



A subject-based aspect report on provision in Scotland's colleges by HM Inspectors on behalf of the Scottish Funding Council



Care  
16 September 2011



Scottish Funding Council  
Promoting further and higher education

Education Scotland  
Foghlam Alba

<b>Contents</b>	<b>Page</b>
<b>1. Introduction and methodology</b>	<b>1</b>
<b>2. Summary of key findings</b>	<b>3</b>
<b>3. Background and context</b>	<b>5</b>
<b>4. Programmes in care</b>	<b>10</b>
<b>5. Learning and teaching</b>	<b>19</b>
<b>6. Outcomes and impact</b>	<b>35</b>
<b>7. Enhancement through self-evaluation and internal review</b>	<b>38</b>
<b>8. Recommendations</b>	<b>40</b>
<b>Appendices:</b>	
<b>Appendix 1 - Colleges and organisations involved in fieldwork for this report</b>	<b>42</b>
<b>Appendix 2 - Key documents and websites</b>	<b>43</b>
<b>Appendix 3 - Care and education programmes</b>	<b>44</b>
<b>Appendix 4 - Glossary of terms</b>	<b>46</b>

## 1. Introduction and methodology

The HM Inspectorate of Education (HMIE) publication, *External quality arrangements for Scotland's colleges, September 2008*, specifies that HMIE will produce a number of subject aspect reports over the four years 2008-12. These reports complement in a subject-specific context the generic evaluations of learning and teaching in HMIE's reports of colleges. Colleges should act on the recommendations contained in these reports. College inspectors will monitor action towards implementation of these recommendations as part of their normal dialogue with colleges, and will wish to discuss issues arising from the subject aspect reports during annual engagement visits.

In preparing this report, inspectors visited a sample of eight colleges, drew on the findings of published HMIE reviews of colleges, and examined other relevant publications and reports. They consulted with key stakeholders, including the Scottish Qualifications Agency (SQA), employers, professional bodies and *Scotland's Colleges*.

This report evaluates college programmes within a wide range of disciplines subsumed within the subject area. The aspects covered include: core skills; practical work skills including work experiences; and social and health sciences. In undertaking the fieldwork, particular emphasis has been given to the general areas of childcare and early years; social care; and health care. Programmes covered by this report are offered in a variety of modes at levels 3 to 8 of the Scottish Credit and Qualifications Framework (SCQF).

The report does not consider colleges' portfolios of short programmes nor counselling programmes. Support for learning and classroom assistants programmes are not covered in this report.

This report identifies the learning and teaching approaches, main features and best practice in care programmes within Scotland's colleges. The report addresses these through:

- investigating the provision of care programmes in Scotland's colleges;
- evaluating the impact of this provision in terms of learner experiences and outcomes;
- identifying excellence and sector-leading and innovative practice; and
- making recommendations for improvement to current practice.

### Methodology

HM Inspectors visited a sample of eight colleges during the fieldwork. Each college in the sample was visited twice, in order to capture learning experiences at different points in the college year. Colleges were chosen to reflect the diversity of the sector. A list of the colleges visited for this report may be found in Appendix 1. HM Inspectors held discussions with senior managers with responsibility for the curriculum, groups of teaching staff, including curriculum managers and groups of learners. In each college, HM Inspectors observed up to eight classes and discussed issues with staff and learners.

HM Inspectors also engaged with a wide range of stakeholders, including employers and their representative bodies, and universities. Their views were obtained through face-to-face discussions and telephone interviews. This evidence was supplemented by other recent HMIE evaluative activity and wider consideration of relevant policy documents and literature. The evidence has helped to identify areas of progress as well as highlight issues that require attention.

In a number of colleges, areas for development identified by inspectors within the first visit had been addressed by curriculum managers by the time of the second visit. In a few colleges, for example, initial feedback suggested that information and communications technologies resources were not used effectively by teaching staff and learners. Curriculum managers took actions to address this and improvements were observed in the second visit. In a few colleges, feedback on observations of practical activity suggested the need for improvements in resources and these had been addressed by teaching staff by the second visit.

This aspect report evaluates current practice and identifies important areas for discussion and further development amongst practitioners. It identifies excellent practice found by HM Inspectors and these examples appear throughout the report. It also sets out recommendations for improvement.

## 2. Summary of key findings

Care provision in Scotland's colleges is characterised by many strengths:

- Across the sector, Scotland's colleges offer a suitably wide range of programmes in childcare, social care and healthcare. These programmes range from SCQF level 3 to SCQF level 8 and take very good account of the developing regulatory frameworks in child and social care and in health. Programmes provide very good progression opportunities for learners who wish to obtain qualifications for registration to work in care, or to progress to further study at university.
- Effective working relationships between staff in Scotland's colleges, professional bodies and employers have resulted in the development and delivery of robust higher national awards that meet well the national occupational standards in care.
- Learning in care programmes takes very good account of the complexity of vocational demands in care work. Learners develop a blend of practical, theoretical and personal skills through classroom activities and real and simulated work environments. Very effective use is made of work experience placements and almost all learners benefit from such opportunities.
- Introductory programmes meet learners' needs well. Many learners overcome initial disadvantages in learning through active learning approaches, which develop their confidence and core skills well, alongside well-planned support from skilled staff.
- Learners progressively develop skills for independent learning and employability through problem-based learning and self-reflection.
- Teaching staff are well qualified both vocationally and professionally. They use their work experiences well to engage learners and to make clear the links between theory and practice. They employ an appropriate range of teaching approaches effectively to ensure that learning is well paced and meets the needs of learners.
- The majority of learners are making increased use of information and communications technology (ICT). Teaching staff and learners are making well-planned use of online learning materials developed specifically for the care sector.
- Pre-entry support and guidance is effective. Learners are supported well by caring and competent staff before and during their period of study in colleges.
- Assessment of learners is well developed to extend learning. Formal assessment arrangements are systematic and rigorous, overall.

- Care staff review the portfolio of programmes and seek feedback from stakeholders, including learners and employers. Staff make changes on the basis of this feedback and internal review of performance indicators.
- Learners are actively engaged in giving feedback on their learning experiences. They voice their concerns and are confident that these will be dealt with promptly and effectively.

In parallel with the above strengths, we noted several areas for development relating to work experiences, tracking progress of learners, equality and diversity and stakeholder engagement in planning which should be addressed to improve the experience for many learners.

- More than a few learners have limited access to work experiences and are unable to benefit from these in developing skills for employability and making informed career choices.
- College staff do not capture learner progress and destinations, particularly longer term career progression, in a systematic and meaningful way. This makes it difficult to assess the impact of actions taken to improve programmes and their delivery.
- Overall, colleges experience limited success in attracting male learners into care programmes and childcare programmes in particular. Whilst recognising the female dominated nature of care work, colleges provide few examples of positive action to challenge these stereotypes.
- In more than a few instances, classrooms are inadequate for the large number of learners present and this has a negative impact on the learning activities.
- For more than a few older learners, their IT needs are not met through core skills provision. They lack confidence and are unable to make full use of online learning and the college virtual learning environment (VLE).
- Despite excellent relationships with local employers and positive relationships with local schools and universities, the presence of these stakeholders at programme review meetings is sporadic. Consequently, their influence on the planning of programmes is restricted.

### 3. Background and context



Care learners, West Lothian College

It is important to understand the scale of the care sector and the challenges it faces, in order to understand the critical role played by Scotland's colleges in providing vocational programmes for the sector. Care programmes represent a large proportion of the work done by colleges, accounting for a quarter of activity funded by the Scottish Funding Council (SFC). Almost all colleges offer further education (FE) programmes in care and the majority offer higher education (HE) programmes. The subject area itself encompasses a range of programmes in different vocational areas. However, the areas of greatest significance in terms of the work delivered by colleges and the employment sectors these represent are child, health and social care.

Employment in public administration and health accounts for almost a third of all employment in Scotland and a considerable proportion of this is employment in the care sector. Out of a workforce of approximately 2.5 million, almost 70,000 people are employed in the nursing and midwifery staff group in health services<sup>1</sup>. A further 45,000 are employed in local authority social services and 34,000 are employed in early education and childcare<sup>2</sup>. Over 52,000 are employed in care work in the voluntary sector<sup>3</sup>.

---

<sup>1</sup> Scottish Government Health Service Provision – Health Workforce High Level Summary of Statistics Trend, March 2011  
<http://www.scotland.gov.uk/Topics/Statistics/Browse/Health/TrendHealthWorkforce>

<sup>2</sup> National Strategy for the Development of the Social service Workforce in Scotland: a plan for action 2005 – 2010  
<http://www.scotland.gov.uk/Publications/2005/11/07104403/44049>

<sup>3</sup> SSSC  
[http://www.sssc.uk.com/component/option,com\\_docman/Itemid,486/gid,1811/task,doc\\_details/](http://www.sssc.uk.com/component/option,com_docman/Itemid,486/gid,1811/task,doc_details/)

*The social services workforce in Scotland is employed by a mix of private, public and voluntary providers. The private sector (including childminders) has recently overtaken local authorities as the biggest employer.*

SSSC, 2011

The balance of care is shifting due to demographic changes. Scotland is faced with a falling school roll alongside an ageing population.

*The ageing population will present new opportunities as well as challenges, particularly as overall demand patterns start to reflect the preferences of an older population. The opportunities presented by an ageing population are still unclear; increasing demand for care and medical services, the development of assistive technologies ...could all create jobs...*

Scottish Government, 2010

The increased demand for workers in health and social care is matched by a corresponding decrease in demand for childcare workers. The care sector, overall, faces considerable challenges in adapting to this due to the make-up of the workforce. 84% of workers in care are female<sup>4</sup> and aged over 40, whilst fewer than four percent are under 24 years<sup>5</sup>. This presents major challenges in refreshing and replacing the workforce.

