workforce over the last 10-15 years. Demand for services is expected to continue to rise in the coming years and decades at a time when rises in public expenditure are expected to be more limited. Therefore it becomes even more important to make effective use of limited resources.

6.3.5 Proposed solution(s)

1) The revision of the Registered Managers' NOS, now referred to as Leadership and Management for Care Services
2) The Scottish Government funded leadership course for the social services sector, *Leading to Deliver*, to be continued and to examine issues of service design and effective use of the workforce's skills.
3) Examine the outcomes from the Changing Lives Service Development workstream and identify appropriate actions for the SSSC.
4) Ensure employee development plans are linked to organization's business plans.

6.3.6 Action for employers

1) Employers to develop the capacity of their organizations in service design and the effective use of their workforce's skills.

6.3.7 Action for partners

1) SQA (Care Scotland) to seek accreditation to offer the new SVQ.
2) Discuss with SQA the launch of the new awards and development of support materials.

6.4 Commissioning and Contracting

6.4.1 Evidence

One of the features of the sector in the last 10-15 years is the growth it has seen in private and voluntary providers. This has been driven in part by Government initiatives such as Best Value and an increase amongst local authorities to contract out services. This has been an area therefore of increasing activity for local authority staff and this is not expected to change in the future.

6.4.2 Industries and Occupations Affected within Footprint

This primarily has an impact on managerial staff.

6.4.3 Supplyside Picture

National Occupational Standards in Contracting and Commissioning are currently being developed and nearing completion.

6.4.4 Impact

Effective contracting and commissioning is vital to good quality service provision and the effective use of resources. The Gershon review identified that improvement in the commissioning of social care would lead to efficiencies in public services (Gershon, 2004).

6.4.5 Proposed solution(s)

1) Launch of NOS for Contracting and Commissioning.
2) Development of award(s) based on the NOS
3) Examine the outcomes from the Changing Lives Service Development workstream and identify appropriate actions for the SSSC.

6.4.6 Action for employers

1) Make use of the NOS for the development of internal training for staff and review of employees' performance.
2) Allow staff to undertake accredited training.
3) Make use of NOS for recruitment.

6.4.7 Action for partners

1) Discuss with SQA the development of award(s) based on the new NOS.
2) Encourage training providers (private, FE and HE) to deliver the new award(s) arising from the NOS..

6.5 Partnership Working

6.5.1 Evidence

The importance of partnership working has been increasing over the last decade or more, e.g. it is a key theme within the Scotish Government's Joint Future policy for health and social care services. It is also emphasised as the way to work not just with partner organizations but also the people who receive our services.

6.5.2 Industries and Occupations Affected within Footprint

It affects staff at all levels within the sector.

6.5.3 Supplyside Picture

Core or soft skills such as team working or interpersonal skills are built into all SVQs. There are a number of units in the Health & Social Care suite of awards that focus on working in partnership with service users and between agencies and across professional boundaries. These issues are also referenced in the Leadership and Management NOS.

6.5.4 Impact

Services to an individual are often provided by more than one agency and require a degree of co-ordination between them. Failure to work in effective partnership with other agenices and professionals means that services are not delivered effectively.

6.5.5 Proposed solution(s)

1) To ensure that core sectoral qualifications have sufficient coverage of partnership working.
2) That the importance and neccesity of partnership working is included in the SSSC induction guidance.
3) Examine the outcomes from the Changing Lives Workforce workstream and identify appropriate actions for the SSSC.
4) The development and implementation of the Continuous Learning Framework, which sets out a number of personal capabilities which will develop the ability of staff to work in partnership.

6.5.6 Action for employers

1) The principle of partnership working should be included within staff induction.
2) Employers to embed the Continuous Learning Framework in their organisation and make use of it with their staff.

6.5.7 Action for partners

1) Discuss with SQA any revisions required to core sectoral qualifications.

6.6 Ability to operate autonomously

6.6.1 Evidence

This was an issue that emerged firstly in the Scottish Government's 21st Century review of social work where it was specifically in relation to social workers. However, in the consultation period on the Stage 1 and 2 Headline report a number of respondents raised this more broadly. This was particularly in relation to personal service staff and their lack of confidence in their own abilities or a lack of confidence from managers in the experience of such staff. This was identifed as an issue in about half of all the small group discussions. The reasons suggested for this were mixed and included poor qualification levels and access for training, but also poor support from managers (e.g. lack of mentoring and coaching of staff), managers failing to recognize the skills and experience of their workers and job descriptions of staff being too narrowly drawn. This would appear to have connections with 5.3 above. This is not seen as just a matter of workforce development but also one of organizational development.

