



# **Developing careers opportunities in social services**

**20 May 2019**



# Welcome and Introductions





# Outcomes

- See and hear about what we have found out so far
- Tells us what the findings mean to you and what also might be helpful for us to explore
- Have an opportunity to share your views to help shape and contribute to the development of proposals to promote and develop career opportunities



# **The National Health and Social Care Workforce Plan**

**Neil MacLeod  
Office of the Chief Social Work Adviser**

# Challenges



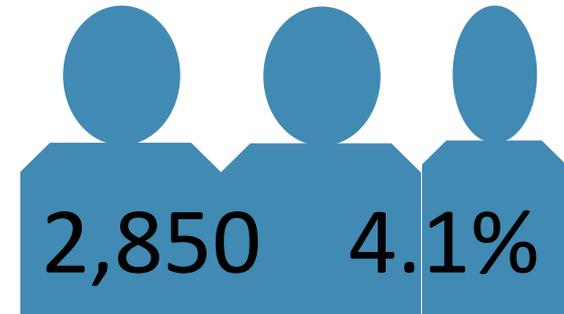
# EU Nationals in the Social Services Workforce

Ipsos Mori Jan/Feb 2018

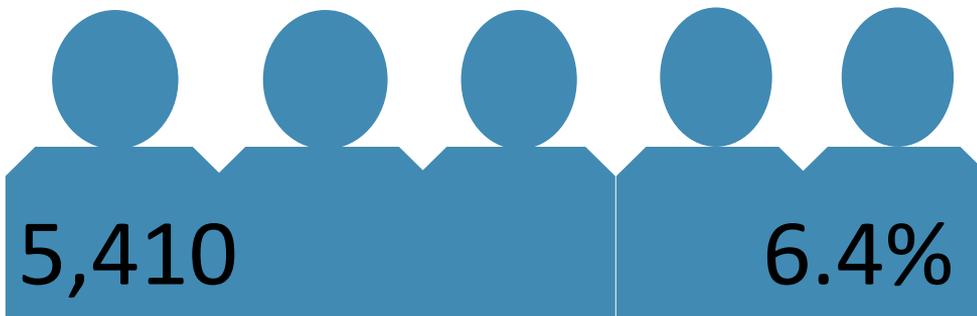
Care Homes for Adults



Care at Home / Housing Support



Independent sector



third sector



**NHS**

**LOCAL  
AUTHORITIES**

**THIRD AND  
INDEPENDENT  
SECTORS**



**IJBs**

**PROFESSIONAL  
BODIES AND  
TRADE UNIONS**

**PRIMARY  
CARE**

# Summary of Parts 1,2 and 3

## **Part 1 for NHS Scotland - published June 2017**

- Tackling recruitment challenges
- Student and postgrad training intakes

## **Part 2: social care and social work – co-published with COSLA December 2017.**

- Added challenges include:
  - A more complex landscape of service provision and commissioning.
  - Labour markets – competition with other sectors, rural and urban differences

## **Part 3 for Primary care published in April 2018**

- Facilitate Primary Care Reform – e.g. by developing multidisciplinary capacity in primary care services
- To build primary care workforce capacity – recruitment, roles and training

## **Integrated Health and Social Care Workforce plan to be published in 2019**



# **Workforce Plan (Part 2) Recommendations**

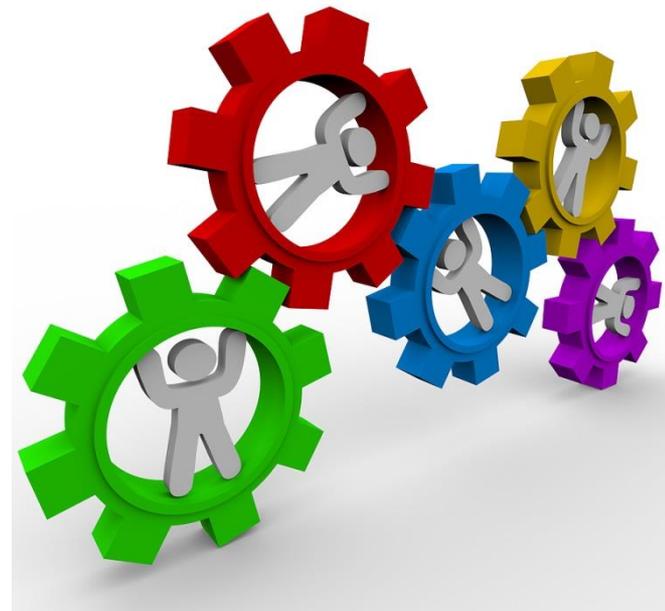
- 1. Integrated workforce data**
- 2. National / local labour market and workforce analysis**
3. Workforce planning guidance for partnership working
4. Workforce planning tools
- 5. Promoting social care and social care settings more widely as a positive career choice**
- 6. Career pathways**
7. Training and education

## R2. National and local labour market and workforce analysis

- Develop understanding and provide evidence of the interactions between the national and local labour market pressures by analysing;
  - Interactions between different parts of the sector
  - What lies behind vacancies
  - Data sources and their use

Commissioned from Ekosgen

July 2019 – share results

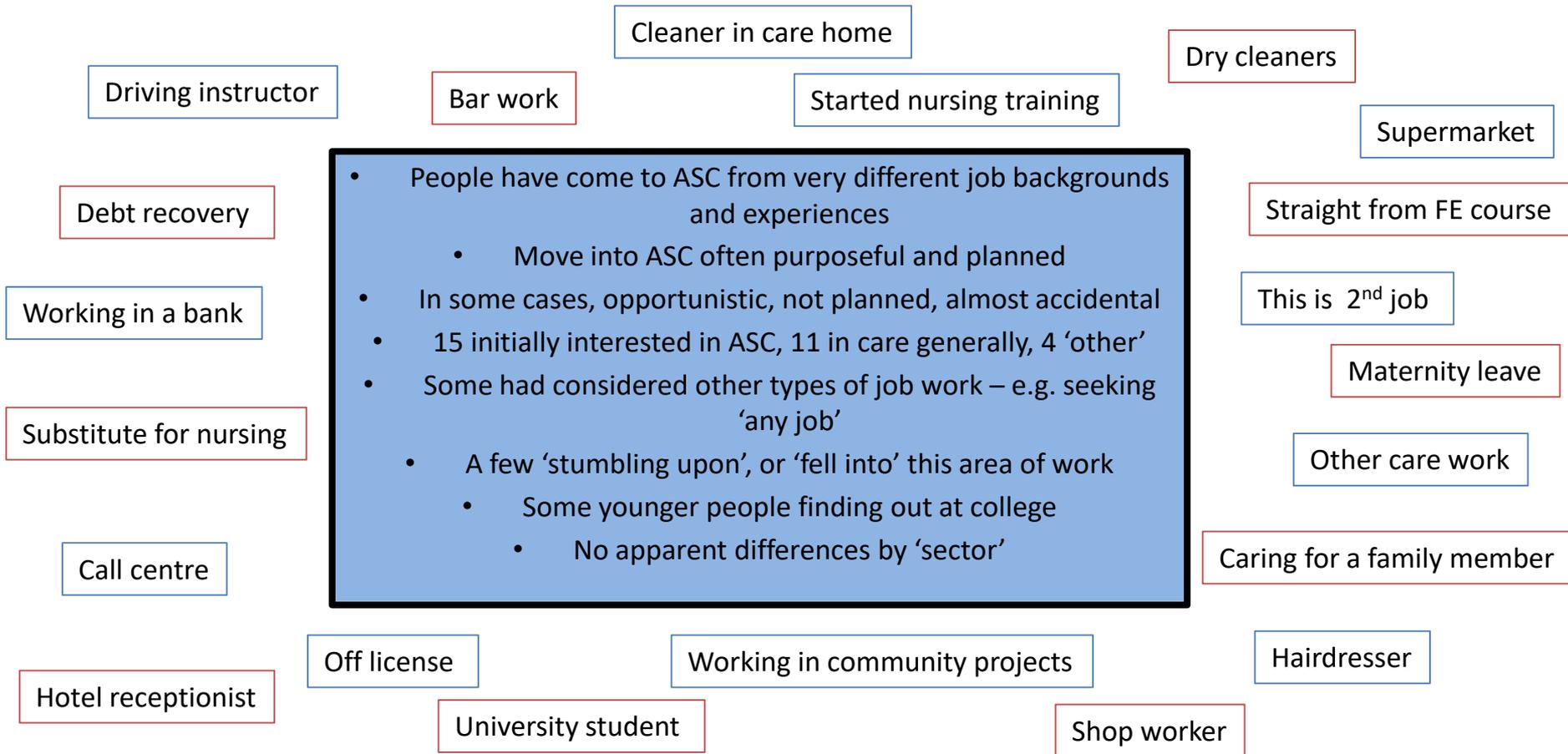


## **R5. Promoting social care and social care settings more widely as a positive career choice**

- Deliver a national campaign to promote the social care profession more widely as a positive career choice.
  - SSSC lead
  - Frontline staff, adult social care
  - Advisory Group
  - Key messages
  - Campaign launch 2019/2020



# Routes into adult social care



# How people found out about care opportunities

- Very mixed picture of 'how' and 'where' people find out about job opportunities

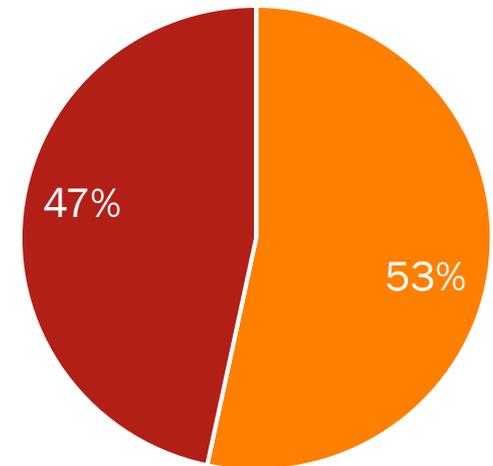
## Formal

- Job ads in local press (e.g. Falkirk Herald),
- Job ads on websites (e.g. MyJobsScotland)
- Information provided at FE college

## Informal

- **Word of mouth** – e.g. a friend or family member giving them a 'heads up' that a vacancy exists
- **Word of mouth** – e.g. from other ASC staff they were in contact with
- **Close to half did not get their info from a formal job ad**
- ...and in several cases where they did, info from personal networks/word of mouth was also important

Looked at job adverts?

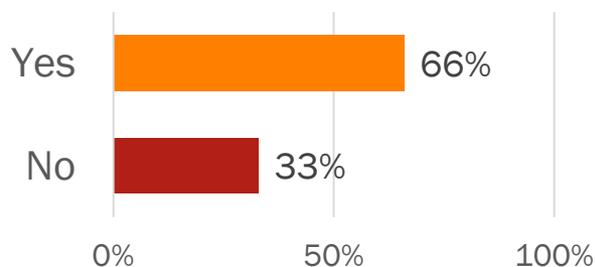


■ Yes ■ No

# Awareness that the profession is Regulated

- Around two-thirds claimed to be aware of this at the time of applying
- People who had been in the sector for some years recognised the changes that had taken place
- Others are picking this up from college, from family or friends working in the sector, or in other ways during the recruitment process
- The quality bar had been raised and it is broadly welcomed as a good thing

## Awareness



It makes a difference. It means that you are part of a trusted environment

I wouldn't work somewhere that wasn't regulated, that would be terrifying

I welcome this as you need to be accountable in this line of work

It's a good thing as it safeguards both the worker and the client

It gives me confidence that if something goes wrong then there's people there who can deal with it

# R6. Career pathways

- Develop proposals for career progression in social services
- Improve entry routes into the sector
- Explore how career pathways across health and social care can be further developed.
- Consider implications for regulation of the workforce

## SSSC lead

- Enhanced map of pathways (online resource)
- Understanding current pathways
- Barriers/enablers/what works
- Priorities & pilots of new/strengthened routes



# R6. Career pathways website

## Kenneth Stirling

My name is Kenneth Stirling and I'm a branch leader with Cornerstone. I'm based in Irvine and lead a range of housing support and care at home services across Ayrshire. I have combined registration with the SSSC as a manager in both care at home and housing support.