In addition, care is becoming an increasingly regulated sector. In common with other regulated professions, such as teaching and nursing, those working as care workers within childcare and social care establishments must register with a regulatory body, the Scottish Social Services Council (SSSC). In order to register, employees must attain specific qualifications relevant to their job. Scotland's colleges have responded to this well. They work in partnership with qualifications bodies, employers and government agencies to establish relevant qualifications, appropriate work experiences and teaching content.

## **Regulatory bodies**

The Scottish Government established the SSSC in 2001 as the regulatory body for care workers<sup>6</sup>. As a regulatory body, the SSSC sets standards for the education and conduct of care workers. Working alongside Social Care and Social Work Improvement Scotland (SCSWIS)<sup>7</sup>, the SSSC has responsibility for regulating and registering care staff. The SSSC is a partner in the UK sector skills council for care,

---

<sup>4</sup> SSSC, 2011

<sup>5</sup> Statistics Publication Notice health and care Series: Staff of Local Authority Social Work Services, 2008

<sup>6</sup> The SSSC is currently undertaking a re-imagining exercise to define more precisely how it can support employers and other stakeholders, including colleges.

<sup>7</sup> Social Care and Social Work Improvement Scotland (SCSWIS) is the new scrutiny and improvement body for care services, incorporating the former Care Commission



*Skills for Care and Development*, whose employers define the national occupational standards for care workers at different grades. The national occupational standards for two suites of awards, *Health and Social Care*, and *Children's Care, Learning and Development*, are currently under review and colleges are participating in this process.

The SSSC has put in place a timetable for the registration of workers in different types of establishments and different job grades. At present, all managers and care workers in care homes for adults, residential childcare, and in early years establishments require to be registered. The timetable for registration of new groups of care staff, especially those providing care at home, offers a framework for the development of qualifications. Colleges thus have an opportunity to plan how to support and develop key staff within the care sector.

For those aspiring to a nursing career, the qualifications required are determined by the Nursing and Midwifery Council (NMC). The NMC is the regulatory body for nursing staff, although currently, health care support workers are not required to register with any regulatory body. The UK body responsible for the national occupational standards for health care is *Skills for Health*.

There is a further regulatory body in care, with responsibility for setting and maintaining standards for allied health professions, the Health Professions Council. However, this body has had little impact on care qualifications to date.

## **The development of college programmes**

### **Early education and childcare**

Childcare programmes in colleges have developed from vocational programmes for nursery nurses. Childcare now includes *early education* since it incorporates programmes for practitioners in early years settings, such as family centres and nursery establishments. Following the publication of the *National Review of the Childcare and Early Years Workforce (2006)*, the SSSC has established a national qualifications framework. This extends from qualifications for support workers through to degree level qualifications for managers.

*My long term ambition is for all Centres to be led by early years and childcare leaders who are qualified (including through a professional development route) at SCQF level 9 (ordinary degree or work-based equivalent).*

*Peter Peacock, Former Minister for Education, 2006*

In response to this, colleges have developed a range of programmes in childcare that suit different needs, including work-based Scottish Vocational Qualifications (SVQs) and the Higher National Certificate (HNC) Early Education and Childcare. Colleges also offer other qualifications that are recognised by the SSSC for the

purposes of registration<sup>8</sup>. The HNC Early Education and Childcare offers successful learners a potential route into primary teaching, as well as into degree-level study in childcare at university, for example the BA in Childhood Practice.

## **Social care**

Social care programmes have evolved to meet the training needs of care workers who work in a variety of care settings, from care homes and hospitals to supporting people's independent living in their own homes. In the past, this large and diverse workforce was generally located in institutions, such as long-stay hospitals, and often unqualified. As the focus of care itself moved from institutions into the community, care workers were no longer under the direct supervision of medical staff. The increasing personalisation of care requires staff who can work autonomously and in partnership with those for whom they provide services, as well as with other professionals. The changing nature of care work therefore requires care workers to be trained to a high standard. In turn, this has driven the development of qualifications and the establishment of regulation.

The main qualifications for registration with the SSSC are the HNC Social Care and SVQ levels 2, 3 and 4 in Health and Social Care at support worker, practitioner and senior practitioner levels respectively. The HNC Social Care also offers a potential route into social work, through degree-level study at approved universities.

## **Health care**

Health care has developed largely in response to the demand for nursing staff qualified to degree level. Many colleges offer qualifications that meet the entry requirements for nursing degree programmes. The programmes are generally guided by the requirements of the NMC and universities.

Many colleges offer Access to Nursing programmes which are developed in conjunction with the Scottish Wider Access Programme (SWAP) and universities. These programmes provide clearly defined routes to degree nursing programmes. Some Access to Nursing programmes are also offered through college science departments.

In 2009-10, 22 colleges offered the HNC Health Care. As well as offering this as a full-time or part-time programme to learners in general, more than a few colleges offer a programme that has been agreed and endorsed by NHS Education for Scotland (NES). This particular version of the programme is offered as a route into university, with health boards sponsoring employees, generally health care assistants, who aspire to careers in nursing. Through completing the HNC whilst in employment as health care assistants, these selected employees gain sufficient relevant work experience to enable them to enter year 2 of the nursing degree at participating Scottish universities. Colleges offering this route do so in partnership

---

<sup>8</sup> To see a full list of qualifications for registration for different grades of worker, see <http://www.sssc.uk.com/sssc/applying-for-registration/what-qualifications-do-i-need-to-register-with-the-sssc.html>

with their local health boards. However, the HNC Health Care does not in itself ensure such articulation. Without such advanced standing, learners completing this HNC often have to enter year 1 of the nursing degree.

The HNC Health Care is not a requirement for any specific job role. However, it is being used as the basis for developing qualifications for Grade 4 health-related posts in health services. In addition, the HNC is increasingly recognised within private health services as a programme for those working in health care assistant roles.

## 4. Programmes in care

Care departments in colleges are very focussed on achieving positive vocational outcomes for their learners through the provision of relevant programmes. Learners wishing to gain qualifications in care have access to a wide range of full-time programmes at levels which suit their requirements. Various programmes are also available in part-time and flexible delivery modes. Colleges also offer work-based programmes and there are funding packages<sup>9</sup> in place to support learners in the workplace. Teaching staff provide guidance and information to ensure that learners undertake a programme that meets their needs.

Learners make well-informed career choices on the basis of information from colleges. All colleges in the sample make progression routes to vocational qualifications clear to learners in a variety of ways, for example within prospectuses. They also identify the possible jobs that successful learners can consider. More than a few colleges display this information prominently in common areas of the college such as corridors.

### FE programmes

During 2009-10, almost all of Scotland's colleges offered FE programmes in care. These ranged from basic entry-level programmes at SCQF level 3/4 with a more general care content, to programmes at SCQF level 6, with a more specific vocational content. FE qualifications in care aim to give learners qualifications that widen their career opportunities and give them insight into the sector. However, some FE qualifications, particularly those with significant work experience which integrates theory and practice, allow registration for certain job roles. Colleges have developed the range of qualifications offered at FE level in response to both of these factors.

There is no single FE qualifications framework in care. Instead, across the sector, there is a range of programmes on offer at each level. Many colleges offer national qualifications with prescribed content, such as the National Certificate (NC) Early Education and Childcare at SCQF level 6. They also devise their own FE programmes, usually with a blend of SQA units and units recognised by other awarding bodies, or devised by the college to meet specific needs. For example, Banff and Buchan college incorporates Award Scheme Development and Accreditation Network (ASDAN) awards into an introductory programme. Cardonald College has devised a unit, *Preparation and Support for Placement*, to prepare learners appropriately for work experience placements.

---

<sup>9</sup> Individual Learning Accounts (ILA)

Two types of account are available:

- £200 accounts – for those earning less than £18,000
- £500 accounts – for those studying a part-time higher education course such as a Higher National Certificate (HNC), Higher National Diploma (HND) or a Degree course at ILA Scotland approved colleges or universities. Candidates must be studying 50% or more of the time needed to complete a full-time course. *Scottish Social Services Council, 2009*

Most colleges have also developed introductory programmes in response to the needs of learners who have few or no qualifications on entry. Mainly, these are at SCQF level 4 but a few colleges also offer programmes at SCQF level 3. This provision enables learners with few or no qualifications to progress through levels at an appropriate pace. This suits those returning to learning, sometimes with considerable work or life experience, as well as school leavers.

***City of Glasgow College: EVIP programme – care programme for disengaged young people***

*City of Glasgow College, Riverside Campus, offers a full-time Enhanced Vocational Inclusion Programme (EVIP) delivered in partnership with Glasgow City Council's Vocational Programme (GVP). GVP recruits young people who have experienced difficulties at school. The programme aims to engage them in vocational education, in this case, care.*

*The programme is based on the Skills for Work Group Award in Early Education and Childcare, with additional units including Student Enterprise and Dance/ Drama. Visiting speakers introduce health topics such as mental and sexual health. Teaching staff provide many practical activities in and out of class to motivate learners and encourage good attendance.*

*Each year learners undertake an enterprise activity. Enterprise activities have included organising a Christmas fair and raising funds for Cash for Kids and a local hospice. Staff have ensured that the four capacities within Curriculum for Excellence are embedded within the programme.*

*Many of the learners have experienced difficulties in their home lives and the college provides a great deal of social and emotional support. Learners have a course tutor and guidance tutor. With their support, learners complete Personal Learning Plans (PLP) which help them monitor their progress on the programme. The success of the programme is seen in the achievements of the learners. Most learners progress on to further training or education, many within care. Learners also acquire other skills for life and for work including increased confidence, working with others in a team, self-evaluation and reflection, self respect and respect for others.*

Some programmes at SCQF level 6 are nationally devised NC programmes such as the NC in Early Education and Childcare. Other programmes incorporate Highers in the relevant discipline, such as Higher Care Practice and Higher Health Care. These programmes all provide preparation for higher education including HNC.