6.6.2 Industries and Occupations Affected within Footprint

Where this issue has been raised it has been always in relation to staff in direct contact with service users, e.g. personal service staff and social workers.

6.6.3 Supplyside Picture

This issue seems to be a matter of both the development of individual staff members and also about the development of organizations as a whole.

6.6.4 Impact

The implication of this problem is that staff are not being developed or their skills used effectively.

6.6.5 Proposed solution(s)

1) Greater emphasis on the coaching and mentoring aspects of managers' responsibilities in relation to their staff.
2) Ensure that coaching and mentoring of staff is covered sufficiently in the awards that will be based on the new NOS for Leaders and Managers in the sector.
3) Consider possible role for Trade Union learning representatives (TULR) in supporting staff.
4) Examine the outcomes from the Changing Lives Practice Governance workstream and identify appropriate actions for the SSSC.
5) The Continuous Learning Framework sets out a number of personal capabilities which will develop the ability of staff to operate autonomously.
6) Enhance the capacity of organizations to undertake organizational development.
7) Maximise the use of RPL guidelines and resources to support mentors' learning

6.6.6 Action for employers

1) Managers' roles expected to include some responsibility for the coaching and mentoring of the staff they directly supervise.

2) Managers/organisations encouraged to review policies and procedures to enable staff to operate more autonomously whilst maintaining accountability.

3) Employers to embed the Continuous Learning Framework in their organisation and make use of it with their staff.

4) Development of the workforce to be appropriately balanced with organizational development.

5) Employers make use of RPL guidelines and resources.

6.6.7 Action for partners

1) Explore with STUC and Unions what role TULRs may play.

2) SQA approval of new leadership and management SVQs to include coaching and mentoring elements of role.

3) Discuss with stakeholders the scope and need to develop training in organizational development.

4) Work with SQA on RPL guidance project.

6.7 Other obligatory training demands

6.7.1 Evidence

Apart from the training requirements that arise from service providers registering with the Care Commission and individual workers with the SSSC, it is clear that there are a range of other demands on employers to provide training for staff. Many of these demands have an obligatory if not statutory element. Demands include training in; health and safety; moving and handling; new legislative requirements (e.g. Protection of Vulnerable Adults); Mental Health Officer training.

6.7.2 Industries and Occupations Affected within Footprint

While there is not a suggestion that everyone has to be trained in all these areas it seems clear that such obligations affect all sub-sectors and staff at all levels within organizations.

6.7.3 Supplyside Picture

No indications received that there have been problems with the levels of provision to meet such training needs. However, concerns have been expressed about the extent to which employers can meet the competing demands arising from registration on the one hand and a range of other obligatory demands on the other.

6.7.4 Impact

The obligatory nature of this training means that failure to provide it could place employers in breach of statutory or other such requirements and undermine good practice.

6.7.5 Proposed solution(s)

1) Development and approval of the Mental Health Officers award.
2) Maximise the opportunities for synergies between the training demands arising from registration and other obligatory training demands.
3) Encourage collaboration between employers on delivery of these training requirements.

6.7.6 Action for employers

1) Employers look at ways in which they can create synergies between registration requirements and other obligatory training demands.

6.7.7 Action for partners

6.8 Developments in technology

6.8.1 Evidence

Over the last 20 years or so there has been an increase in the use of information technology (IT) in delivering services. Some of this is the same as within other sectors, e.g. the use of personal computers to support the administrative, financial and other back-office functions of organizations. There has also been a more limited and gradual use of assistive technologies (AT) particularly within community care services to support people within their own homes (e.g. alarm systems). IN AT the issue is perhaps less about skills to use such technology as skills to develop applications of existing technologies within the care sector. One area where it is thought that technology could be used to greater extent and effect is in the support and delivery of learning and development.

6.8.2 Industries and Occupations Affected within Footprint

In the long-term, use of information and assistive technologies is likely to have an impact on all parts of the sector and all levels of staffing.