**I started my career straight from school, having few qualifications and little interest in education.** Leaving school without a job wasn't an option and I was given the opportunity to start a government training programme supporting adults with learning and/or physical disabilities in a day centre. My main interests in school were woodworking and art and the career advisor thought I could use these to help others. Once I started the training I realised this was good advice as I really enjoyed sharing my interests with others. My mother had also befriended a lady with disabilities, often spending time in the family home, so the opportunity to support other people felt natural.

**In my role I lead and support over 140 staff and self-employed carers across a range of services.** These include fostering, housing support, adult placement and supported employment and while my role entails sometimes sitting for hours writing applications to local authorities to develop our business, it also allows me to enjoy the best part – having a chat with the people we support over a coffee.

**I've worked in social work services and social care for the past 30 years** in a variety of positions including supporting and managing children and adult services, as well as leading day services for older people (which is where I learned how to be a bingo caller).

**Social service employers look for a range of qualities in new staff.** Having the right attitude and values is the most important attribute; training and gaining a qualification follows on. I've enjoyed my whole career to date and have enjoyed completing a range of



“

**The job is not just a career – it's a lifestyle. To know you've personally changed someone's life for the better makes you feel proud.**

**Kenneth Stirling**  
Cornerstone

”

# R6. Understanding Career pathways

## Analysis of 25,000 new registrations in year to 31/7/17

- 40% had previously worked in sector
- People mostly stay in same type of service
- High proportion of re-registrations are promotions

## Survey of leavers – 1,001 responses

- 51% still work in sector
- 25% not in employment
- 24% working in another sector (4% retail)



# R7. Training and education

- Develop training and education proposals to enable more flexible workforce
- Develop a Professional Frameworks for Practice in social care and social work
  - Social Work: Undergraduate to Advanced practice
  - Social Care: include pathways to/from health, to Social Work

## SSSC lead

- Current landscape
- Review of existing frameworks
- Current Social Work learning
- Skill needs in integrated settings



# Other work in progress

- **Integrated health and social care workforce plan**
- Integration: Progress Review – proposals
- Adult Social Care Reform programme
- Response to the Fair Work in Scotland's Social Care Sector report
- Health and Care (Staffing) (Scotland) Bill

# Summary

- National Workforce plan
- Seven recommendations: data, guidance, tools and key challenges
- Adult social care reform
- Health and Care (Staffing) (Scotland) Bill

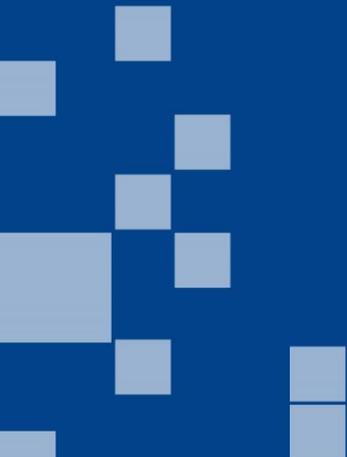
# Contact details

[Neil.Macleod2@gov.scot](mailto:Neil.Macleod2@gov.scot)



# Analysis of SSSC registration data: staff movement

Mike Docherty  
Workforce Intelligence Manager  
SSSC





## **National Workforce Plan**

- Support implementation of recommendations 2, 6 and 7 by:
- Improving our understanding of the flows of people between different parts of the sector and different areas of Scotland as well as into and outwith the sector;
- Improving understanding of the career paths workers currently take;
- Examine current levels of training provision with reference to demand.



## **Regulation of Care Scotland Act 2001 (cont'd)**

### Section 58: delegated duties

- (a) ascertaining what numbers of—(i) social workers; and (ii) social service workers of other descriptions, are required within Scotland;
- (b) ascertaining what education or training is required by persons who are, or wish to become, social service workers;
- (c) ascertaining what financial and other assistance is required for promoting such training;
- (d) encouraging the provision of such assistance; and
- (e) drawing up [national] occupational standards for such workers.



## **Analyses undertaken in Autumn 2019**

- **All registrations beginning between 1.8.16 and 31.7.17**
  - All registrations ending between 1.8.16 and 31.7.17
  - Small scale surveys of registrants who left the SSSC register between 1.4.18 and 30.9.18
  - **Training provision to the sector**
  - **Training demand arising from registration**
  - **Demand for social workers**
  - Small-scale survey of student social workers
-



## Registration Data

- We can track individuals over time
- It can be updated in real time (though registrant dependent)
- Registration for some services is mandatory
- Not all services or workers are required to register yet (e.g. workers in adult day care; workers in housing support)
- Other professionals will register with other bodies (e.g. nurses, teachers)
- Doesn't capture auxiliary and ancillary staff (e.g. business support; domestic staff)

<b>Registration category</b>	<b>Registrations at 1.8.16</b>	<b>Turnover (%)</b>
ADC-M	404	16.1
CAH-M	1,160	20.7
CAH-Sup	1,737	16.5
CHA-M	663	19.2
CHA-P	3,463	33.8
CHA-Sup	6,312	11.6
CHA-SW	28,734	24.2
DCC-M	2,641	16.1
DCC-P	23,436	13.2
DCC-SW	6,789	29.5
HSS-M	1,408	21.3
HSS-Sup	1,748	15.6
RCC-M	383	17.1
RCC-Sup	749	14.5
RCC-W	5,897	18.5
SCA-M	19	47.1
SCA-Sup	31	12.3
SCA-W	382	25.3
<b>Total</b>	<b>85,956</b>	<b>19.8</b>



## Headline Findings

- a) 25,000 new registrations - approx. 5,000 had been registered within previous 12 months.
- b) In addition a further 5,000 (4,987) **did not** require a qualification condition(QC) suggesting they had previously worked in sector.
- c) High likelihood of others returning after more than 12 months who **did** require a QC.
- d) This suggest at least 10,000 (40%) of the new registrations had worked in the sector previously.



## Headline Findings (cont'd)

e) In services with mandatory registration the majority who re-registered stayed in the same service type:

- of those with a prior registration in Care Homes for adults (CHAs), 86% re-registered in a CHA service.
- in the case of Residential Child Care the figure was 62%
- for Day Care of Children it was 89%.





## Headline Findings (cont'd)

f) When we look at all adults and children's services:

- 94% of those with a previous registration in an adult service re-registered in an adult service.

- in children's services it was 89%.

	Previous registration category		
	Adult service	Children's service	Total
Adult	94.4	10.7	59.6
Children	5.6	89.3	40.4
Total	100	100	100

	CHA-M	CHA-P	CHA-S	CHA-SW	Total
HSS-M	12.5	0.5	0.7	0.4	0.9
<b>CHA-M</b>	<b>6.3</b>	<b>0.2</b>	<b>1.8</b>	<b>0.2</b>	<b>0.8</b>
DCC-M	1.3	0.0	0.2	0.3	0.3
RCC-M	2.5	0.2	0.2	0.1	0.2
ADC-M	2.5	0.2	0.0	0.0	0.1
CAH-M	0.0	0.0	0.2	0.0	0.0
<b>CHA-P</b>	<b>11.3</b>	<b>17.7</b>	<b>22.1</b>	<b>11.5</b>	<b>15.1</b>
DCC-P	0.0	1.9	0.0	4.5	2.8
RCC-W	1.3	3.4	1.1	2.2	2.1
RCC-S	1.3	0.2	0.4	0.0	0.2
Students	0.0	0.7	0.4	0.9	0.7
CAH-S	6.3	0.7	3.1	1.2	1.8
<b>CHA-S</b>	<b>51.2</b>	<b>6.5</b>	<b>9.3</b>	<b>5.7</b>	<b>8.3</b>
HSS-S	0.0	0.2	0.0	0.2	0.1
<b>CHA-SW</b>	<b>3.8</b>	<b>66.8</b>	<b>60.6</b>	<b>70.8</b>	<b>65.4</b>
DCC-SW	0.0	0.5	0.0	1.9	1.2
SCAS-W	0.0	0.0	0.0	0.1	0.0
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>



## Type of movement

Percentage of re-registrations within the same service type by type of move

	Up	Lateral	Down	No. registrants
<b>CHA</b>	37.4	50.0	12.6	2,092
<b>DCC</b>	48.7	35.2	16.1	1,453
<b>RCC</b>	58.7	27.5	13.8	218
<b>Total</b>	43.0	43.0	14.0	3,763



## Current Registration SSSC – May 2019

	At 6 <sup>th</sup> May 2019
Categories covered in research	96,796
Social workers	10,622
Students	1,900
SCSWIS authorised officers	278
Workers in a Housing Support Service	24,889
Workers of a Care at Home Service	27,822
<b>Total</b>	<b>162,307</b>

Equivalent to 129,775 individuals



## Work in 2019/20

- Analysis of registration data for period 1.4.18 to 31.3.19
- Include the type of employer (voluntary, private, public) to look at movement between employer types
- Include service postcode to allow geographic analysis
- Survey of services – gather information on managers' expectations of workers completing qualification conditions



Please contact Mike Docherty, Workforce Intelligence Manager  
if you have any questions

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# Employment and training initiatives

**Prince's Trust**

# SUPPORTING YOUNG PEOPLE INTO HEALTH AND SOCIAL CARE

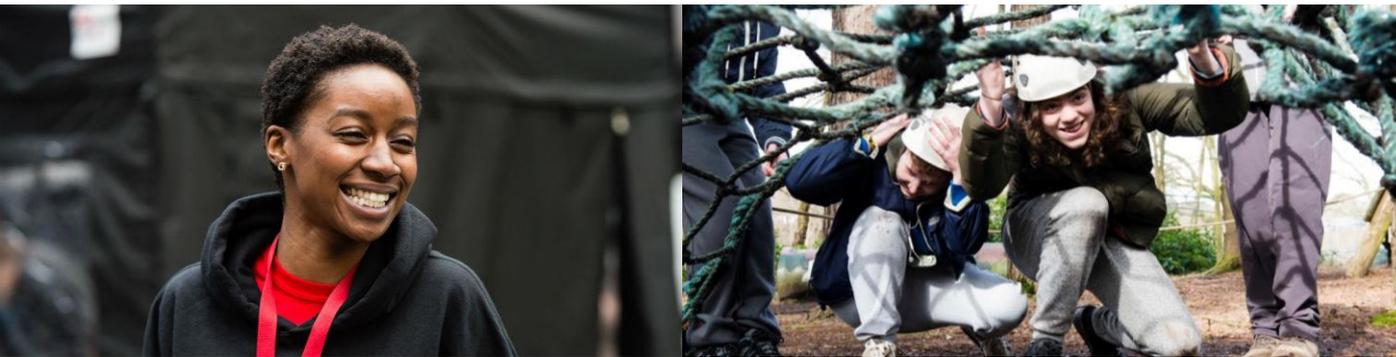


Prince's Trust

YOUTH  
CAN  
DO IT

# THE PRINCE'S TRUST: WHO WE ARE

- The Prince's Trust supports young people across Scotland aged 11 to 30.
- Our vision is that **every young person** should have the chance to succeed.
- To achieve this we deliver a range of support which helps young people transform their lives by developing the **confidence and skills to live, learn and earn.**