**HE programmes**

Most colleges offering FE programmes in 2009-10 also offered HE programmes. The main full-time HE programmes were the HNC in Early Education and Childcare, HNC Social Care and HNC Health Care<sup>10</sup>. Between them, these HNCs accounted for 19% of total SQA HN entries in 2009-10.

More than a few colleges offer qualifications in childcare and social care at SCQF level 8. In childcare, there is a well established part-time Professional Development Award (PDA) Certificate in Childhood Practice at SCQF level 8<sup>11</sup>. The recently introduced HND in Childhood Practice incorporates the PDA units and enables learners to progress. Both qualifications articulate with advanced standing<sup>12</sup> to specific universities where learners can complete a degree in childcare, the BA in Childhood Practice. A few colleges are considering offering SCQF Level 9 in Childhood Practice to support learners who prefer to study at college, on flexible programmes offered close to their homes.

Whilst there are advantages in studying full-time at college, many learners find this impractical and prefer to study part-time at times that suit their needs. Almost all colleges offer part-time programmes in care for employed learners, in response to registration requirements and requests from employers. These are both work-based programmes, such as SVQs, and college-based programmes. James Watt College is offering the HND in Social Services, attracting learners who are in employment in care work. However, many social care workers are employed on shift work and this can make access difficult. Also, the programme has a mandatory element of work-based learning and validation of this requires the cooperation of employers. Perhaps for this reason, more than a few learners reported difficulties in obtaining their employer's permission to enrol on the programme. West Lothian College has introduced the HND in Childhood Practice to full-time and part-time learners. However, colleges experience challenges in offering both the HND in Childhood Practice and the HND in Social Services as full-time programmes. Both programmes contain mandatory units in management, involving practical elements that can only be achieved in the workplace.

---

<sup>10</sup> Recognising the different but varied job roles in health and social care, the sector has developed the HNC in Care and Administrative Practice. This national qualification will be available in August 2011.

<sup>11</sup> Formerly the PDA Certificate in Early Education and Childcare, this was renamed order to align it to the Standard for Childhood Practice  
<http://www.sqa.org.uk/sqa/35221.html>

<sup>12</sup> 'Articulation' is defined by the QAA as

'a particular form of formal credit-rating and transfer agreement between two institutions, one of which agrees to recognise and grant specific credit and advanced standing to applicants from a named programme of study pursued in the other'.

QAA, Code of practice ... Section 2: Collaborative provision –July 1999

'Advanced standing' refers to learners gaining entry to year 2 or 3 of a degree programme in recognition of prior attainment.

A few colleges offer direct routes to degree-level study through links to the University of the Highlands and Islands (UHI) and others are developing arrangements with partner universities and the Open University (OU). Several colleges are involved in *college/university subject partnerships* which aim to improve articulation. However, there is a lack of consistency over the issue of advanced standing. This is compounded by a lack of systematic data collection on learner progress by colleges. A few colleges have taken part in a pilot exercise with universities to secure advanced standing for graduates from HNC Social Care and HNC Health care. This was done in conjunction with the Greater Glasgow Articulation Partnership (GGAP).

## **Scottish Vocational Qualifications**

*Scottish Vocational Qualifications (SVQs) are based on standards of competence (National Occupational Standards) that describe a candidate's ability to work in real conditions - having an SVQ is a kind of guarantee that a candidate is competent to the standards that the SVQ is based on.*

<http://www.sqa.org.uk/sqa/4409.html>

SVQs in care are based on competence within the workplace, against the national occupational standards. Therefore, they are recognised for registration with the SSSC for specific job roles. Most colleges offer SVQs at levels 2 and 3 in care predominantly SVQ Children's Care, Learning and Development and SVQ Health and Social Care. Colleges also offer care SVQs with a greater focus on management at levels 4 and 5. Learners undertaking SVQs are usually in employment. However, a few colleges within the sample offer full-time FE programmes that have SVQs embedded within the curriculum. In this way, learners enhance their employability by attaining a qualification recognised by the SSSC and gaining significant work experience.

Whilst colleges generally determine the framework and content of their FE programmes, the main influence on the development of HE and SVQ programmes is the SSSC. The SSSC devises the national occupational standards for care. SQA then aligns its provision to the national occupational standards for care.

## **Skills for Work**

Skills for Work programmes were developed in response to the government's commitment to ensure that all young people over the age of 14 would have the opportunity to undertake work-based vocational learning<sup>13</sup>. Although the programmes are intended to develop general skills for life and work, rather than offer vocational qualifications, they do provide an introduction to a possible career route. All colleges within the sample work in partnership with local schools to offer Skills for Work programmes in care. Whilst this is mainly in childcare, a few colleges also offer Skills for Work in health care. Arrangements for Skills for Work vary across the sample, but most colleges provide programmes for learners in S4 to

---

<sup>13</sup> Recommendation 2 – Determined to Succeed strategy, 2005

S6. More than a few also provide Skills for Work as an alternative curriculum to S3 learners. Learners access programmes through their school, and college staff often interview them for places on the programmes. Learners undertaking Skills for Work are made aware of college programmes in care.

More than a few colleges offer additional care units to school learners. For example, John Wheatley College offers units in Play and in Child Development to learners in S5 and S6. Learners undertake these units because they have an interest in the vocational area.

### **Preparation for employment and further learning**

Colleges offering SWAP Access to Nursing programmes prepare learners well for progressing to degree study. Staff offer additional classes, including talks from former learners and visits to university. Learners learn how to reference their work, carry out research and present their findings.

All colleges within the sample have developed strong and effective relationships with local employers and these are of critical importance in preparing learners for employment. Colleges recognise the importance of work experience for learners in making vocational choices, as well as providing opportunities to link theory to practice. They identify opportunities for work experience and ensure that most learners visit workplaces. Learners then consider these experiences within their class work.

Work experience placements require learners to spend a prolonged period in the workplace, working alongside and learning from more experienced workers. Such placements are a necessary component in all HE programmes and also feature strongly in many FE programmes. A few colleges make an explicit commitment to secure work experience placements for all learners on care programmes.

However, more than a few colleges do not organise placements for learners on specific programmes, mainly introductory programmes. As a result, learners fail to benefit from exposure to the workplace and its context.

### **Equality and diversity**

Colleges included in the sample are conscious of equality and diversity issues and monitor enrolments, retention and attainment against gender, disability, age, race and ethnicity. Most colleges attract a diverse group of learners in terms of age and ethnic origin. Many learners on care programmes are older and returning to learning, often with significant caring experience. Colleges actively recruit learners from other ethnic backgrounds. They address barriers through such action as ensuring that prospectus information is available in different languages and formats. Most use multi-ethnic images in marketing and provide language support where this is required. College learner support services within the colleges help overcome barriers that confront learners with disabilities. They also provide guidance and support to teaching staff and learners.

However, there is a very low percentage of male learners studying on care programmes, especially childcare. The majority of care workers are female and this



picture is replicated in the gender split within learners on care programmes. This is also reflected in the teaching staff teams who deliver the programmes.

*Gender differences in first degree choices appears to be declining over time, but extremely high gender segregation in vocational training remains.*

*Equality and Human Rights Commission, 2010*

*The need to encourage more males to consider a career in childcare has been identified as a key challenge for the sector.*

*SSSC, 2011*

Most colleges make efforts to address this and to attract more male learners into care, particularly childcare. For example, City of Glasgow College works with Glasgow City Council to organise *campus days* for school visits. The college provides opportunities for young people to experience care work in college. Healthcare tends to attract more male learners and in one college, 50% of learners on a specific healthcare programme are male. However, in most colleges, little attempt is made to analyse systematically the impact of such actions and more than a few colleges fail to take positive actions to address the situation. Overall, success is limited and in 2009-10, only 15% of overall funded activity in care programmes was for male learners. However, there is considerable variability in this and the highest percentage of male learners in care in one college is 32%.

More than a few colleges offer short part-time programmes in childcare in collaboration with the organisation, *Men In Childcare*. These programmes aim to introduce childcare as a career option to men. It appears that the involvement of *Men in Childcare* has had an impact on the numbers of men enrolled in all childcare programmes as there has been an increase from 41 in 2002-03 to 144 in 2005-06<sup>14</sup>. However, although more than a few learners from the short part-time programmes do progress onto further education, colleges report limited success in male learners progressing into or completing full-time childcare programmes.

*... HNC ... drop out figures ..., are perhaps exaggerated by the fact, that this is the first time the men are likely to have been in a nursery. It is still an unavoidable fact that a childcare setting will in the main, far more readily employ a female with a view to her working toward employment than a male. It is therefore more difficult for a male to gain any prior experience of nurseries etc before embarking on the placement element of the HNC.*

*Colin Chisholm, Men in Childcare*

Teaching staff recognise the female-dominated nature of care work and acknowledge the difficulties of possible stigma for men working in childcare. However, colleges provide few examples of positive action to challenge these stereotypes.