6.8.3 Supplyside Picture

During the SSA consultation no concerns were expressed about the availability of IT training. Use of assistive technologies is still relatively limited and where organizations are making use of AT it is thought that training is focussed on the specific technologies being used. In the learning and development field, the SSSC has recently developed and made available to the sector a Skills and Learning Auditor and Job Description Generator. Additionally, the Institute for Research and Innovation in the Social Services has produced a range of advice for employers.

6.8.4 Impact

Further developments of IT and AT offer the possibility of improvements in efficiency, in the quality of service provided and personalisation of the services delivered. IT may also afford opportunities to increase access to both informal and certificated learning and development. Given the importance of all of these issues both for current and future service delivery failure to make best use of existing technologies will be to the detriment of future services.

6.8.5 Proposed solution(s)

1) Promotion of greater use of IT in the delivery of workforce development.
2) Promotion of the SSSC suite of workforce development tools.
3) Encourage the provision of more training materials being made available online.
4) Consider the potential of training staff to advise and encourage service users to make use of possible IT solutions to everyday problems (e.g. online travel timetables, online shopping etc.)

6.8.6 Action for employers

1) Employers look at the development of their learning and development function to maximise staff access to informal and certificated learning.

2) Encourage more employers to make greater use of IT supported solutions in training and service delivery and make use of existing staff skills and knowledge.

6.8.7 Action for partners

1) SQA to make HNC in Social Care optional learning unit open learning packs available online.

2) Liaise with SQA, SFC and others over the potential of training staff to assist service users develop their own IT solutions to everyday problems or issues.

6.9 Skills needs of migrant workers

6.9.1 Evidence

Exact data into the numbers or proportions of migrant workers employed within the sector is not currently available. However, a picture is beginning to emerge which suggests that the levels may be significantly higher than had initially been thought. Knowledge of their skills needs is even less clear, although it is expected that there will be differences between migrants and non-migrants (e.g. English as a second language). The SSSC has just recently commissioned research into the proportions of migrant workers and their skills needs.

6.9.2 Industries and Occupations Affected within Footprint

This is thought to be greatest in the personal service occupations but evidence to support this is tentative. Initial evidence suggests that employment of migrant workers is highest amongst private sector providers but this requires some confirmation.

6.9.3 Supplyside Picture

No clear picture on the supplyside provision of training to migrant workers in the social services sector has been obtained.

6.9.4 Impact

The initial evidence indicates that at least in some parts of the sector there are much higher numbers of migrant workers than was initially thought likely. Scottish Care's study identified 13.4% of the workforce in the 330+ private and voluntary care homes it surveyed as coming from outwith the UK. Given the projections for the continuing growth of the sector it seems likely that the sector will continue to need to recruit migrant workers.

6.9.5 Proposed solution(s)

1) Completion of joint work with SQA to establish the equivalence of non-Scottish/UK care awards.
2) Identify skills needs of migrant workers through the research undertaken by Scottish Care, the West and South East Learning Networks and by the SSSC.
3) Wide dissemination of findings of research across the sector.
4) Development of Leonardo project benchmarking EQF and SCQF using social care qualifications.

5.9.6 Action for employers

1) Liaise with employers once skills needs of migrants are clearer.

6.9.7 Action for partners

1) Once skills needs of migrant workers begin to be clearly identified the SSSC should negotiate solutions with relevant stakeholders and revise SSA accordingly.
2) Completion of joint work with SQA.

3) Partnership with SQA, SCQF and Scottish Government to develop the Leonardo project.

6.10 Client specific skills

6.10.1 Evidence
Concerns regarding client specific skills were not the primary concern of employers in the SSSC's employers' survey, conducted as part of Stage 1 and 2 of the SSA. However, they were amongst a range of concerns expressed by employers about their workforces' skills needs. The more recent Scottish Care survey of adult residential care homes had client specific skills at the top of employers' skills concerns. That survey and the recent report from Alzheimer Scotland both specifically identified skills in working with people who have dementia as being of particular importance.

6.10.2 Industries and Occupations Affected within Footprint
The client specific skills that staff will require vary across the sector depending on the needs of the different types of people who use these services.

6.10.3 Supplyside Picture
Qualifications within the sector can usually be divided between those relevant to social care and social work on one side and those relevant to early years services on the other. Within both divisions the emphasis has been on the importance of core generic skills, knowledge and values particularly for the initial qualifications that lead to registration with the SSSC. There are a number of reasons for this approach not least of which is the mobility and flexibility of the workforce within the sector. Client specific material is in all initial qualifications but much of such training tends to come subsequently as a form of continuing professional development (CPD).