Prince's Trust

YOUTH  
CAN  
DO IT

# WHY SOCIAL CARE? WHY YOUNG PEOPLE?

## Social Care

The Prince's Trust have identified the health and social care sector as an area of strategic priority due to: **the overwhelming evidence of an aging workforce, rising demand for services, availability / sustainability of EU workers (Brexit)**

## Young People

Many of the young people we help struggle at school, are burdened by a poverty of ambition or find it hard to find and succeed in work. The Prince's Trust believes that young people are vital to the future success of our country. Equipped with confidence and the skills to live, learn and earn, we know that young people can and will succeed. **Our evidence suggests programmes like ours help promote employee loyalty and sustainability.**



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# PROBLEMS AND OPPORTUNITIES

The Health & Social Care sector is facing a massive skills shortage

Opportunity to support more young people into roles in this sector

Young people have negative perception of jobs in Health and Social Care

Opportunity to raise the profile of the sector and provide inspiration and awareness of career pathways

Young people might not be aware that they have the skills required for Health & Social Care

Opportunity to provide career information based on young people's values and skills

Young people might not be in a location where we are running programmes

Opportunity to provide flexible programmes to young people, including online training



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# EMPLOYABILITY

## AIMS

Support young people into Health & Social Care jobs by:

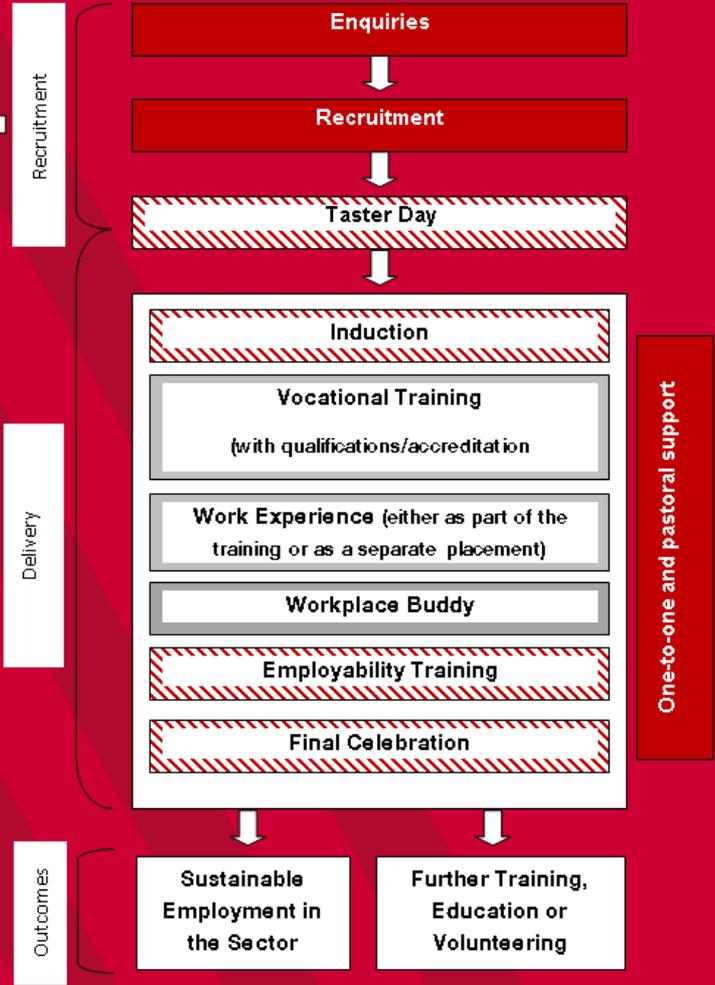
- Developing delivery models which are accredited and align with job and apprenticeship outcomes
- Developing flexible delivery models which work for partners and for young people
- Supporting progression into work through dedicated mentor support and guidance materials



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Referral and signposting to other opportunities



**Programme Timeline**

**Recruitment:**  
Begins 8 weeks prior to programme start date  
Prince's Trust recruit young people  
Prince's Trust provide Ofgem staff with delivery partner training and buddy training  
Taster Day jointly run by PT and Partner Organisation

**Programme Delivery:**  
Suggested two-week long programme  
Interviews for live vacancies included towards the end of the two week programme

**Job Outcomes:**  
Entry Level Jobs or Apprenticeship opportunities.



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# OUR EXPERIENCE SO FAR

- Programmes delivered in partnership with employers who align delivery with live entry level vacancies
- Currently based on a structured delivery model of personal and social development, job skills, work based learning (placement), interview skills, celebration event, guaranteed interview
- Young people are recruited by the Trust (through its own outreach and referral partnerships)
- Timetabled delivery via a combination of the delivery partners in-house staff and The Prince's Trust, with clearly defined duties, roles and responsibilities for each module/stage of the programme
- We ask there to be enough available vacancies to offer at least 60% of the young people on the course employment, should they deliver a successful standard of interview.
- Post programme support for those young people who are not successful in obtaining employment with the delivery partner.

## *Successes*

We have been delighted with our outcomes to date. Over 50% of young people have been employed by the sector and over 80% of those completing the course have moved on to a positive outcome, be this employment in the sector, further education, or training.



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**RACHEL  
SMYTH**



**YOUTH  
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DO IT**

## AREAS THAT HAVE BEEN IDENTIFIED FOR DEVELOPMENT AND TESTING

- Flexibility to include more young people and support more employers
- Enhance and accredit employability programmes
- Education programme resources
- Propensity Tool
- Online learning opportunities
- Mentoring



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# PROPENSITY TOOL

## AIMS

Increase awareness of Health and Social Care careers to young people by:

- Creating a digital tool which matches young people's values to those sought by H&SC employers
- Make this available across multiple websites including our own outreach channels
- Creating session plans which use the tool to support career planning sessions on programmes or 1-1



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# Break





# **Future proofing the SSSC Register**

**Cheryl Campbell,  
Registration Manager**



## How does the Register look?

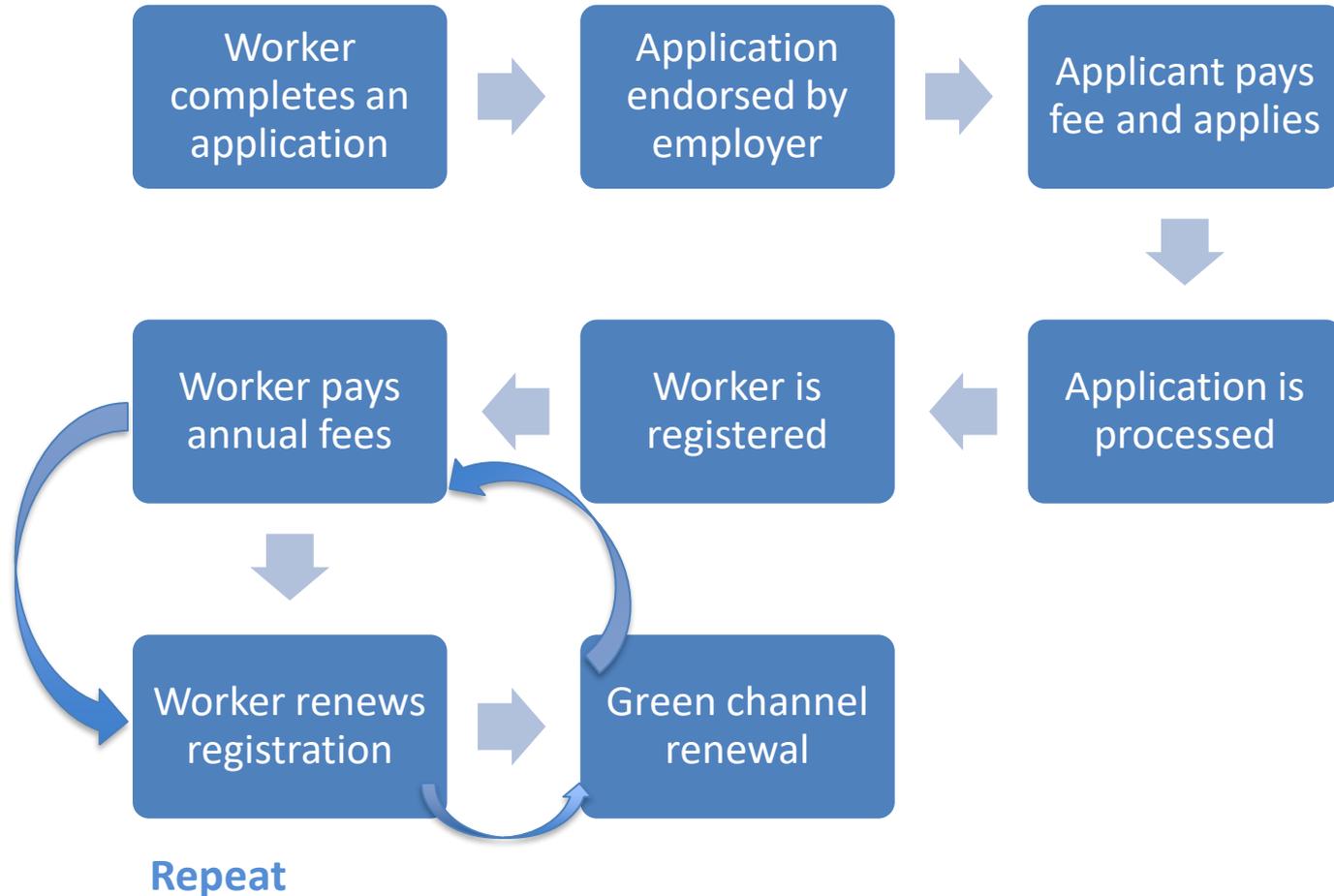
- We currently have 162,936 workers registered across the 23 different parts of the Register
- Some workers are registered on more than one part of the Register; the total number of unique individuals registered is 130,090

Reg Parts	Workers and the No. of Parts
1	100101
2	27535
3	2144
4	247
5	39
6	20
7	2
8	2
<b>Grand Total</b>	<b>130090</b>