---

<sup>14</sup> Men in Childcare <http://www.meninchildcare.co.uk/Scotland.htm>

### **Kilmarnock College: Men into Childcare**

*Kilmarnock College ran a successful full-time programme which concluded in March 2011, to introduce men into childcare. This programme was run in partnership with a voluntary organisation, yipworld.com, and with funding from the Coalfields Regeneration Trust. It offered full-time, funded places to ten young unemployed men. The programme ran in an area of high unemployment and learners were recruited through the local job centre. The programme consisted of the Intermediate 2 Early Education and Childcare award, a work experience placement and personal planning sessions. The programme was successful in attracting and retaining learners. During the fieldwork, most learners expressed their intention to study on full-time care programmes, and half intended to enrol on the HNC in Early Education and Childcare.*

*What distinguishes this programme from other Men into Childcare programmes is that:*

- *the programme was full-time which enabled learners to undertake work experiences;*
- *learners received financial support whilst on the programme and this was significant in retaining the learners; and*
- *learners had the support of a programme coordinator from the voluntary body who supported learners throughout.*

The national occupational standards for health and social care stress respect for individuals and their *diversity, culture and values*<sup>15</sup>. The national occupational standards for children's care, learning and development stress the active promotion of difference and diversity, equal opportunity and anti-discriminatory practice. This ensures that all care units within programmes maintain a focus on equality and diversity and that teaching staff in care areas embed equality and diversity consistently into their teaching. All colleges organise events around equality and diversity and learners on care programmes generally play a significant role in such events. Learners often use such events both to raise awareness of equality and diversity issues and to raise funds for specific causes. For example, learners on health care programmes at James Watt College encouraged the college principal to sign the college up to the *See Me* campaign which promotes the inclusion of people with mental health problems. Teaching staff at John Wheatley College invited a speaker to speak on schools in Kiegangaru in Kenya. Learners on childcare programmes then raised funds for the schools, playing a key role in the college's diversity week.

### **Use of labour market information and environmental demographics**

---

<sup>15</sup> Health and Social Care – National Occupational Standards HSC24b 2008

All colleges in the sample consider local labour market intelligence and demographic information in curriculum review. Links with external partners and employers ensure that they have current and accurate information on local employment available to them when planning programmes.

In response to the wider issues confronting the care sector, *Scotland's Colleges*<sup>16</sup> has established a *Care Strategy Steering Group*, with three subgroups that deal respectively with social care, health care, and early years. The steering group is chaired by a college principal and has representation from major stakeholders, including the SFC, regulatory bodies such as SSSC and other significant bodies such as NHS and SQA. The steering group has a remit to establish a strategic direction for the provision of care programmes in Scotland's colleges, based on sound information from the sector. It has been very influential within the sector and has had a considerable impact on programme planning within individual colleges. The steering group has also been successful in attracting funding in order to develop and deliver programmes that better meet the needs of the health care sector.

The regional articulation hubs also play an important role in helping establish a strategic direction for colleges. They work well with employers, colleges and universities, to identify needs and future trends. GGAP provides a very good example of such collaborative working. NHS Greater Glasgow and Clyde is one of the largest employers in Scotland and has identified its health workforce needs with GGAP. GGAP in turn facilitates the design of relevant qualifications by colleges and universities.

### **Arrangements to meet the specific needs of employers**

The majority of colleges in the sample provide training and continuing professional development (CPD) to local employers, often on a commercial basis. Such arrangements range from short programmes to SVQs and part-time HNCs in childcare and in social care. A few colleges provide staff training for local employers related to the support of learners on placement within the employer's workplace.

Teaching staff in care departments within colleges acknowledge the important role played by voluntary organisations in the delivery of care and early education services in particular. Staff engage with voluntary organisations well and often work in partnership to provide work experiences for learners.

Overall, employers are very satisfied with their engagement with colleges in respect of training for their employees. Employees who attend college at their employer's instigation have their needs met well by college staff. Employers are also pleased with their interactions with college staff over work experience placements. Learners on work experience placements are supported well, by employers and by college staff.

---

<sup>16</sup> *Scotland's Colleges* is the central body providing support, training and representation for all of Scotland's colleges.

## **5. Learning and teaching**

### **Learning process**

Learners at all levels on care programmes require to develop a blend of skills that encompasses practical skills, interpersonal skills, skills in self-management, core skills and knowledge of theory. In addition, they must develop the professional behaviours, attitudes and values required of care workers. Learners require to develop the ability to make sound ethical decisions within a complex environment. Consequences of decisions can be far reaching and those making the decisions need to be aware of their responsibility. For example, care workers can be confronted with such issues as the protection of children or vulnerable adults, or sudden deterioration in health conditions, whilst dealing with the routine demands of their job.

Almost all learners on care programmes develop clear and informed ideas about the kinds of jobs they intend to do and are well motivated to achieve these. They enjoy their programmes and undertake diverse activities that blend theoretical and practical learning well. They develop skills in working with others and participate well in group exercises and class discussions. Learners frequently play an active role in leading such discussions. Almost all undertake work experience placements that develop and extend their practical skills, problem solving and their ability to work within a team. Colleges increasingly make use of online learning materials developed for the sector and enhanced learning through the use of ICT is commonplace. Most learners make effective use of colleges' virtual learning environment (VLE) facilities and as their interests develop, they undertake self-directed research. Most learners learn beyond the minimum necessary to attain units and group awards.

Learning takes place in many different ways. However, there are four aspects which are particularly influential within how learners learn:

- applying theory to practice;
- work experience and work experience placements;
- developing independence in learning and becoming a reflective practitioner; and
- problem-based learning.

### **Applying theory to practice**

All units on care programmes deliver the knowledge, skills and values required in care work. Throughout their programmes, colleges assist learners to understand the relevance of theory to practice. Relevance is well illustrated through the use of case studies, including consideration of current factual cases. Learners also share their work and personal experiences in class, in order to demonstrate their understanding of theory. They apply theory to the development of practical skills within classrooms and in real and simulated work. Through relating theory and practice in these ways, learners reinforce consistently and effectively their development of the knowledge, skills and values required in care work.

## Work experience and work experience placements



Childcare, Banff and Buchan College

Work experience is an important dimension in care programmes. The term *work experience(s)* is used within this report to refer to a range of activities that engage learners directly with employers and the workplace. These range from work experience placements, which immerse learners in the cultures and practices of the workplace, to less intense work experiences such as visits to workplaces. The benefits to learners depend largely on how well teaching staff signpost the work experiences and the related learning to learners through discussion and reflective activities.

All learners undertake work experiences that teaching staff identify as relevant to their learning and value these highly. Colleges that experience difficulties in identifying sufficient placement opportunities, particularly for learners on introductory programmes, often have innovative alternatives in place which supplement simulated work experiences. For example, Perth College and John Wheatley College make imaginative use of the colleges' nurseries to provide less experienced learners with work experiences. Learners discuss, plan and prepare short activities in groups. They then run activities with the children from the nursery. Learners are assessed on this and also record it for self-reflection. However, more than a few learners on introductory programmes, notably those in health and social care, do not understand the benefit of the work experiences they had gained. Also, for a few learners, lack of work experience impeded their ability to make informed vocational choices.

Learners on all full-time and part-time HE programmes and the majority of learners on FE programmes undertake mandatory work experience placements with local employers. Work experience placements extend classroom-based learning, providing opportunities for learners to become participant-observers. Learners become more competent and confident by observing more experienced workers, and being supported by them in carrying out tasks.

Work experience placements are vocationally relevant and closely constructed around programme requirements. The lack of direct control that teaching staff are able to exercise over the workplace makes it important that:

- learners are well prepared for placement;
- placement staff who supervise learners are well briefed for their coaching role; and
- learners have opportunities to reflect on their experiences and what they have learned, in dialogue with teaching staff.

All colleges do this well and learners who undertake work experience placements are well supported by college staff whilst on placement. All colleges provide guidance to placement supervisors in supporting learners and a few provide training, as continuing professional development (CPD) for placement staff.

### ***Cardonald College: Preparation and Support for Placement***

*Cardonald College has devised a unit, Preparation and Support for Placement, and introduced it to the full-time NC Early Education and Childcare programme.*

*Learners on the programme undertake a demanding work experience placement of two days a week in a childcare establishment from October until June. Learners need a high level of interpersonal and negotiating skills to meet the demands of the placement and college work, and often cite the challenges of this as a reason for withdrawing from the programme.*

*The unit prepares learners for the workplace and to work effectively with children and other staff. It also helps them to manage their time effectively and to develop self confidence and resilience.*

*Before starting placement, learners attend interpersonal skills workshops such as assertiveness and anger management. Learners set goals for themselves and review these midway and at the end of the placement. They also complete a reflective diary whilst on placement. Learners attend at least three one-to-one support interviews with teaching staff.*

*One impact of this pilot is that fewer learners experienced difficulties in placement. Fewer learners dropped out than in previous years.*

### **Developing independence in learning and becoming a reflective practitioner**

All learners on care programmes progressively develop the skills of independent learners. From introductory classes onwards, learners undertake research activities appropriate to their level of study. In introductory programmes, much of this is focussed on group work and problem solving. Learners develop confidence through tackling tasks and carrying out elementary research with their peers, where they present their findings to their class. As they become more skilled in this, teaching staff increase the level of learner autonomy. In all HN programmes,

learners carry out research projects for several units in a largely self-directed way, most notably for the compulsory Graded Units. This prepares learners well for taking responsibility for their own CPD once they are in employment.

Learners' access to online learning materials within and outwith the college has significantly enhanced independence in learning on most programmes.

All colleges within the sample acknowledge the importance of learners becoming reflective practitioners and promote this within programmes. Reflective practitioners are those who are able to reflect on and learn from their experiences and consciously apply this learning in practice. All learners are introduced to self-reflection at an early stage through maintaining logs and diaries, and in dialogue with class tutors. Teaching staff in all colleges make good use of *personal* or *individual learning plans* for this purpose. Within the process of reflection, learners also develop professional and ethical standards well, particularly as they progress towards higher education.