In addition to the above there is a wide range of client specific awards and training available to the sector (e.g. the skills sets developed by the SSSC in conjunction with employers and the SQA). There have also been the development of a number of client specific NOS (e.g. Sensory Services Workforce) and there are also 5 Centres of Excellence working in the sector and funded by the Scottish Government which provide training and undertake research in the following fields; residential child care; drug and alcohol use; dementia; criminal justice social work; and learning disability.

6.10.4 Impact
There needs to be a balance between generic and client specific or specialist training. Concerns were expressed by employers during the SSA consultation process that the current focus within the sector on staff achieving registration qualifications is in danger of marginalising CPD and therefore client specifc training.

6.10.5 Proposed solution(s)
1) Promotion of the 10+ skill sets developed by the SSSC which are client specific and their potential use as the basis for career pathways.
2) Development and approval of the Mental Health Officers award.

3) Greater promotion by the SSSC of the resources offered by the Centres of Excellence (CoE)

4) Promotion and use of client specific NOS.

6.10.6 Action for employers

1) Employers make use of relevant skills sets and the CoE.

6.10.7 Action for partners

1) Training providers make use of skills sets to develop client specific skills.

6.11 Tendering skills

6.11.1 Evidence

Just as there has been a growth in the need for contracting and commissioning skills for staff in local authorities there has been a corresponding growth in the need for staff working for private and voluntary providers to develop skills in tendering. This growth is expected to continue for the forseeable future.

6.11.2 Industries and Occupations Affected within Footprint

This affects private and voluntary providers across all parts of the sector and primarily mangerial staff within those organizations.

6.11.3 Supplyside Picture

National Occupational Standards in Contracting and Commissioning are currently being developed.

6.11.4 Impact

Effective tendering is important in terms of the viability of contracted out services and good quality service provision.

6.11.5 Proposed solution(s)

1) Launch of NOS for Leadership & Management containing tendering unit.
2) Development of award(s) based on the NOS.

6.11.6 Action for employers

1) Make use of the NOS for the development of internal staff training.
2) Allow staff to undertake accredited training.
3) Consider developing joint training with other employers.

6.11.7 Action for partners

1) Discuss with SQA and other stakeholders the development of training based on the new NOS.
2) Encourage training providers (private, FE and HE) to deliver training based on the new award.

6.12 Workforce of the future

6.12.1 Evidence

The sector has been characterised by significant levels of growth in its workforce for more than a decade. Levels of demand for services are expected to continue to increase in the years ahead as the demographic profile of the population changes and this is expected to drive further sectoral growth and therefore the need to recruit more staff.

6.12.2 Industries and Occupations Affected within Footprint

As identified in 2.5 the sub-sectors most likely to see growth are those delivering community care or pre-school services. Occupations at all levels within those sub-sectors will be affected.

6.12.3 Supplyside Picture

Induction training is undertaken internally by the vast majority of employers within the sector. The SSSC's registration requirements set out what can be regarded as the minimum qualifications for the workforce and as previously discussed there is currently good provision of these.

6.12.4 Impact

Failure to recruit or properly train new staff will adversely affect its ability to meet increasing demand for services, the quality of service provided and the productivity of the sector.

6.12.5 Proposed solution(s)

1) As discussed under 4.3.7 more detailed work on levels of future service demand to be undertaken by the SSSC in the next three financial years.
2) Promotion and dissemination to employers of the SSSC's recently developed workforce planning guide.
3) Learning Networks to look strategically at pre-employability and induction needs in their regions.
4) Learning Networks to work with employers to identify gaps in learning provision more broadly and in seeking creative solutions to these at local level.
5) Completion and launch of the SfCD careers web-site.
6) Develop e-learning for the core elements of Induction, based on the 4 mandatory units of the Health and Social Care SVQs.
7) Promotion of careers in the sector.
8) Maximise the use of Skills for Work as a route into the sector.

6.12.6 Action for employers

1) To work with the LNs to look at learning needs within their areas.
2) Employers to develop their workforce planning capacity.

6.12.7 Action for partners

1) Liaise with Careers Scotland on the promotion of the sector amongst those seeking work.

2) Liaise with JobCentre plus on the promotion of the sector amongst those seeking work.

3) Liaise with SQA and others on maximising the use of Skills for Work as a route into the sector.