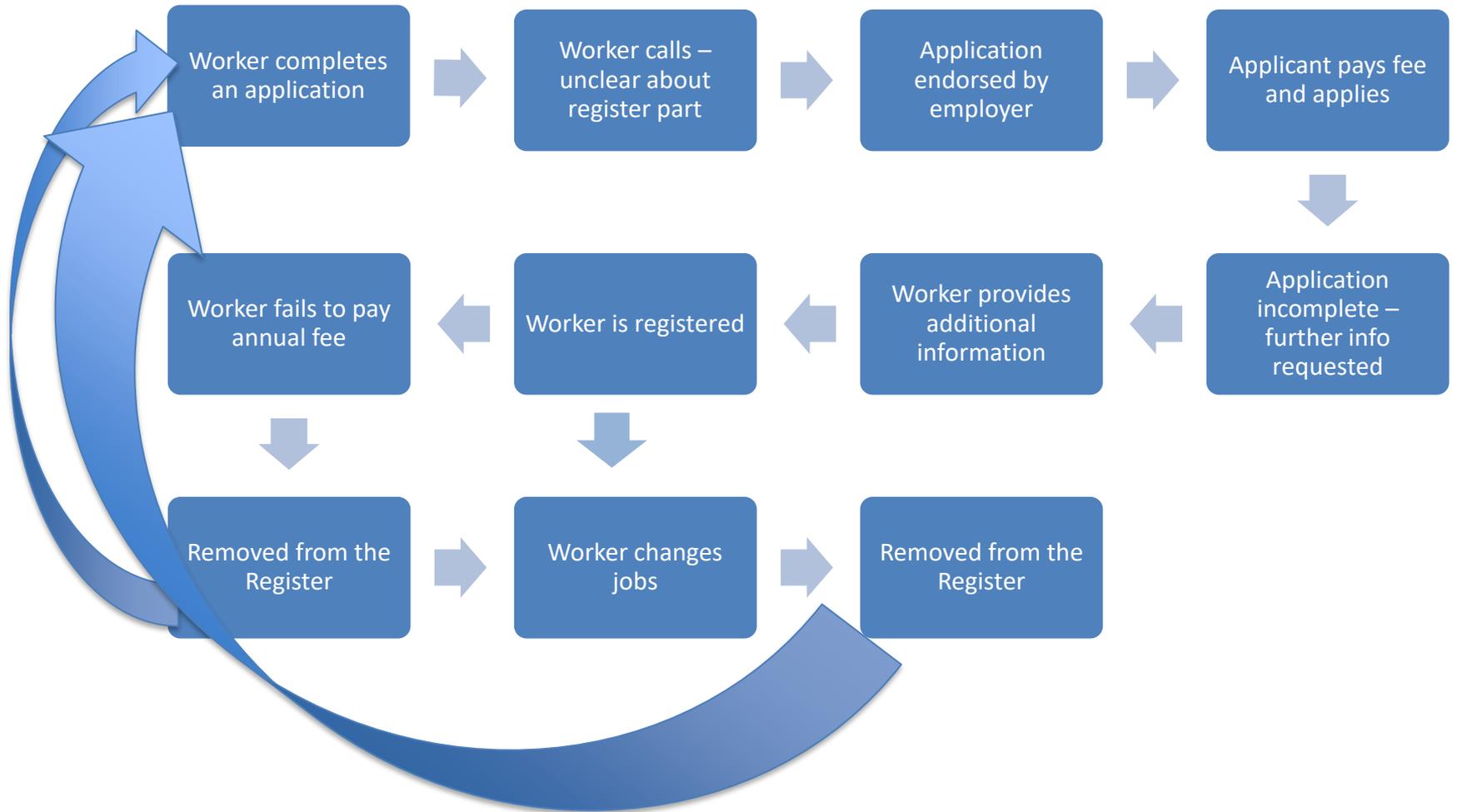
## What are the issues for the sector?

- Workers need to be registered on each part they are carrying out the role for
- The current register does not support flexibility or innovation in the workforce
- Our Register is confusing, people don't relate to the terminology
- Workers need to gain the required qualification for each part they are registered on
- Sometimes renewal dates will be different meaning renewing twice in 5 years
- If workers move into another role they have to be removed from the Register and apply for the part relevant to their role
- When workers are moving register parts or adding another part of the register there are complications with fees

## The textbook scenario



## A common scenario







# Lunch



# Supply and Demand of Relevant Training

**Mike Docherty**  
Workforce Intelligence Manager

and



**Kerry Cannon**  
Learning & Development Adviser



# Regulation of Care Scotland Act 2001

## Section 54: statutory duties

(1) The Council shall promote education and training for persons who are, or wish to become— (a) social workers; or (b) social service workers...and...may, approve courses for such persons...

(3) If it appears to the Council that adequate provision is not being made for further education or training for persons registered in any part of the register maintained by it, the Council shall provide, or secure the provision of, courses for such further education or training.

(4) The Council may—  
...(b) carry out, or assist other persons in carrying out, research into matters relevant to such education or training (or further education or training) as is so mentioned.



## National workforce plan recommendation six

Opportunities for career progression in social services – what are the perceptions?

The national workforce plan identified that some people may perceive opportunities as limited, and suggested some focused work on:

- clear routes for career progression within social care
- routes for social care workers to progress to social work
- routes that facilitate movement of staff across health and social care
- further enhancement of entry routes and pathways into the sector, that builds on current initiatives such as Modern and Foundation Apprenticeships.



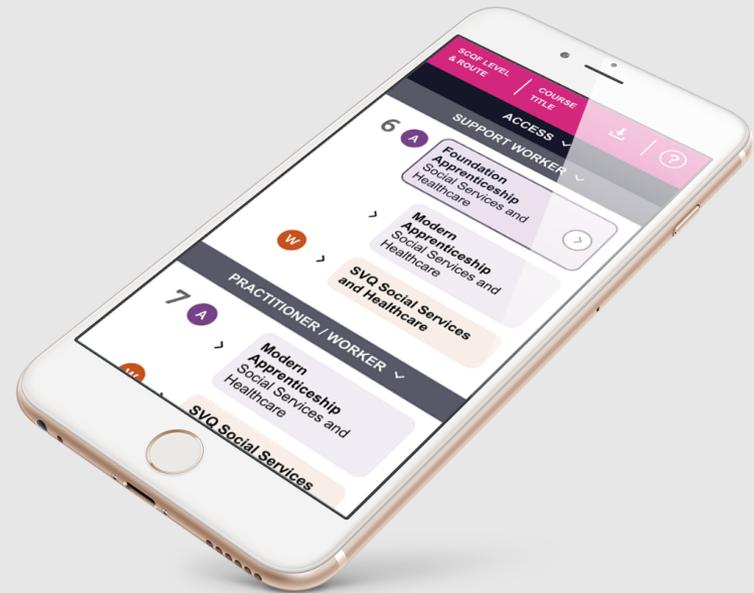
# Which pathways are available?

To find out where your career might take you, explore our interactive qualifications pathway.

## Qualification pathways

You don't usually need a qualification to start this career but you'll have an opportunity to gain one in work. If you want to progress into promoted posts there are qualifications to help you do this.

Explore our interactive pathways to see how qualifications can help you build a career.



[GO TO THE QUALIFICATION PATHWAYS >](#)



## Which pathways are available?



**Apprenticeships**

Foundation, Modern, Technical and Professional



**In work**

SVQs at SCQF levels 6, 7, 9 and 10



**College**

National Qualifications, National Certificates, Higher National Certificates and Diplomas, Professional Development Awards



**University**

Degrees including Social Work, Childhood Practice and other regulated qualifications (Nursing, Teaching and more)

Examples, not exhaustive!

JOB EXAMPLES AT SCQF LEVEL 7 AND 8

7 **A** Modern Apprenticeship  
Social Services and Healthcare

**W** SVQ Social Services and Healthcare

**C** HNC Social Services

> PDA Health and Social Care Supervision

CAREER PROGRESSION

JOB EXAMPLES AT SCQF LEVELS 9 AND 10

9 **A** > Technical Apprenticeship  
Social Services and Healthcare

CAREER PROGRESSION

**W** > SVQ Social Services and Healthcare

CAREER PROGRESSION



ACCESS

SCQ

< GO BACK

SCQF LEVEL  
AND ROUTE

QUALIFI  
TITLE

HELP AND INFORMATION

## Learning in college

You can study at college full time or get a job and study part time where available. Work experience will help you secure a place on your chosen course.

If you don't meet the entry requirements you should speak to the college because they can offer you a different entry route. Courses might have different names depending on which college you choose. Here are the names of some national awards you can ask about.

### Children and young people:

- Skills for Work: Early Learning and Childcare National 4
- Skills for Work: Early Learning and Childcare National 5
- NC Child, Health and Social Care at SCQF level 5.

### Health and social care:

- National 4 Care
- National 5 Care
- NC Child, Health and Social Care at SCQF level 5

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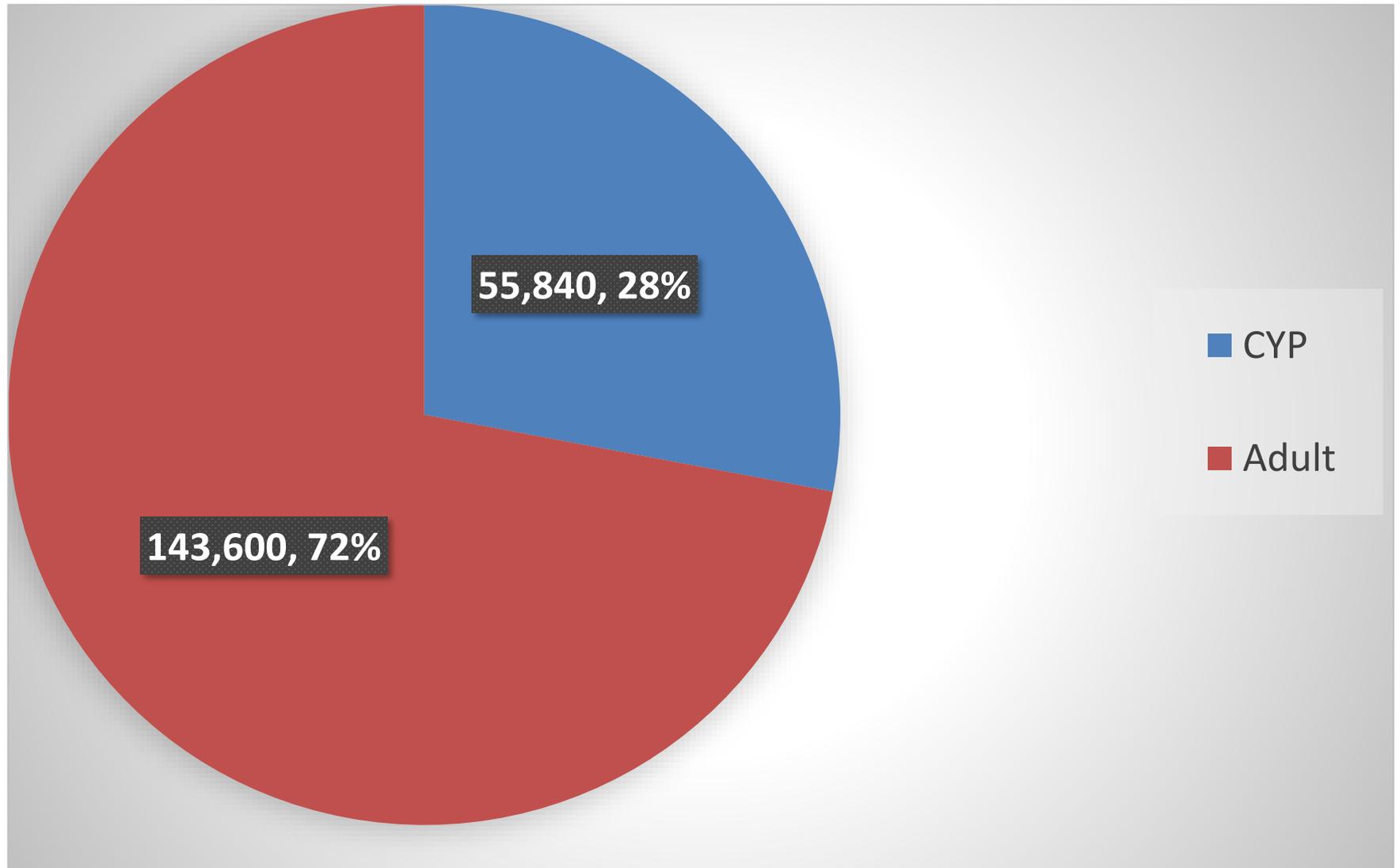
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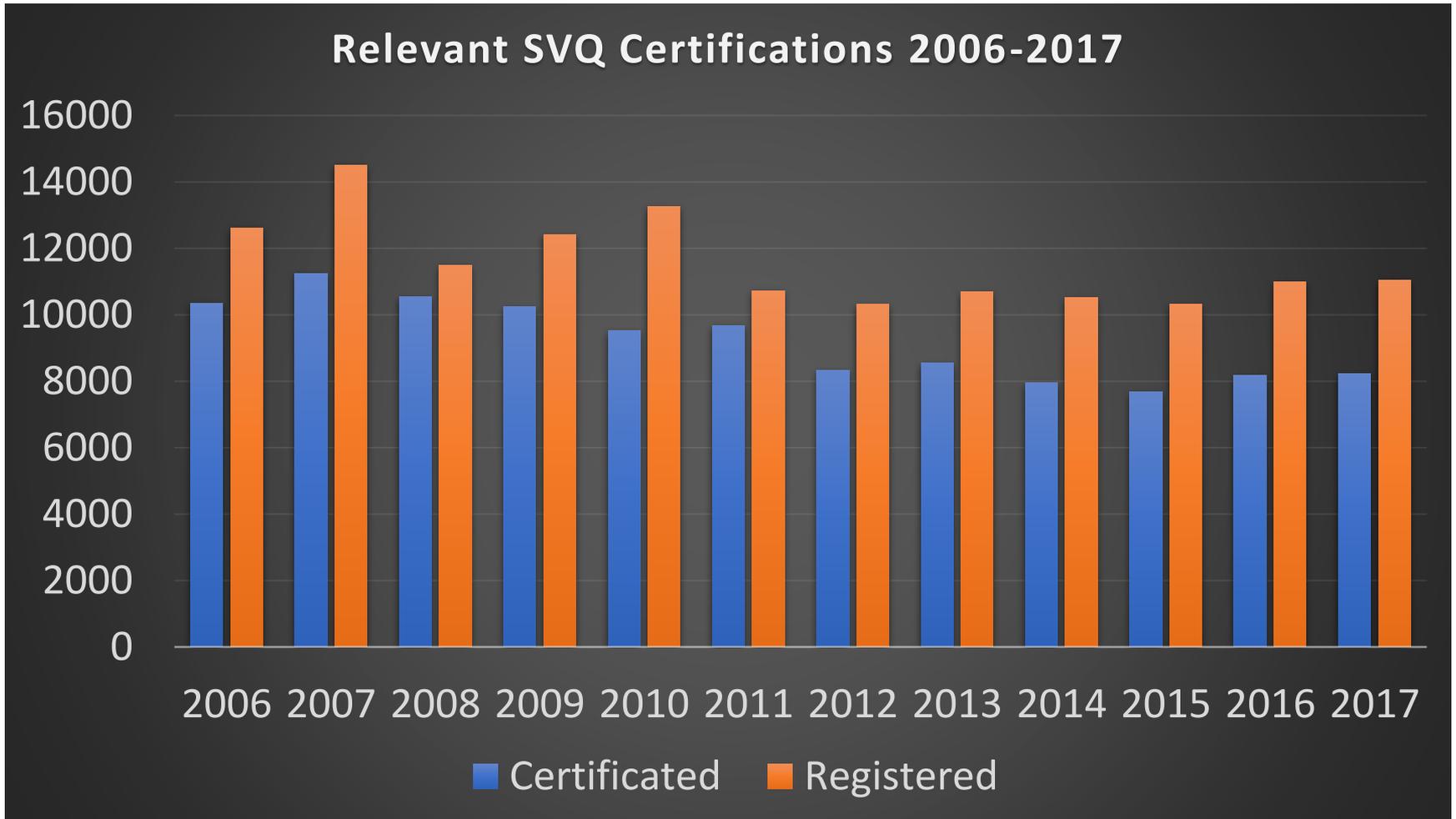
SVQ Soc