***Banff and Buchan College: Prepare to Care – a care award at Access 3, utilising ASDAN awards***

*Banff and Buchan College identified very low attainment rates in the entry level programme, Prepare to Care. Learner attainment of units at SCQF level 4 and above was especially poor. Finding few relevant units at SCQF level 3, staff incorporated ASDAN awards into the curriculum. These consist of several care-related and personal challenges. Learners decide which they will undertake and when. Learners become involved with the local community, through enterprise and fundraising challenges and also through field visits such as to the Sheriff Court, police station and Job Centre Plus. The variety of challenges keeps learners engaged and motivated. Learners record their work in portfolios and achieve well, including those who would have struggled to complete more formal assessments. They develop confidence and independence in learning.*

*Programme teaching staff meet weekly with learner development staff. Together, they discuss issues relating to the programme and jointly agree consistent approaches to classroom management and learning and teaching. Learners invite their parents or carers to meetings with teaching staff to discuss their progress and future options.*

*As a result of changing the programme, learner attainment and achievement increased by 84% and retention has improved. This highly supportive and consistent approach enabled the learners to progress both academically and socially.*

## Problem-based learning



South Lanarkshire College

In *problem-based learning*, learners are presented with a realistic problem, relevant to their studies. They work together in small groups to refine and address the issue, with teaching staff acting as facilitator rather than lecturer. This is a learner-centred approach that is used very effectively in care programmes. Learners benefit from developing such essential skills as working with others, communication and problem-solving. Importantly, they also develop independence in learning.

Colleges within the sample employ this approach to learning particularly within the three HNC care programmes. Teaching staff on HNC Social Care recognise the importance of this approach to learning in preparing learners for university study on social work degree programmes. The approach also prepares learners well for employment. It increases employability through developing problem-solving skills, which are essential for the workplace. Learners experience the range of issues they may encounter in the workplace and the role that they might be expected to play in addressing these.



## Use of resources by learners



Childcare base, James Watt College

All learners develop their practical care skills in college, often in practical skills areas established for this purpose. Most colleges provide accommodation and equipment that enable learners to learn by demonstration, practise and coaching from teaching staff. Younger and less experienced learners, including those on Skills for Work programmes, learn particularly well in this way, enjoying the activities and making effective use of the facilities.

In childcare programmes, learners develop and practise skills that can be used on placements and in future employment. They develop skills for play and development work with young children and confidence in using materials such as paints and modelling materials. Learners also learn about environmental sustainability by reducing waste and recycling materials, for instance through junk modelling. Such understanding is important when learners take up work experience placements in nurseries, playgroups and primary schools, where sustainability is high on the agenda<sup>17</sup>. Learners also develop practical skills in child care, using life-like dolls, washing facilities and clothing. Learners also make effective use of practical areas to display their work. In most colleges, learners on childcare programmes prepare wall displays on Curriculum for Excellence, highlighting key points. This is an effective reminder for learners who are preparing to enter the workplace.

Learners on health programmes are introduced to elementary clinical skills in simulated work environments and within the safe confines of the college. More than a few colleges have developed practical teaching areas for health skills. Such areas are well-equipped with resuscitation manikins, moving and assisting equipment and bathing facilities. Learners develop the skills to use such equipment confidently through demonstration and practice. Their use of such facilities ensure that learners develop some clinical skills before encountering real-life situations.

---

<sup>17</sup> For further information, see <http://www.ecoschoolsscotland.org>

Developing such skills also greatly enhances their employability. Learners on almost all health and social care programmes learn and practise first aid and resuscitation techniques, making use of manikins and first aid materials. As well as developing their employability skills, learners are more confident when they begin work placements that they will know what to do in an emergency situation.

Learners have greatly improved access to computers, both within and outwith college, enabling learners to make more effective use of ICT. Almost all of the colleges within the sample have computers available for learner use within classrooms. High-quality online learning materials have become increasingly available within care programmes and learners access these and other online materials, including assessments. Learners make good use of colleges' VLE to carry out group tasks and research. This provision greatly increases flexibility and independence in learning. Most learners express confidence in their ability to use the college VLE effectively. However, a few older learners lack confidence in using the VLE, attributing this to lack of IT skills.

### Teaching processes for effective learning



*Please Give Blood, John Wheatley College*

Teaching is enhanced when it is firmly rooted in vocational practice and learners understand its relevance. For this reason, all colleges ensure that they employ staff with relevant vocational experience and qualifications. Within teaching departments in care, there are former nurses, primary school and nursery teachers and practitioners, and social workers. Most teaching staff retain strong links with their professional backgrounds through CPD activities, membership of professional associations and additional voluntary or paid work experience. Almost all teaching staff are experienced teachers with relevant teaching qualifications. They maintain their professional standards through CPD and membership of key groups within *Scotland's Colleges* and SQA.

More than a few colleges make effective use of part-time teaching staff who are also practitioners. This provides learners with access to current vocational practice.

### ***John Wheatley College: Community Health Partnership secondment***

*John Wheatley College has taken an innovative approach to engaging practitioners in the work of the college, building on successful partnership working with the Community Health Partnership (CHP). The college hosts a secondment for a health practitioner from the CHP to coordinate and support work experience for a wide range of learners on programmes from Skills for Work to HNC. This enables the college to introduce young learners with few or no formal qualifications to work within the health sector. The approach is well-structured and links work experience to the theoretical elements of programmes.*

*The learners are on placement one day a week for twenty weeks. They work with a variety of health care professionals. They experience tasters in all clinical and non-clinical areas of the CHP. Learners also receive training from workers engaged in working with addictions, alcohol awareness and health promotion. This enables learners to develop a more holistic view of care in community settings. They can then demonstrate a wider range of skills and experience when seeking employment.*

*Learners also learn from CHP Human Resources staff who assist them in developing their employability. Staff assist them to complete application forms to highlight their qualities and prepare them to compete more effectively for future employment.*

Teaching staff successfully employ a range of teaching methods that are appropriate to the requirements of their learners. This is very evident with younger learners where teaching staff encourage active learning, developing learners' writing and reading skills alongside these activities.

### **Planning learning activities**

In most colleges, teaching staff plan programmes well to integrate related units and core skills. Teaching staff use portfolio approaches that integrate topics and engage the interests of learners, whilst providing individualised learning experiences. More than a few colleges use relevant class projects, such as organising a health festival, to integrate several topics and secure evidence for assessment. Teaching staff successfully incorporate the four capacities of *successful learners, confident individuals, responsible citizens* and *effective contributors* into programme aims. More than a few teaching teams have mapped these explicitly to programme content. In this way, teaching staff display a good understanding of the principles of Curriculum for Excellence and apply these well in curriculum design and delivery.

Many teaching staff plan learning activities alongside learners and this is particularly effective with younger, less engaged learners. Learners on HE programmes are less likely to have such opportunities for influencing programme content because

they are following national programmes. However, they have greater autonomy in choosing topics for project work and research.

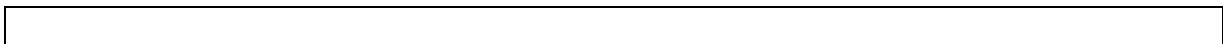
Teaching staff plan learning activities well in advance, often within their teaching team, in order to avoid duplication and to identify where team teaching approaches would be more appropriate. Teaching staff make effective use of feedback from employers and placement providers in planning learning activities. They also make effective use of learner feedback. In most colleges, learners are encouraged to provide feedback on learning activities, using informal means such as *post-it walls* and discussion groups, on the college VLE set up for this purpose.

### **Delivery of introductory programmes**

Learners who have few or no qualifications and seek to enter care work often start on programmes at SCQF level 4 or 5. Within these programmes, colleges have incorporated units designed to develop personal and social skills. Many colleges respond by providing an enriched curriculum.

Teaching staff in all the colleges within the sample recognise that the cohort of learners on programmes at SCQF level 3 and 4 in care generally include many very young learners who have disengaged from education for various reasons. Many of the learners have additional support needs; many are looked after or are receiving other support from external bodies. Many are caring for family members. Staff recognise that to retain these learners in education and enable them to achieve, the curriculum and teaching approaches require a different focus.

James Watt College, West Lothian College and Perth College provide very good examples of the innovative approaches taken on Intermediate 1 care programmes.



**James Watt College: Buddy Scheme – Intermediate 1 Health Care programme**

*James Watt College has instigated a Buddy Scheme between learners on the Intermediate 1 Health Care programme and learners on inclusion programmes<sup>18</sup>. The learners on the health care programme raised the suggestion of the buddy scheme at a course team meeting. Although the project meets evidence requirements for their study, learners' motivation had simply been to support and engage with others in the college.*

*Learners identified a variety of group activities that they undertake with learners from the Centre for Inclusion to evidence the unit, Working with Others. Activities include health promotion and raising funds for various charities. The learners work together to complete records of their learning.*

*All learners gain self confidence and enjoy the opportunity to socialise with other learners. The learners on the Intermediate 1 Health Care programme learn specifically about developing supportive relationships and working with others.*

**West Lothian College: Personal development in Intermediate 1 Early Education and Childcare**

*West Lothian College added the group award, Personal Development, to its Intermediate 1 Early Education and Childcare programme in response to Curriculum for Excellence. The teaching team links learners to a local community education centre and encourages them to support as many of the centre's groups as possible within the constraints of their timetable.*

*Learners worked with the over 50s club, the mother and toddler group and the playgroup to plan activities and events. They planned a fun afternoon for the over 50s group, as well as play activities with the mother and toddler group and the playgroup. The success of the activities and the praise learners received gave them an immense sense of achievement.*

*Learners took ownership of the project and planned and executed the activities as a group, each playing an important role in this. The entire project encouraged their development as successful learners and confident individuals. Learners also developed their core skills, particularly their ICT and communication skills.*

---

<sup>18</sup> These are learners with additional support needs, including those with complex difficulties.