6.13 Accessibility of training for rural workforce

6.13.1 Evidence

Due to the nature of the services that this sector delivers, service providers are scattered across the whole of Scotland in a way that reflects the distribution of the general population. The skills needs identified in the sector affect all types of providers and all levels of staff, including therefore staff working in remote rural areas (e.g. Highlands and Islands). The distances that such staff have to travel do add considerably to the costs and staff time involved in undertaking training.

6.13.2 Industries and Occupations Affected within Footprint

This affects all parts of the sector and staff at all levels.

6.13.3 Supplyside Picture

There are 7 FE Colleges operating in the Highlands and Islands area all of which provide training in relevant SVQs and HNCs. A further 2 FE Colleges offer such training in the Dumfries & Galloway and Borders areas.

6.13.4 Impact

There are two main affects of these difficulties, one is that it considerably increases the cost and staff time required for training or the second is that it prevents training taking place at all.

6.13.5 Proposed solution(s)

1) Maximise employers and staff access to Learndirect Scotland's learning centres.
2) Encourage the use by training providers and rural employers of e-learning options.
3) Consideration of the development of distance learning materials for the sector.
4) Work with the learning technology team at IRISS to run "How to" seminars
5) Encourage and enable the development of content and elearning solutions.

6.13.6 Action for employers

1) Provision of internet access and other IT tools to staff for training.

6.13.7 Action for partners

1) Learndirect Scotland (Lds) to promote their learning centres and other resources to the sector particularly for rural employers.
2) SFC to provide support to FE Colleges to reach out to rural employers.
3) Liaise with SQA, SFC and Lds over the scope for developing distance learning materials for the sector and appropriate supports for distance learning.
4) Learning Networks work with employers in their area to support the availability of and access to e-learning options.

6.14 Government funding for training specifically aimed at social services sector

6.14.1 Evidence

The changes in the employment profile of the sector in recent years have left the previous funding arrangements for the training of staff in social work and social care uneven. Local authorities receive considerably more money from the Scottish Government than voluntary sector providers who in turn receive more than private providers.

6.14.2 Industries and Occupations Affected within Footprint

This affects staff at all levels in private and voluntary providers in all sub-sectors except children's day care services.

6.14.3 Supplyside Picture

In approximate terms local authorities receive at least three times as much as private social care providers and at least twice as much as voluntary providers.

6.14.4 Impact

The private and voluntary social care providers have more limited money available than local authorities to them to train their staff.

6.14.5 Proposed solution(s)

1) Implementation of the reformed funding streams.

6.14.6 Action for employers

6.14.7 Action for partners

1) Scottish Government to implement the new budget settlement.

7. Conclusion

The aim of this Stage 3 report is to provide an overview of the findings from Stages 1 and 2 of the Sector Skills Agreement process and then set out solutions to the skills needs identified. Given the nature of Skills for Care and Development and the role and responsibilities of the Scottish Social Services Council it also seemed appropriate to set out the range of relevant activities that the SSSC and Scottish Government are already engaged in.

The next steps in the SSA process are to undertake further liaison with the SSDA Scottish stakeholders group around the possible solutions identified and to liaise with the sector also.

December 2007

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Appendix 1

Staff Groups for whom Registration Requirements have been set

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

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

Appendix 2

Codes of Practice

<u>Employers</u>
To meet their responsibilities in relation to regulating the social service workforce, social service employers must:

1) Make sure people are suitable to enter the workforce and understand their roles and responsibilities.
2) Have written policies and procedures in place to enable social service workers to meet the Scottish Social Services Council (SSSC) Code of Practice for Social Service Workers.
3) Provide training and development opportunities to enable social service workers to strengthen and develop their skills and knowledge.
4) Put into place and implement written policies and procedures to deal with dangerous, discriminatory or exploitative behaviour and practice.
5) Promote the SSSC's codes of practice to social service workers, service users and carers and co-operate with SSSC's proceedings.

<u>Employees</u>
Employees must:

1) Protect the rights and promote the interests of service users and carers.
2) Strive to establish and maintain the trust and confidence of service users and carers.
3) Promote the independence of service users while protecting them as far as possible from danger or harm.
4) Respect the rights of service users while seeking to ensure that their behaviour does not harm themselves or other people.
5) Uphold public trust and confidence in social services.
6) Be accountable for their practice and take responsibility for maintaining and improving their knowledge and skills.