## Social Service workforce

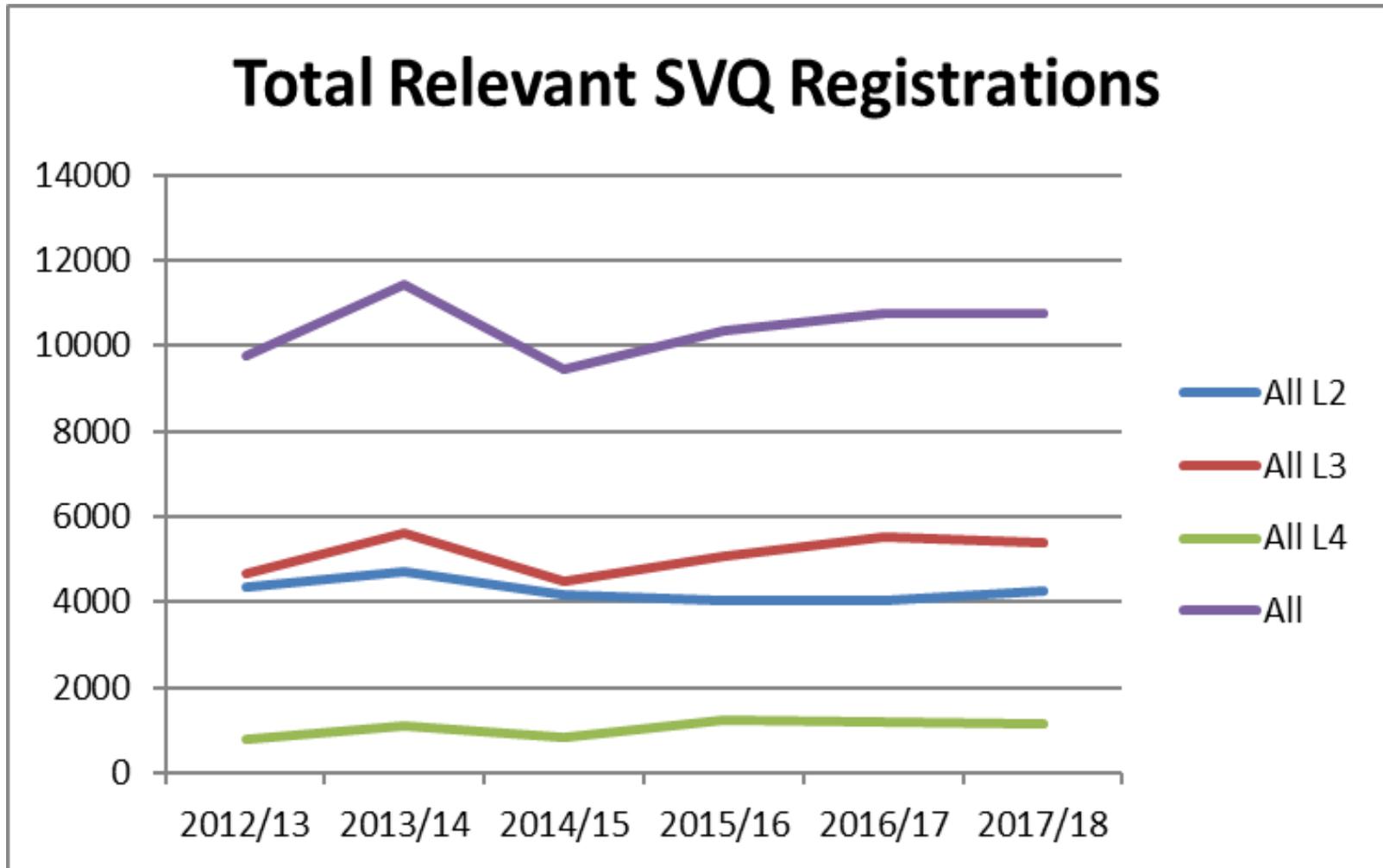




## Findings – SVQs



## Findings – SVQs





## Findings – SVQs cont'd

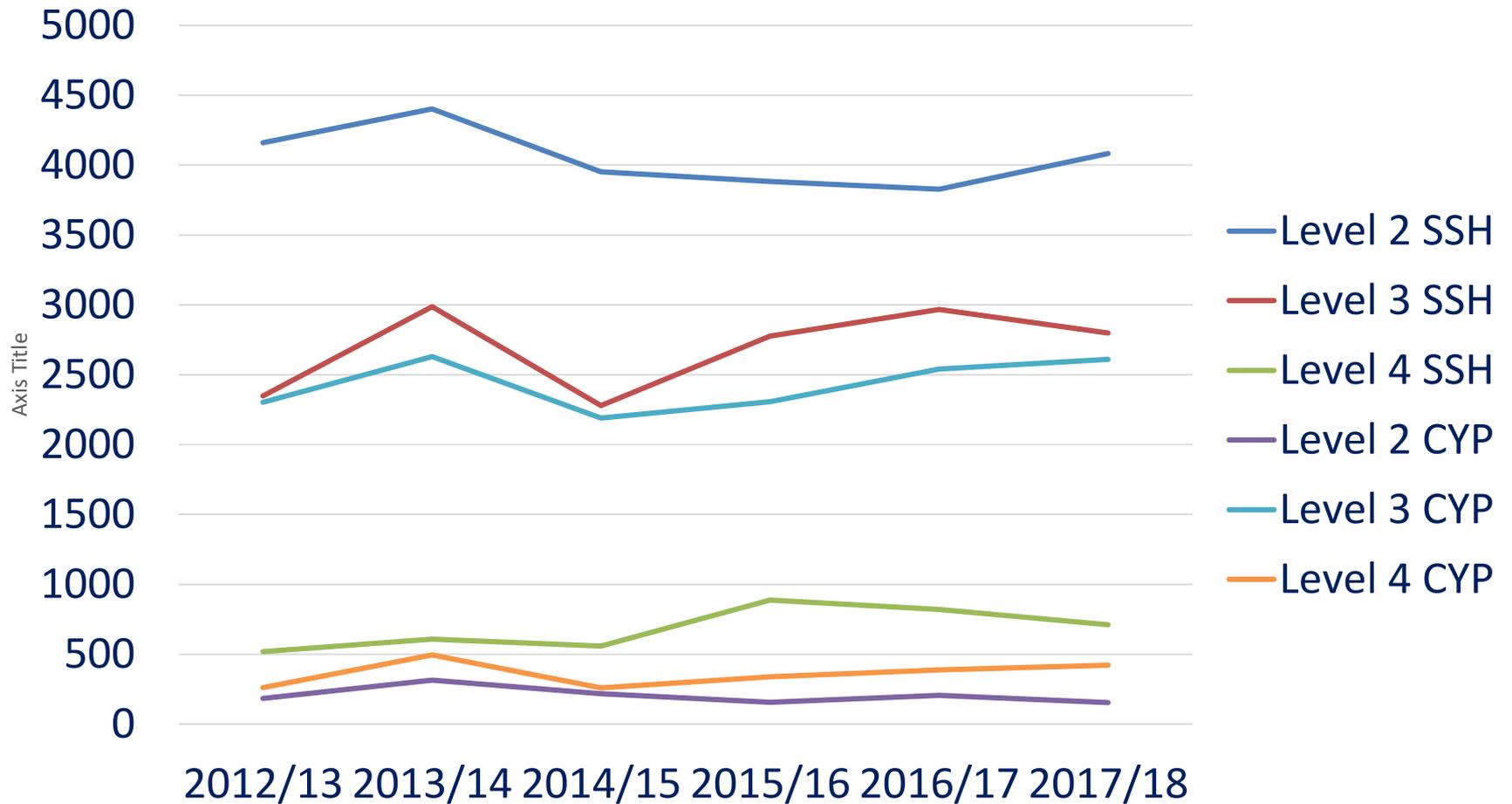
SVQ registrations 2012-18 by type and level

	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	% change
Social Services and Health							
Level 2	4160	4402	3953	3882	3828	4082	-1.9
Level 3	2349	2987	2279	2777	2967	2798	19.1
Level 4	519	608	558	887	819	710	36.8
<b>Total</b>	<b>7028</b>	<b>7997</b>	<b>6790</b>	<b>7546</b>	<b>7614</b>	<b>7590</b>	<b>8.0</b>
Children and Young People							
Level 2	184	315	218	156	206	153	-16.8
Level 3	2302	2630	2190	2307	2541	2610	13.4
Level 4	260	495	258	339	387	422	62.3
<b>Total</b>	<b>2746</b>	<b>3440</b>	<b>2666</b>	<b>2802</b>	<b>3134</b>	<b>3185</b>	<b>16.0</b>