### **Perth College: developing an active curriculum in Intermediate 1 Early Education and Childcare**

*Perth College enriches the learning experience on Intermediate 1 Early Education and Childcare by taking learners out of college whenever possible. Teaching staff and learners agree a programme of activities to cover health and wellbeing, cultural activities, social and citizenship activities.*

*Learners plan and document each event, using such means as writing equipment lists, taking photographs, and writing poems and songs. With teaching staff, learners identify learning outcomes for each trip to recognise achievements at each stage.*

*Learners undertake experiences and activities completely new to them, such as visiting Edinburgh Castle and taking part in rock climbing. Their reflections on these trips include such comments as 'I thought they didn't let people like us in there' and 'it was not as scary as I thought'.*

*Learner outcomes include improved confidence and transferable skills, as well as enhanced core skills in communication, problem-solving and working with others. Although still relatively low, the retention and attainment for this group of previously disengaged learners has improved dramatically. More than a few have progressed onto further childcare programmes or programmes in other areas of the college.*

### **Teaching on FE programmes**

Whilst introductory programmes focus to a large extent on developing personal and interpersonal skills, programmes at SCQF levels 5 and 6 concentrate on developing vocational skills. In almost all colleges in the sample, such programmes provide learners with work experience placements to give them greater insight into the sector.

Learners develop further the skills that were introduced in SCQF levels 3 and 4. With teaching staff support, learners become more self-reflective. They have greater autonomy in carrying out research and learn academic requirements such as referencing. The curriculum of programmes at SCQF levels 5 and 6 also provides an introduction to HE and this is particularly evident in Access to Nursing programmes. Most colleges offering Access to Nursing programmes prepare learners well for university study through visits and opportunities to participate in lectures. A few colleges make good use of the *On Track*<sup>19</sup> programme which uses student-tutors to advise learners of progression to university. This is highly valued by learners.

### **Teaching on HE programmes**

---

<sup>19</sup> On Track is funded by the West of Scotland Wider Access Forum.

Teaching staff delivering HN units encourage learners to develop greater independence in their learning through activities such as taking notes, carrying out research, and making presentations. More than a few colleges have developed a more integrative approach in the delivery of HN care programmes. This integrative approach is very evident in James Watt College, where teaching staff have taken a thematic approach to the delivery of HNC Social Care.

***James Watt College: Thematic delivery and assessment in HNC Social Care***

*James Watt College has taken an integrated approach to assessment delivery in HNC Social Care. All learning outcomes within the programme are taught and assessed under five common themes such as Understanding Need and Codes, Ethics and Legislation. Not only has this removed unnecessary repetition, it has enabled learners to contextualise learning and understand the relationships between units. Teaching staff support learners through a strong induction and information session to feel comfortable with this approach. All learners are issued with a guidance and assessment booklet explaining the approach, the structure of assessments and support notes on the use of the VLE.*

*The benefits of delivering under these themes rather than individual units are:*

- *learners better understand the relationship between units of the programme which helps them to link theory to practice;*
- *learners are better prepared for the programme's Graded Unit;*
- *it reduces the assessment burden on learners and staff; and*
- *it facilitates teamwork within the teaching team.*

### **John Wheatley College: development of creative experiences for babies and toddlers – ‘Starcatchers’ and HNC Early Education and Childcare**

*John Wheatley College is engaged in a collaborative venture with an arts project aimed at the development of creative experiences for babies and toddlers. The project, Starcatchers, through its artist in residence, works with learners on HNC Early Education and Childcare. Learners gain insight into how expressive arts can be used to enhance educational activity with pre-five children. The programme involves skill development and practical delivery. The project also seeks to improve the health and wellbeing of children, their parents, carers and teachers within the college’s wider context of Glasgow East.*

*Learners participate in workshops in drama, dance, music and visual arts. They also attend live performances. Starcatchers supports learners to design and deliver their own projects within their placements. Learners are given effective guidance on how to plan post-performance activities as part of their nursery placements. Teaching staff also attend the workshops to increase their knowledge in this area. In an initial focus group, learners expressed confidence in their understanding of expressive arts. At that time, few were confident in their ability to lead such activities. Feedback from learners and nurseries following the project is now very positive. Learners have continued to develop their interests in expressive arts through their choice of project topics.*

### **Use of resources by staff**

Teaching staff use high-quality teaching resources in delivering care programmes. Where required, teaching staff produce clear handout material and reproduce this in alternative formats to meet the needs of individual learners. Most teaching staff also make teaching notes available on the college VLE, allowing learners to download these and reproduce them as required. All colleges monitor such materials for equality and diversity, for instance, ensuring that case studies reflect different ethnic backgrounds and avoid stereotypes. Most colleges make use of *quality and equality in learning and teaching materials* (QELTM) tools. This consideration is also extended to other materials and equipment used by learners. For instance, realistic dolls used by childcare learners reflect different ethnic backgrounds.

In almost all colleges, care programmes are delivered in classrooms that have been equipped for that purpose. Within classrooms, most teaching staff make effective use of display areas, where learner work and key messages can be displayed. Teaching staff recognise the importance of this in reinforcing learning.

Overall, teaching staff on care programmes make good use of ICT resources in classrooms. Often in conjunction with learners, they access online learning materials and news items and embed these into their teaching. Care as a vocational area is increasingly well resourced with online materials. Several recent initiatives have ensured that these are easily available to colleges and to college learners. More than a few teaching staff make effective use of the *Social Services Knowledge Scotland* (SSKS) website and use *Scotland’s Colleges* repository for online learning materials. Most colleges have practical skills areas that enable



learners to develop and practise skills that can be used on placements and in their future employment.

**Cardonald College: Practical skills learning bases for childcare and health care learners**

*Cardonald College has established very flexible, practical learning bases for both childcare and health care. Both bases provide simulated work environments with classroom space. In the childcare practical learning base, learners practise and develop skills they will use when on work experience placements. The base is easily adapted to provide realistic simulated childcare working environments. It is well equipped with toys and equipment appropriate to children at different stages of development. There are facilities for bathing and caring for babies as well as provision for early education and play, including water play. The base is also resourced with craft materials for activities involving modelling materials and paint. Learners develop confidence in using the equipment and planning and leading various activities.*

*The healthcare practical learning base is similarly well equipped. Learners develop confidence in the use of specialist health equipment such as hospital beds and hoists. The base offers learners the opportunity to develop increasingly sophisticated skills in health care, from first aid skills to moving and assisting patients. Learners are both observers and participants and can practise skills in a safe environment with careful preparation and coaching from teaching staff.*



Healthcare practical skills learning base, Cardonald College

For most classes, teaching accommodation is well-equipped and fit for purpose. However, in more than a few instances, classrooms are inadequate for the large number of learners present and this has an impact on the learning activities.

**Promotion of achievement and standards**

Teaching staff employ effective measures to ensure that learners are informed of the standards they require to achieve, in order to attain their qualification. In most colleges within the sample, learners receive handbooks or similar and these clarify standards to learners in terms of learning outcomes. Within work experience placements, these standards are clearly set out in placement handbooks. Teaching staff also meet with learners on a one-to-one basis to discuss progress and to ensure that learners fully understand requirements.

Teaching staff make learners aware at an early stage of the professional standards set by the regulatory bodies and explore the significance of these. They introduce these standards to learners and integrate these well into their teaching. Most teaching staff promote and reinforce these professional standards very well within the classroom through setting high standards of timekeeping, attendance and interactions with others. Teaching staff are aware of the importance of this, particularly within FE programmes, and with younger learners. Many teaching staff encourage learners to take responsibility for standards of behaviour within the class and to agree rules of conduct for classrooms. For learners progressing within the college to higher levels, teaching staff promote consistently the standards required for entry.

## **Assessment**

Almost all teaching staff use a range of assessment activities effectively within their teaching. They use questioning well within lessons in order to assess learners' understanding of topics and also make very good use of peer and self-assessment. Within work experience placements, learners are assessed on their performance within the workplace but also on their ability to plan and reflect on their own learning. Teaching staff are rarely present within the workplace and so assessment relies heavily on workplace supervisors and learners themselves. Within care HNC programmes<sup>20</sup>, there is a trend towards the introduction of work-based assessment units, in order to assess work placements. This relates assessment of vocational skills clearly to the national occupational standards. Teaching staff oversee this process well and engage learners in discussions about their progress, using their reflective accounts to identify issues.

In all assessment approaches, most teaching staff take opportunities to extend learning. They give clear feedback to learners on their performance on assessments, with suggestions for improving performance. This feedback identifies any remedial action that learners may have to take to pass the assessment. Teaching staff also identify to learners how they can improve on pass grades. This is particularly valuable for learners on Higher and HN programmes, where learner performance is reflected in externally awarded grades. Teaching staff delivering HN units also draw the attention of learners to standards expected at university.

In almost all programmes, assessment schedules are well-planned and assessments are well spaced and duplication avoided. However, for a few learners

---

<sup>20</sup> Within HNC Social Care, work placements are assessed through 3 SVQ units.

on Access to Nursing programmes, the assessment burden is more challenging at key points in the year, particularly when exams for Highers are scheduled.

Teaching staff apply rigour in the administration of final assessments in care awards that are externally marked. Several teaching staff in each of the participating colleges have experience as external markers and moderators for SQA and apply the knowledge and understanding they gain in preparing learners for these assessments.

### **Quality of relations between and among staff and learners**

Care programmes are consistently characterised by positive relationships between staff and learners. Almost all relations between learners are also positive. Teaching staff are invariably the first point of contact when learners experience difficulties on their programmes.

All colleges provide induction sessions for learners, and many also offer information sessions prior to entry. Teaching staff are involved in these and meet learners as early as possible. In most colleges, teaching staff also have guidance responsibilities for specific classes and are timetabled to meet with learners. Staff use this time to very good effect, engaging learners in group work and ensuring one-to-one guidance time. Whilst this guidance time is generally used to assist learners to reflect on learning and to develop personal skills, it also offers opportunities for learners to discuss any barriers they encounter in their learning. Learners and teaching staff greatly value this resource.

## 6. Outcomes and impact

Overall, student outcome rates for FE and HE full-time care programmes are high and most colleges in the sector have successful student outcome rates above 85% in 2009-10<sup>21</sup>. Performance in childcare programmes tends to be higher than in social care and HE programmes tend to perform better than FE programmes. In FE full-time programmes, more than a few student outcome rates are below 75%, with the lowest recorded as 57%. Within the colleges sampled, the programmes with lowest outcome rates tend to be those at SCQF levels 4 and 5. Within introductory programmes at Intermediate 1 level, more than a few have successful outcomes below 50%. However, there is considerable variability within these figures, with one Intermediate 1 care programme having successful learner outcomes of 91% in 2009-10.

Within student retention, a similar picture emerges. Early retention overall is very positive and almost all colleges have early retention rates above 85%. Most HE full-time programmes have student retention rates above 80%. However, although the trends are positive for student retention in FE full-time programmes, in more than a few FE full-time programmes student retention is below 75%. As with successful student outcomes, student retention is lowest in programmes at SCQF levels 4 and 5, although the trends for these are also positive. Colleges have developed innovative teaching approaches for these introductory programmes and these are showing some success in terms of learner retention. However, many learners still fail to achieve at this basic level.

Although programme design often reflects the needs of younger learners, care programmes also attract older learners, many of whom have acquired work experience within the care sector. Many achieve SVQs within their employment, in order to achieve registration with the SSSC. Others attend college on a full-time or part-time basis. The SSSC has recognised the importance of *recognition of prior learning* (RPL) for such learners and has provided guidance to colleges to this effect. Learners undertaking college-based qualifications have previous learning recognised at enrolment and they enter a programme at a level that takes account of qualifications and experience gained. In addition, for many units, particularly core skills units, learners are assessed at SCQF levels 4, 5 or 6, depending on prior learning. However, colleges lack consistent approaches and formal procedures for RPL and its impact within care programmes has been limited.

Colleges track internal progress of learners and most colleges report that around 50% of learners progress from FE into HE programmes. On Access to Nursing programmes, this figure is higher and around 70% of learners on SWAP programmes successfully complete their programmes and enter university. However, in most colleges, staff fail to capture learner progress and destinations in a systematic and meaningful way, particularly longer term career progression. This makes it difficult to assess the impact of actions taken to improve programmes and their delivery.

---

<sup>21</sup> Appendix 3 contains tables illustrating the 3 year trends in retention and student outcomes.

## Achievement of core skills



Fundraising, Perth College

Employers in the care sector recognise the importance of core skills and this is reflected through their regulatory or representative bodies. The NMC produced standards in 2008 in literacy and numeracy as follows:

### ***Literacy and numeracy***

*Approved educational institutions are required to ensure that applicants for pre-registration education have provided evidence of literacy and numeracy sufficient to undertake nursing education and practice at a minimum of diploma of higher education level.*

*For numeracy this includes evidence of ability to:*

- *Accurately manipulate numbers as applied to volume, weight, and length, (including, addition, subtraction, division, multiplication, use of decimals, fractions, and percentages) to include using a calculator.*

*For literacy this includes evidence of ability to:*

- *Read and comprehend (in English or Welsh) and to communicate clearly and effectively in writing to include using a word processor.*

These standards provide a basis for college core skills provision in Access to Nursing programmes, particularly with regard to numeracy, communications and IT.

The SSSC reports that employers are concerned by care workers' core skills. It is currently engaged in an exercise with employers to identify core skills requirements within the workplace. Employees working in residential childcare who previously undertook the HNC Social Care award via the Scottish Institute for Residential Child Care<sup>22</sup> (SIRCC) were required to achieve a basic standard in core skills before embarking on the programme.

---

<sup>22</sup> SIRCC – now the *New Centre for Excellence for Looked After Children*  
<http://www.thenewcentre.org.uk>

In all colleges, core skills are important components of care programmes. Colleges are aware of their importance in the workplace and take steps to signpost core skills achievements to learners. Within FE programmes, core skills are generally delivered as discrete units. In HE programmes, core skills are embedded in other programme units. Core skills in FE programmes are generally regarded as supporting the learners in their achievement on the programme. This is particularly true of *communications, information and communication technology* and *working with others*. Almost all colleges use some form of core skills screening with applicants or new learners. Learners' scores often help to determine the level of the programme they will undertake.

***Perth College: Take2Care - a core-skills based approach in curriculum design***

*Perth College has introduced an access programme for child and social care, Take2Care, with a strong emphasis on the development of core skills. This is designed for young learners and aims to engage them in their own development in order to prepare them for further study. The programme contextualises core skills within a project-based approach that encourages active learning.*

*Learners undertake individual activities and work in groups on research tasks, contextualised for both childcare and social care. Tasks incorporate presentations. Learners record findings alongside self-reflection. Carefully structured tasks ensure that learners collect evidence for the communications unit. Learners achieve Access 3 or Intermediate 1 according to their skills level. The approach is very learner-centred and flexible and gives learners considerable freedom in their own study.*

*Learners find task instructions easy to understand and stay engaged with the project throughout the programme. Self-reflection helps learners to recognise the progress they are making. Learner retention is improved.*

Overall, core skills are contextualised well. A few colleges recognise that employers in the care sector may have specific core skills requirements and have engaged directly with them to identify these requirements in order to contextualise learning further. Kilmarnock College is developing a highly individualised approach to core skills. This recognises prior learning and achievement and engages learners in identifying assessment and further learning opportunities. This approach has had a positive impact on core skills attainment. However, despite considerable progress in this area, more than a few learners fail to achieve core skills, particularly *communications, information and communication technology* and *numeracy*.

## 7. Enhancement through self-evaluation and internal review

Colleges regard learner satisfaction as an important indicator in programme review. Most use a range of tools for gathering evidence relating to learner satisfaction such as:

- end of unit evaluations;
- programme evaluation questionnaires; and
- focus groups.

These are used alongside less formal means of gathering information such as *post-it walls* and online interactive discussion sites accessed through the college VLE. A strong and consistent feature in care programmes is the high levels of learner satisfaction. Learners in all the colleges sampled are satisfied with their programmes and have very few concerns. Learners are also satisfied with the services the college has in place to support their learning. Almost all have clear, realistic aspirations in terms of their vocational goals and are aware of the progress they are making towards these. Almost all learners feel that any difficulties they encounter whilst on their programme are dealt with promptly and effectively. This is true of learners at all levels.

In all colleges, teaching staff engage in effective self-evaluation and internal review of their programmes. Staff have become particularly adept at using performance indicator (PI) data to analyse performance and more than a few colleges make very good use of unit performance statistics in their analysis. Internal review and self-evaluation lead to constructive action planning with actions appropriately devolved to programme teams. However, this is not the case in all colleges and in more than a few colleges, action plans in particular are insufficiently clear to enable monitoring of improvements.

### **Stakeholder participation in the design and evaluation of programmes and services**

In all the colleges sampled, learners participate in programme reviews and are actively encouraged to do so by teaching staff, through the class representative system. Almost all care teams involve their class representatives in programme review meetings. In a few programmes, learners have failed to elect class representatives. In such programmes, staff find other ways to encourage learners to provide feedback to programme reviews. There are many instances of programmes being changed in response to learner feedback.

Employers within the care sector have opportunities to influence the design of care programmes and their content through consultations and engagement with SQA. However, most of their input is indirect and happens through employer networks and representative bodies. Nevertheless, college links with employers are direct and very strong, overall. Staff in care departments engage with employers regularly and effectively in order to manage extensive work experience placements. In almost all instances, employers who provide placements also provide feedback to programme teams, directly or indirectly. Teaching staff reflect on this feedback in programme evaluation, although it is unclear how systematically or effectively this is done. More than a few care teams invite employers to attend programme reviews

and to participate directly. However, attendance is inconsistent and employer engagement in the design and evaluation of programmes at college level is limited. Similar difficulties exist with regard to other stakeholders. Whilst more than a few colleges engage universities in the review of the HNC in Health Care (endorsed route), universities are rarely invited to attend programme reviews.

In developing Skills for Work programmes with schools, school staff are involved well in the planning and evaluation of programmes.

*There are discussions with college staff prior to courses commencing. During the session we seek feedback from pupils and classroom assistants and can approach the college if we feel a particular course is not meeting the aims we had for it. The college is good at working with us to change delivery of a course if necessary<sup>23</sup>.*

However, despite the school-college partnerships in the provision of Skills for Work programmes, schools have limited input in to self-evaluation and review of care programmes generally.

***Cardonald College: External Review Board – engaging stakeholders in curriculum design***

*Cardonald College has established an External Review Board, with membership from present and former learners, staff, employers and universities. This board meets twice a year to discuss the programmes on offer in the faculty of Care, Science and Sport. Members consider the overall provision and the content of specific programmes alongside learner and employer experiences and requirements.*

*The board provides a very effective forum where views can be freely expressed and members can exchange relevant information and address issues. The minutes of the discussions and the agreed actions are then used by staff in programme evaluations.*

---

<sup>23</sup> Quote from head teacher



## 8. Recommendations

The Scottish Funding Council should:

- continue to work with colleges and universities to improve methods of tracking the longer term career progression of college graduates.
- continue to work with colleges, universities and SWAP to ensure greater consistency in advanced standing for college graduates who enter nursing or social work degrees with a relevant HNC or HND.

*Scotland's Colleges* should:

- continue to promote developments in this rapidly changing sector through its subject network.
- continue to engage with the SSSC through the *Care Strategy Steering Group* and its sub-groups, in order to ensure colleges are well informed of registration requirements for care workers, especially for those providing care at home.