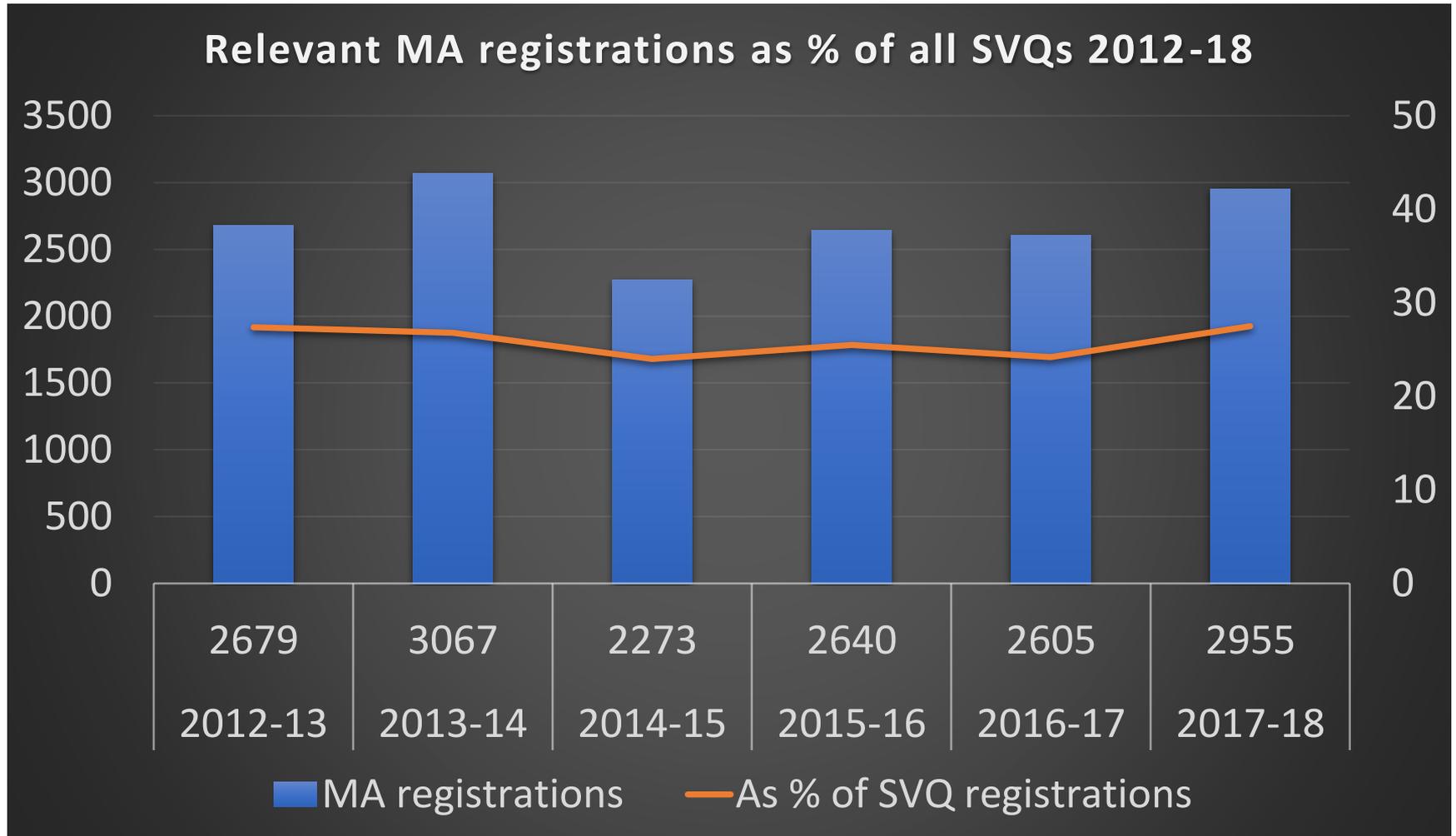
# Findings – SVQs cont'd

## SSH and CYP SVQ registrations 2012-18

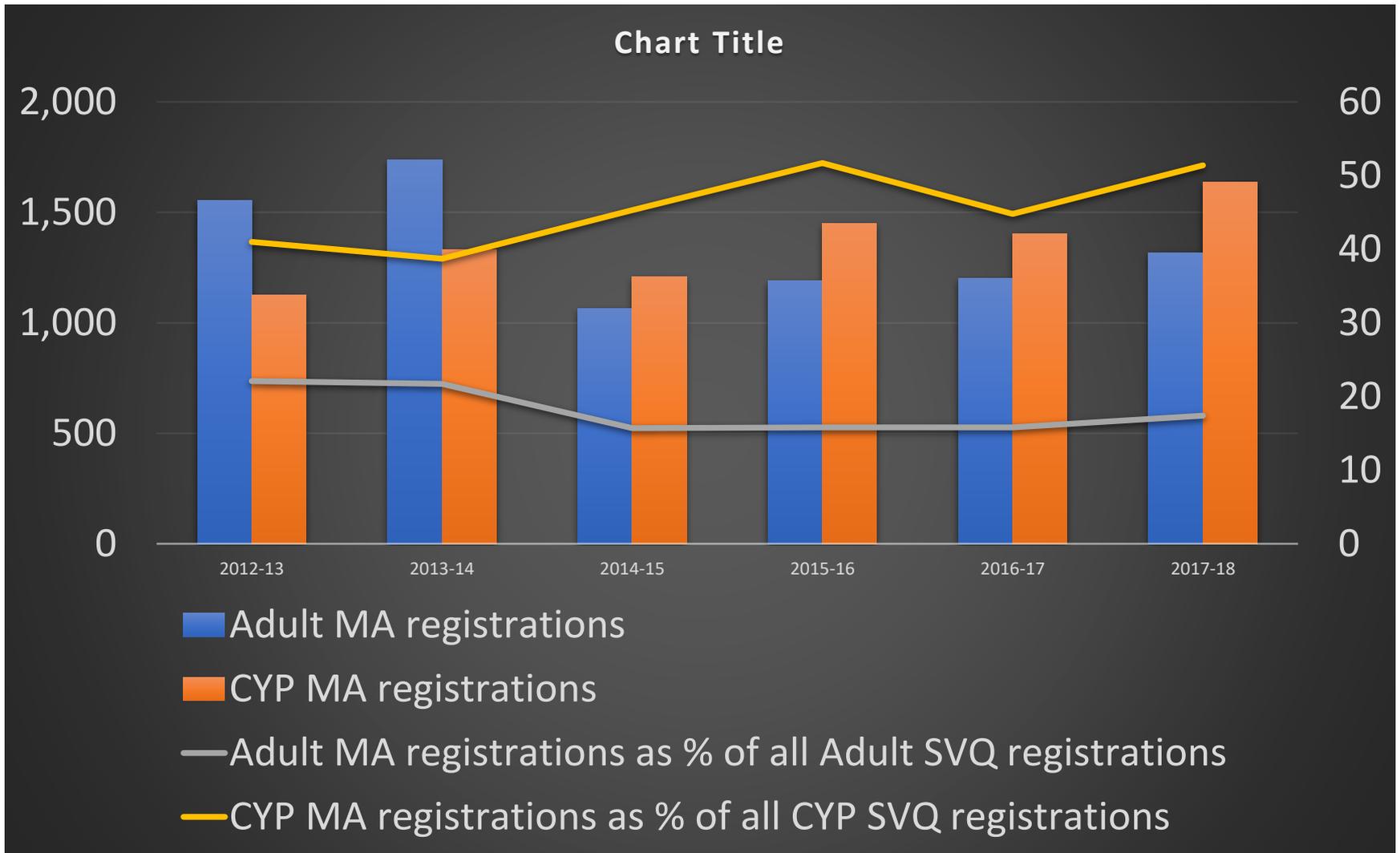




## Findings – Modern Apprenticeships



## Findings – Modern Apprenticeships





## Findings – Modern Apprenticeships cont'd

### MA registrations by framework and age

	<16	16-19	20-24	25+
Social Services and Healthcare	0.0	29.0	50.6	20.5
Children and Young People	0.1	52.4	33	14.5

### MA providers as at end 2018

Level 2 – 161 approved to offer and 108 currently with candidates

Level 3 – 166 approved to offer and 113 currently with candidates

Level 4 – 111 approved to offer and 65 currently with candidates



## Findings – FE College Provision 2016-17

	Courses	Enrolments	% of enrolments
Uncategorised	37	481	3.8
Certificate in Principles of Dementia	4	99	0.7
Certificate in Understanding Autism	6	876	6.6
Relevant HNCs	187	2,909	<b>22.0</b>
HND Childhood Practice	4	48	0.4
Intro to Care or HSC	11	130	1.0
Introduction to childcare	10	184	1.4
Relevant NCs	192	3,202	<b>24.0</b>
Relevant NQs	42	722	5.5
Relevant PDAs	40	415	3.1
Relevant Skills for Work	84	1,005	7.6
Relevant SVQs	386	3,148	<b>23.7</b>
<b>Total - relevant enrolments</b>	<b>1,003</b>	<b>13,219</b>	<b>100</b>
<b>All FE courses/enrolments</b>	<b>17,946</b>	<b>201,355</b>	
<b>Relevant as % of All</b>	<b>5.6</b>	<b>6.6</b>	

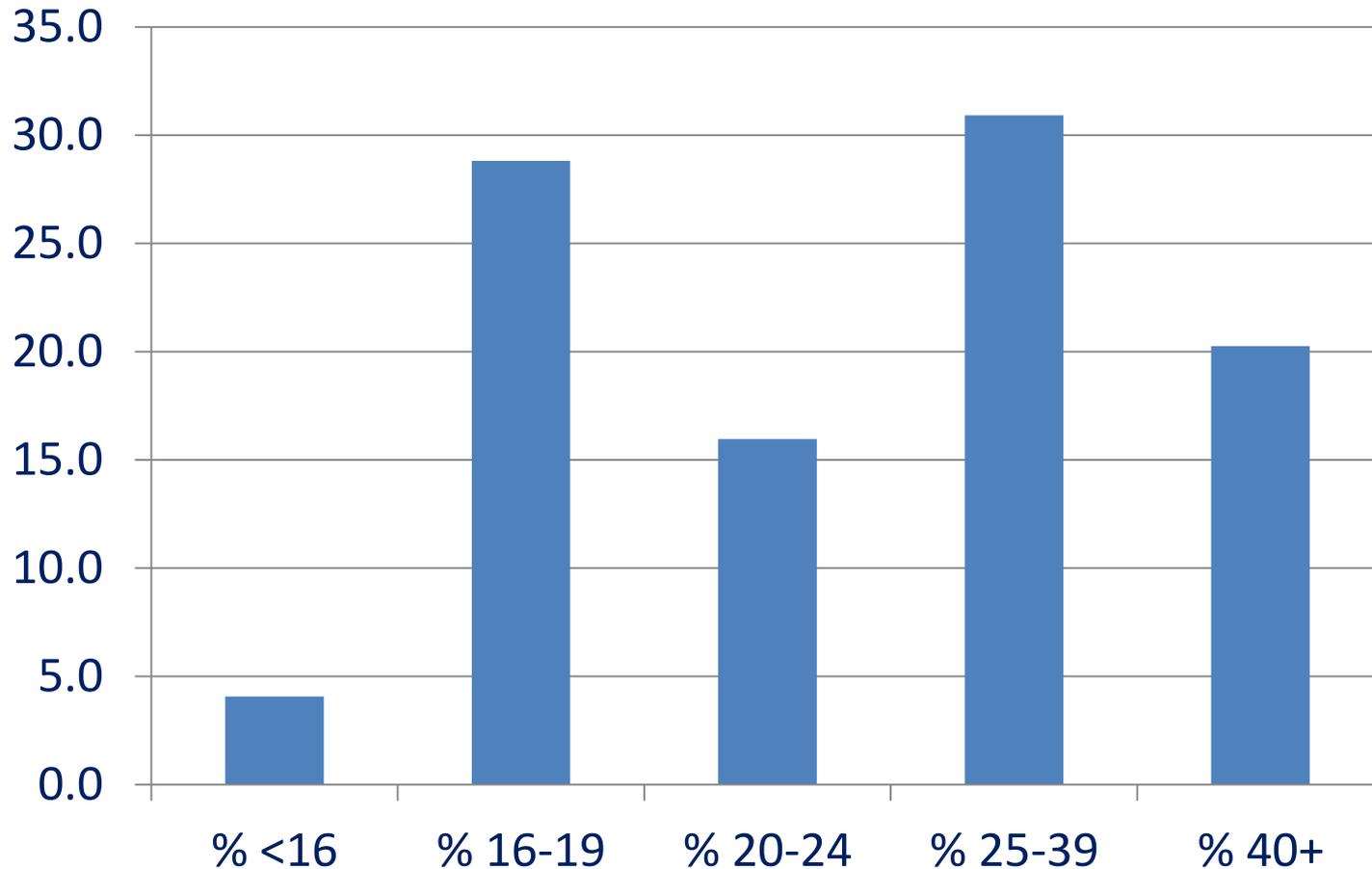
## Findings – FE College Provision 2016-17 cont'd