SQA should:

- continue to work with the SSSC and the college sector to identify or develop qualifications that will meet impending registration requirements.

Colleges should:

- plan the delivery of qualifications that will meet impending registration requirements, to meet the needs of local employers.
- maintain the full range of levels in programmes and ensure that learners access appropriate programmes from SCQF level 3 to SCQF level 6 and above, providing clear progression routes.
- ensure that all learners on introductory programmes undertake sufficient work experiences to make informed vocational choices.
- develop approaches that ensure all learners on introductory programmes learn from their work experiences and ensure that such learning is captured within wider achievement.
- improve methods of tracking the longer term career progression of learners and, in particular, where these relate to under-represented groups.
- identify and take positive actions to increase the proportion of male learners on childcare programmes, working with partners and stakeholders, as appropriate.
- continue to improve the retention and attainment rates of learners on programmes where these are low.

- ensure that core skills delivery meets learners' needs, particularly for older learners who lack confidence in their IT skills.
- develop formal procedures for RPL.
- engage employers and other stakeholders, including schools and universities, in the process of internal review and programme planning.

Education Scotland should:

- continue to monitor progress made in terms of the above recommendations through their annual engagements with colleges, and disseminate information on improvements as they emerge across the sector.

## **Appendices**

### **Appendix 1**

#### **Colleges and organisations involved in fieldwork for this report**

Banff and Buchan College

Cardonald College

City of Glasgow College

James Watt College

John Wheatley College

Kilmarnock College

Perth College

West Lothian College

Greater Glasgow Articulation Partnership (GGAP)

Scottish Qualifications Authority (SQA)

Scottish Social Services Council (SSSC)

Scotland's Colleges

Scottish Wider Access Programme (SWAP)

## Appendix 2

### Key documents and websites

Equality and Human Rights Commission 2010 *Triennial Review*

Health Services Provision 2011 *Health Workforce and high Level Summary of Statistics Trend*

Nursing and Midwifery Council 2008 *Circular Index Number: NMC Circular 03/2008 - Evidence of Literacy and Numeracy required for entry to pre-registration nursing and midwifery programmes*

Scottish Executive 2006 *Determined to succeed: Strategy paper*

Scottish Executive 2006 *National Review of the early years and childcare workforce – Scottish Executive Response: Investing in children's future*

Scottish Executive 2006 *Changing Lives: report of the 21<sup>st</sup> century social work review*

Scottish Government 2007 *A gender audit of statistics: comparing the position of men and women in Scotland*

Scottish Government 2008 *Statistics Publication Notice health and care series: Staff in Local Authority Social Work Services*

Scottish Government 2010 *Demographic Change in Scotland*  
[www.scotland.gov.uk/publications](http://www.scotland.gov.uk/publications)

Scottish Social Services Council 2011 *Have we got what it takes? The Sector Skills Assessment for the social services workforce in Scotland, 2010-11*

Scottish Social Services Council 2009 *Funding and support for training: a guide for providers of Scottish social services*

### Websites

Careers Scotland [www.careers-scotland.org.uk](http://www.careers-scotland.org.uk)

Greater Glasgow Articulation Partnership [www.ggap.org.uk](http://www.ggap.org.uk)

Men in Childcare [www.meninchildcare.co.uk](http://www.meninchildcare.co.uk)

Nursing and Midwifery Council [www.nmc-uk.org](http://www.nmc-uk.org)

On Track <http://www.ontrackonline.co.uk>

Scottish Social Services Council (SSSC) [www.sssc.uk.com](http://www.sssc.uk.com)

Scotland's Colleges repository [www.scotlandscollages.ac.uk/curriculum/learning/resources/find-learning-materials.html](http://www.scotlandscollages.ac.uk/curriculum/learning/resources/find-learning-materials.html)

Social Services Knowledge Scotland (SSKS) [www.sskss.org.uk](http://www.sskss.org.uk)

Social Work and Social Care Improvement Scotland (SCWIS) *formerly the care Commission* [www.carecommission.com](http://www.carecommission.com)

Yipworld.com [www.yipworld.org](http://www.yipworld.org)

## Appendix 3

### Care and Education programmes

#### Summary of data over three years

The following information, gathered from data submitted to SFC by colleges and adapted as appropriate, relates to retention and student outcome from 2007-08 to 2009-10. The focus is on the number of full-time and part-time learners on FE and HE programmes in early education and childcare; social care; and health care.

#### Care sector-level summary, 2007/08 to 2009/10

##### 2007/08

Mode	FT	FT	PT	PT
Level	FE	HE	FE	HE
<b>No. of progs</b>	251	80	2,532	227
<b>SUMs</b>	92,348	20,910	100,202	8,699
<b>% SUMs</b>	42%	9%	45%	4%
<b>Enrolments</b>	5,482	1,556	29,627	2,078
<b>Completing 25%</b>	4,792	1,419	28,237	1,998
<b>Completing</b>	3,619	1,153	26,270	1,857
<b>Successful</b>	2,806	987	19,573	1,523
<b>Early Ret</b>	87%	91%	95%	96%
<b>Student Ret</b>	76%	81%	93%	93%
<b>Outcome</b>	78%	86%	75%	82%

##### 2008/09

Mode	FT	FT	PT	PT
Level	FE	HE	FE	HE
<b>No. of progs</b>	415	143	2,909	470
<b>SUMs</b>	142,473	37,920	92,864	16,821
<b>% SUMs</b>	49%	13%	32%	6%
<b>Enrolments inc non-assessed</b>	8,091	2,762	36,358	4,169
<b>Completing 25% inc non-assessed</b>	7,176	2,559	33,688	3,318
<b>Completing inc non-assessed</b>	5,614	2,127	31,693	3,039
<b>Completing exc non-assessed</b>	5,559	2,127	20,294	2,894
<b>Successful exc non-assessed</b>	4,420	1,810	17,060	2,492
<b>Early Ret</b>	89%	93%	93%	80%
<b>Student Ret</b>	78%	83%	94%	92%
<b>Outcome</b>	80%	85%	84%	86%

2009/10

Mode	FT	FT	PT	PT
Level	FE	HE	FE	HE
<b>No. of progs</b>	421	144	2832	461
<b>SUMs</b>	147,616	40,230	85,340	14,225
<b>% SUMs</b>	51%	14%	30%	5%
<b>Intial counting towards ESR<sup>1</sup></b>	8,419	2,951	33,358	3,222
<b>25% counting towards ESR<sup>1</sup></b>	7,486	2,714	32,391	3,110
<b>Completing 25% inc non-assessed</b>	7,486	2,715	32,583	3,057
<b>Completing inc non-assessed</b>	5,864	2,272	30,602	2,810
<b>Completing exc non-assessed</b>	5,805	2,260	19,826	2,468
<b>Successful exc non-assessed</b>	4,580	1,934	16,940	2,153
<b>Early Ret<sup>1</sup></b>	89%	92%	97%	97%
<b>Student Ret<sup>2</sup></b>	78%	84%	94%	92%
<b>Outcome</b>	79%	86%	85%	87%

<sup>1</sup> Note that the early retention PI for 2009/10 excludes courses where the funding qualifying date was reached in the previous academic year. This is a change in definition issued by SFC for the 2009/10 data so the 2009/10 percentage is not directly comparable to previous years.

<sup>2</sup> Note that the student retention PI for 2009/10 is not directly comparable to previous years due to an error in guidance issued for the student retention PI by SFC. This category includes outcome 21 for 2009/10 (see student record outcome - code list I FES 2 guidance) which is 'Completed programme/ course, student not assess although programme/ course designed to be assessed. Studying on a flexible open learning programme'. This category was excluded from the student retention PI in previous years.

## Appendix 4

### Glossary of terms

ASDAN	Award Scheme Development and Accreditation Network
BA	Bachelor of Arts
CHP	Community Health Partnership
CPD	Continuing Professional Development
EVIP	Enhanced Vocational Inclusion Programme
FE	Further Education
GVP	Glasgow City Council's Vocational Programme
HE	Higher Education
HMIE	HM Inspectorate of Education
HNC	Higher National Certificate
HND	Higher National Diploma
ICT	Information and Communications Technology
ILA	Individual Learning Account
NC	National Certificate
NES	NHS Education for Scotland
NMC	Nursing and Midwifery Council
NPA	National progression Award
PDA	Professional Development Award
PLP	Personal Learning Plan
PI	Performance Indicator
RPL	Recognition of Prior Learning
SCQF	Scottish Credit and Qualifications Framework
SFC	Scottish Funding Council
SIRCC	Scottish Institute for Residential Child Care
SQA	Scottish Qualifications Agency
SSKS	Social Services Knowledge Scotland
SSSC	Scottish Social Services Council
SVQ	Scottish Vocational Qualification
SWAPS	Scottish Wider Access Programme
UHI	University of the Highlands and Islands
VLE	Virtual Learning Environment

© Crown copyright, 2011

You may re-use this information (excluding logos) free of charge in any format or medium, under the terms of the Open Government Licence providing that it is reproduced accurately and not in a misleading context. The material must be acknowledged as Education Scotland copyright and the document title specified.

To view this licence, visit <http://www.nationalarchives.gov.uk/doc/open-government-licence/> or e-mail: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk) .

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

Any enquiries regarding this publication should be sent to us at:

Education Scotland  
Denholm House  
Almondvale Business Park  
Almondvale Way  
Livingston  
EH54 6GA  
Tel: 01506 600 200  
Fax: 01506 600 337  
e-mail: [enquiries@educationscotland.gsi.gov.uk](mailto:enquiries@educationscotland.gsi.gov.uk)

ISBN 978-0-7053-1871-6



INVESTORS  
IN PEOPLE