	Relevant FE enrolments	Relevant SQA SVQ registrations	Enrolments as % of registrations
Adult SVQs	2,056	7,614	27.0
CYP SVQs	1,092	3,134	34.8
<b>Total</b>	<b>3,148</b>	<b>10,748</b>	<b>29.3</b>



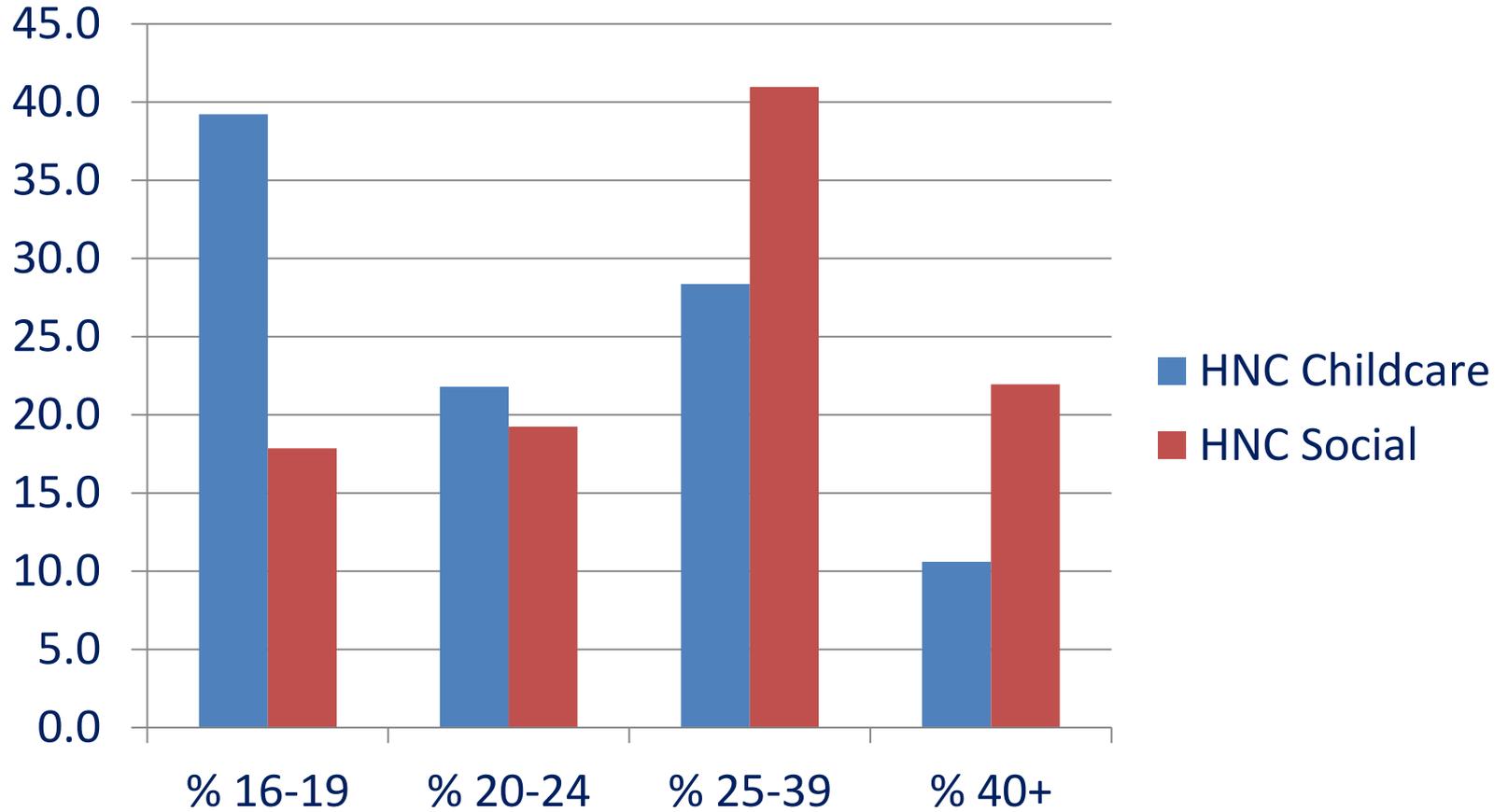
## Findings – FE College Provision 2016-17 cont'd

### % Relevant FE Enrolments by age group





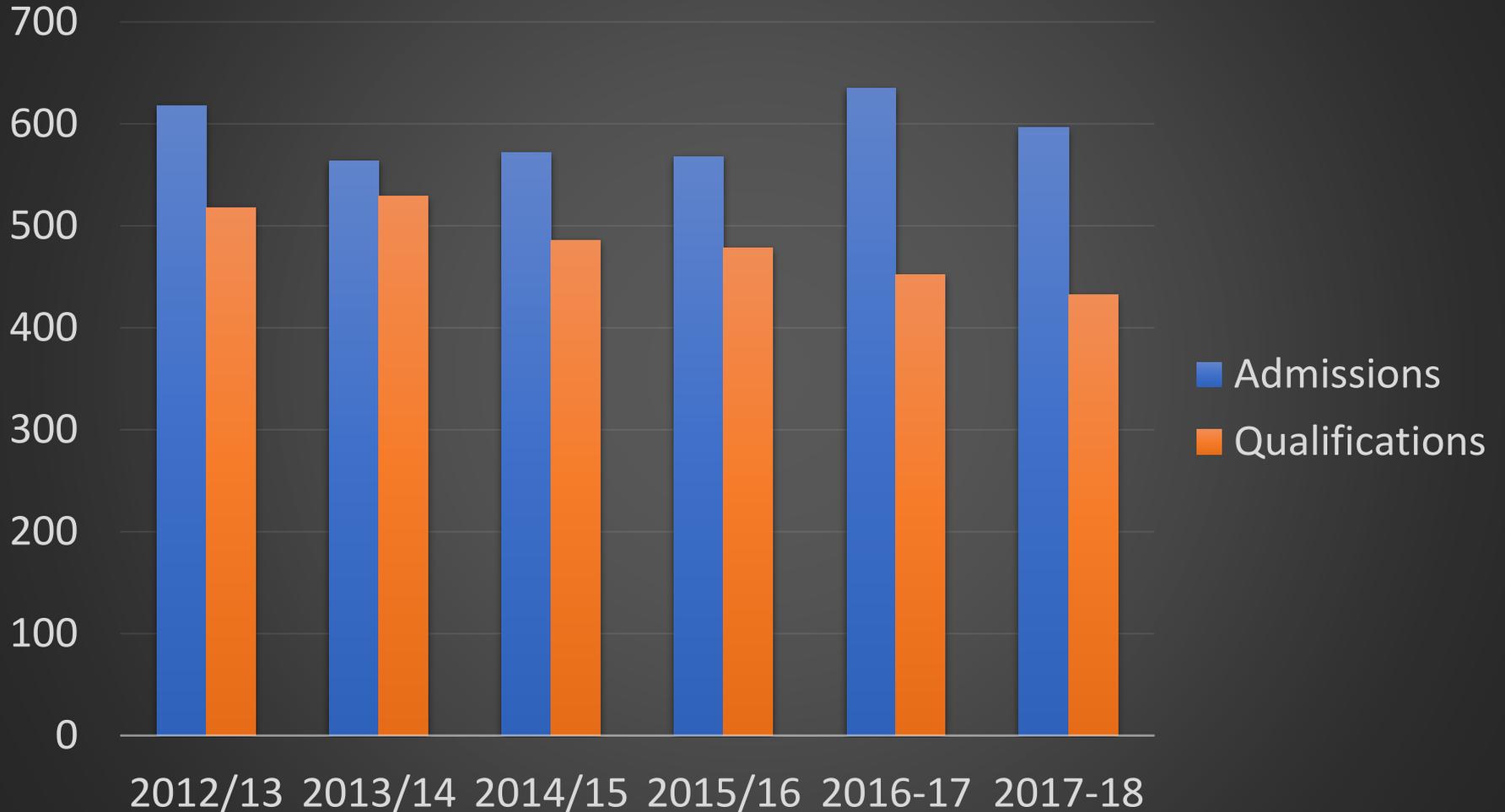
## Findings – FE College Provision 2016-17 cont'd





## Findings – Social Work Training

### SW UG and PG Admissions and Completions 2012-18





## Findings – training demand from registration

SSSCa) As of December 2018, 69,000 (46%) SSSC registrations had a qualification condition. This equates to 54,000 individuals.

b) There are 10 key qualifications – primarily SVQs and HNCs

c) If we discount the NC/HNC alternatives then the demand is as follows:

Grouped Registration Category	Main Qualification Requirement	Count
Manager - adults	SVQ SSH at SCQF Level 9	1,082
Managers - DCC	BA/PDA Childhood Practice	1,569
Supervisor & Practitioners - adults	SVQ SSH at SCQF Level 7	6,909
Practitioner – day care of children	SVQ Social Services (CYP) level 7	7,488
Support worker – day care of children	SVQ Social Services (CYP) at SCQF Level 6	4,033
Support worker - adults	SVQ SSH at SCQF Level 6	34,547
Total		54,059



## Future Work

- a) Publish Analyses for NWP in Q1 2019-20
- b) Survey of services in May 2019 – to gather information on managers' expectations of workers completing qualification conditions
- c) Publish a Workforce Skills Report in Q4 2019-20 that examines skills and training supply and demand, an analysis of the skills gaps between the two, identify priority skills gaps and actions to address them.
- d) Undertake further analysis of registration data (1.4.18 to 31.3.19) – including movement between employer types and geographical areas.



# Education and funding

**Mili Shukla,  
Skills Development Scotland**

# Developing career opportunities in social services

21 May 2019

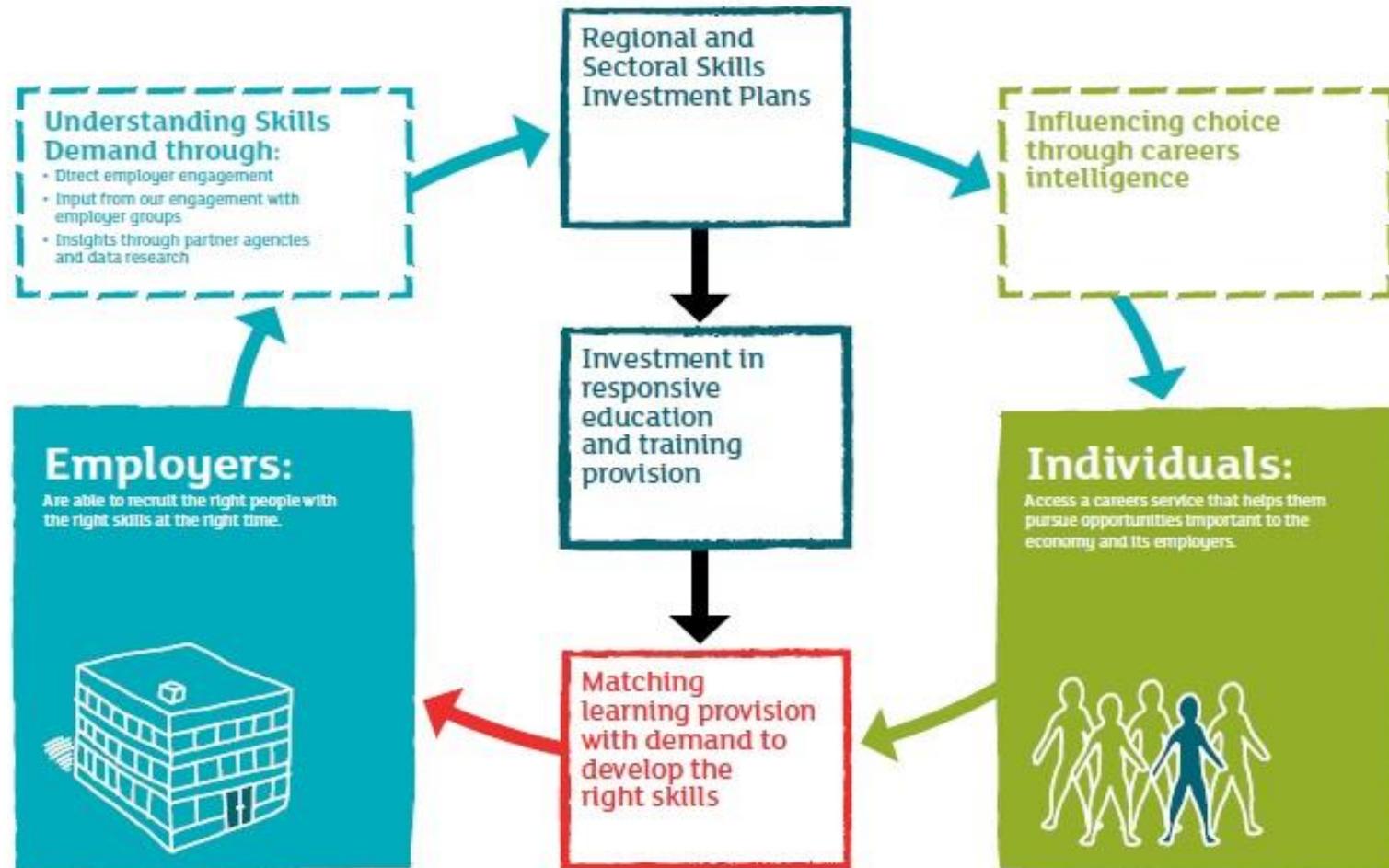
M Shukla

Skills Planning and Sector Development Manager

Making skills work for Scotland

# Skills Planning Model

## The Skills Planning Model Making Skills Work for Scotland



# Our work on work-based learning

We continue to develop work-based learning so that:



individuals get the opportunity to gain industry qualifications, knowledge, skills and experience



businesses build the talent and productivity they need to grow

## Level 4/5 Pilots

are being designed, with employers, to help young people in school make choices for future study and work. Through project-based learning, young people are able to explore roles within a sector, contextualise learning from other subjects, and to understand the expectations employers have in the real world.

- ✓ Work-based learning opportunity typically starting in S3/4
- ✓ Pilots in two sectors/subjects – construction and automotive
- ✓ Pupils gain industry relevant qualifications through project based work with Colleges and local employers



## Foundation Apprenticeships

are a new and innovative way to equip our young people with industry recognised qualifications, skills, and practical experience, in key growth sectors of the economy; helping them get a head start on their careers.

- ✓ Two year work-based learning opportunity typically starting in S5
- ✓ Currently available in 10 subjects extending to 12 in 2018
- ✓ Pupils learn new skills at college and a local company



## Modern Apprenticeships

allow people to work, learn and earn while being directly employed with a business, while they help employers develop their workforce by training new staff and upskilling existing employees.

- ✓ Over 80 types, ranging from financial services, retail, and engineering and construction



## Graduate Apprenticeships

provide work-based learning opportunities up to Master's degree level for employees.

- ✓ Majority of time learning on the job, also a student at university or college
- ✓ Designed around the needs of industry
- ✓ Twelve courses currently available

↑  
“Our ambition is for them to be part of every schools offer by 2020.”  
↑

↑  
“We are committed to delivering 30,000 Modern and Graduate Apprenticeship places each year by 2020.”  
↑

# Foundation Apprenticeships

- 12 frameworks available
- For senior phase pupils S5-S6; work-based learning typically over 2 years at SCQF level 6
- Delivery partnerships with schools, colleges, training providers and employers
- Deliver elements of a Modern Apprenticeship
- Provide industry recognised qualifications
- Offer multiple progression pathways – into work including fast-track entry to a related MA, into a GA, FE or HE
- We are supported by the Scottish Government in our ambition to offer **5,000** new FA opportunities for academic year 2019/20.

# Foundation Apprenticeships

Relevant Frameworks	Cohort 1 2016-18 delivery	Cohort 2 2017-19 delivery	Cohort 3 2017-19 delivery
Social Services and Healthcare (starts)	85	105	190
Social Services Children and Young People (starts)	57	466	499

*Source: Foundation Apprenticeships Progress Report, Feb 2019, Skills Development Scotland*

# Modern Apprenticeships

- There are over 80 Modern Apprenticeship frameworks.
- These have been developed by Sector Skills Councils in consultation with their industry.
- Apprenticeships are designed to deliver a training package around a minimum standard of competence and all include 3 basic criteria:
  - a relevant SVQ (or alternative competency based qualifications such as NVQ or City & Guilds award);
  - Core Skills and
  - industry specific training.

# Modern Apprenticeships

Relevant Frameworks	2015/16 (starts)	2016/17 (starts)	2017/18 (starts)	2018/19 Quarter 3 / Feb 2019 (starts)
Care services, leadership and management	8	13	13	21
Social Services & healthcare	1178	1171	1175	734
Social Services & healthcare technical apprenticeships	72	73	112	57
Social Services Children and Young People	1288	1319	1492	1295
Social Services Children and Young People Technical Apprenticeship	150	81	199	180

Source: Skills Development Scotland, full year data for 2018/19 expected to be published in June 2019

# Modern Apprenticeships

- SDS contributes towards the cost of training. This depends on age of the apprentice, the type and level of training.
- There is an enhanced contribution available for disabled and care-experienced young people between the age of 20-29.
- A rural supplement is also available, reflecting the nature of Scotland's unique geography.
- There has been an uplift in contribution rates for the sector e.g. the 25+ age group will have funding for the social services and healthcare SCQF level 6 framework from April 2019

# Graduate Apprenticeships

- Early Learning and Childcare Pilot funded by Scottish Government
- Direct entry route to SCQF level 9 qualification
- Two cohorts of 15 each
- Delivery partners: University of Highlands and Islands and University of West of Scotland
- Anticipated start dates Summer 2019

# Opportunities

- Outcomes Survey
  - Employers who've taken on MAs are positive about the experience: 96% say those who've undertaken a MA are more able to do their job.
  - MAs are also enthusiastic about their achievements – 97% would recommend an MA to other people. They provide an alternative route into the world of work, equipping people and employers with the skills they need to succeed.
- Promote opportunities to employers and individuals
- Embed apprenticeships as part of workforce planning
- Upskilling and progression pathways
- Improve diversity

# Thank you.



# Student Awards Agency Scotland

## SAAS



# Who we are and what we do

- Agency of Scottish Government
- Provide funding for all eligible students studying throughout UK
- Process approximately 160,000 applications each year

# Residence eligibility

- Resident in the UK for three years
- Resident in Scotland ordinarily at start of course
- Non UK or EU nationals must have 'settled status' in the UK

# Course Eligibility

## Full Time

- HNC
- HND
- Degree
- PGDE

## Part Time

- HNC
- HND
- Degree
- SVQ courses
- Courses must be SCQF level 7 – 10

# Tuition Fees

## Full Time

- Fees paid if studying in Scotland
- HNC/HND - £1,285
- Degree - £1,820
- If studying elsewhere in the UK fee loan of £9,250 available
- EU students tuition fees only

## Part Time

- Tuition fee depends on the number of credits undertaken
- Fees paid directly to course provider
- Must have an income of £25,000 a year or less to qualify

# How long will I be funded?

## Full Time

- Fees paid in each year of your course
- One additional year of funding if you need to repeat a year or change course

## Part Time

- Previous study is not taken in to account

# Household income

- Gross income
- Parents or parent's partner
- Partner or spouse
- Student income



# Young Students (under 25 at start of course)

Household Income	Bursary	Loan	Total
£0 to £20,999	£2,000	£5,750	£7,750
£21,000 to £23,999	£1,125	£5,750	£6,875
£24,000 to £33,999	£500	£5,750	£6,250
£34,000 and above	£0	£4,750	£4,750

# Independent Students (25 or older, married or self-supporting)

Household Income	Bursary	Loan	Total
£0 to £20,999	£1,000	£6,750	£7,750
£21,000 to £23,999	£0	£6,750	£6,750
£24,000 to £33,999	£0	£6,250	£6,250
£34,000 and above	£0	£4,750	£4,750

# Payments

- Paid monthly
- First payment is a double payment



# Repayment of loan

- Start repaying loan April after graduation
- Repay 9% of annual income over £18,330 (rising to £25,000 in 2021)
- Employer takes repayments from salary
- Interest linked to inflation
- From 2021, earn £26,000 and repay £7.50 a month

# Allied Health Professions

- Occupational therapy
- Physiotherapy
- Radiography
- Podiatry
- Speech/language therapy
- Orthoptics
- Dietetics
- Prosthetics
- Orthotics
- Paramedics

Free tuition fees

Bursary & loan

Placement expenses

# Nursing and Midwifery

- Free tuition fees
- NHS bursary of £8,100 per year
- Rising to £10,000 in 2020/21 academic session
- Placement expenses

# Other Funding

- Disabled Students' Allowance
- Lone parents and those with dependants
- Accommodation grant and full bursary (£8,100) for care experienced students
- Discretionary funds
- University bursaries and scholarships



## How and when to apply

### Full Time

- Apply from April every year
- Apply by 30<sup>th</sup> of June

***[www.saas.gov.uk](http://www.saas.gov.uk)***

### Part Time

- Paper application form located on website
- Application needs to be submitted 6 months from the start date of the course





# Break





# Careers website

**Kerry Cannon,  
Learning & Development Adviser**



# Recap





**Head – Something I have learned from being part of today.**

Do you feel you have contributed and been listened to today? Yes/No

If yes, please share how.



**Heart - something I've felt/experienced from being here today**

Has today made a difference to you? Yes/No

How?



**Carrier bag - something I'm going do differently and take away with me from being part of today**

Do you feel session useful? Yes/No

Please give further information.



**Lightbulb - anything I would like to change or that was not so good about being part of today**



**Evidence and Learning: How will you share what you have heard today with others?**



Email:

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# THANK YOU