

Skills
Development
Scotland



Scottish Social
Services Council

A Foundation Apprenticeship in Social Services and Healthcare at SCQF level 6

GL52 46

This document provides you with information you will require to deliver a Foundation Apprenticeship in Social Services and Healthcare.

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Information about the Scottish Social Services Council can be accessed at: www.sssc.uk.com

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1.2	Minor Change Foundation Apprenticeship Group Award Code	Brian Humphrey	July 2017
1.3	Minor changes to wording, links to relevant guidance	Graeme Hendry	April 2018

Background

One of the key recommendations of Sir Ian Wood's review on developing the young workforce was to *“develop better connectivity and co-operation between education and the world of work to ensure young people at all levels of education understand the expectations of employers, and that employers are properly engaged”* (Scottish Government response to “Developing the Young Workforce; 2015). The Scottish Government set ambitious targets to ensure this connectivity is delivered through a partnership of schools, colleges/training providers and employers.

SDS, alongside other partners, is working with industry to increase the range of work based learning opportunities for pupils in the senior phase of secondary schools. One of the ways this is being achieved is through the development of Foundation Apprenticeships and SDS is leading this initiative. Foundation Apprenticeships will allow pupils to gain vocational qualifications that combine sector specific skills alongside the knowledge that underpins these skills in a workplace setting while still at school.

The Foundation Apprenticeship in Social Services and Healthcare aims to give pupils in S5 and S6 the opportunity to develop the skills and knowledge to work towards an SVQ 2 and so enter a career in adult social services. It will also help pupils to gain the core units of the MA at Scottish Vocational Qualification (SVQ) level 2 in Social Services and Healthcare, leaving them with fewer units to complete when they start the Modern Apprenticeship programme.

The Social Services sector in Scotland

There are over 199,600 social service workers in Scotland today working in a range of settings with a variety of different people who use services. One in 13 people employed in Scotland work in social services. Of these 27% are employed by the third sector, 32% by the public sector and 41% by the private sector.

Scottish Social Services Council (SSSC) labour market reports on the social services sector indicate that the number of people working in the sector has risen very considerably since the mid-1990s. Data shows that the sector grew by approximately 50% during the period 1998-2008. Since then there has been an increase of 5.3%. The workforce is now approximately 7.7% of Scottish employment.

The SSSC Register was set up under the Regulation of Care (Scotland) Act to regulate social service workers and to promote their education and training. The SSSC registers key groups of social service workers in Scotland. This includes people working in social work, social care and early years. As social services is a regulated profession a large proportion of employees in social services in Scotland are required to register with the SSSC. At present, there are 94,000 registrants.

Registrants need to have or be working towards a qualification for the job they do. These qualifications are based on the National Occupational Standards (NOS) or other benchmark standards. Qualifications in adult care range from SVQ 2 for support workers, SVQ3 for

practitioners, to SVQ 4 for managers. Pupils taking the Foundation Apprenticeship in Social Services and Healthcare will not have to register with the SSSC as they will not be in employment. Should they be employed however they will need to be registered.

Information about the SSSC and registration can be found at: www.sssc.uk.com

Why choose social services?

Social services is a challenging and rewarding career. Social service workers provide support and help to people who need it, helping them to live full and valued lives in the community. Social service workers can work with a variety of people from all different backgrounds and of all abilities.

- older people
- children and young people
- carers of people who use services
- children or adults with physical /sensory and/or learning disabilities
- children or adults with autistic spectrum disorder
- people with mental health problems
- people with addiction issues
- homeless people
- refugees and asylum seekers
- people with HIV/AIDS or long-term illness

Social service workers include people working in social work and in social care settings such as care home services for adults and community care, and in early years settings such as nurseries or out of school care clubs. There are many different career opportunities and career pathways across this range of settings and possibilities for entry at several levels. Job roles in adult services include personal assistant, care assistant, support worker, supervisor, senior care worker, team leader, care home manager, centre manager and service manager. Job roles in children's services include play or nursery assistant, play leader, nursery officer, childhood practitioner, and out of school co-ordinator.

What is the Foundation Apprenticeship in Social Service and Healthcare?

The Foundation Apprenticeship (FA) in Social Services and Healthcare is for pupils in S5 and S6. Pupils complete a National Progression Award (NPA) at SCQF level 6 in Social Services and Healthcare. They also complete the 4 Mandatory Units of the SVQ 2 Social Services and Healthcare. The NPA provides knowledge and an introduction to the skills that will help pupils to complete the SVQ units. The NPA has 24 SCQF credit points at SCQF level 6 and the SVQ 2 mandatory units have a total of 37 credit points at SCQF level 6. These two parts, along with the associated work placement(s), form the Foundation Apprenticeship in Social Services and Healthcare.

Background / rationale

Foundation Apprenticeship programmes support the commitment to provide relevant work-based vocational education and training as part of the senior phase curriculum. This is offered to prepare young people to enter the job market with the necessary skills and abilities by providing them with meaningful vocational pathways which they can do alongside other school subjects. This framework provides you with information on how you might achieve this for care-specific Foundation Apprenticeships.

Partnership

In a Foundation Apprenticeship, it is important to provide the right balance between the taught elements of the programme (usually an NPA) and the experiential, work based elements (SVQ). However, in doing an SVQ the fusion of knowledge and skills acquisition to develop competence need to be present.

Young people need to build real workplace skills that include skills that are specialist to the chosen career alongside workplace attributes that are more generic. It's only by being in a real work environment that this can be successfully achieved.

Foundation Apprenticeships are delivered by partnerships comprised of school, learning provider and employer. The learning provider is responsible for the approvals, delivery, assessment and quality assurance of the component units and qualifications. Where multiple learning providers are involved, arrangements between them will be detailed in an SQA Partnership Agreement.

The learning provider must have the appropriate awarding body centre and qualification approvals in place before it can deliver the Foundation Apprenticeship.

For further support and guidance on SQA's approval and quality assurance processes, please see:

Information for Centres on Foundation Apprenticeships:

- https://www.sqa.org.uk/sqa/files_ccc/InformationForCentresFoundationApprenticeships.pdf

Information for Centres on SQA Partnership Agreements, where multiple learning providers are involved:

- https://www.sqa.org.uk/files_ccc/PartnershipAgreementTemplate.pdf

Employers may contribute to the partnership in a range of ways, from an industry challenge, to coaching and mentoring, to interviewing and selection. They may also be involved in the assessment of practice.

The Foundation Apprenticeship Product Specification, published by SDS, sets out principles for delivering an industry related Foundation Apprenticeship. The partnership will provide to SDS a clear outline of how these principles will be met, of the arrangements they have made to ensure how necessary interdependencies are developed and maintained and of the roles and responsibilities of each of the partners.

Pastoral Care

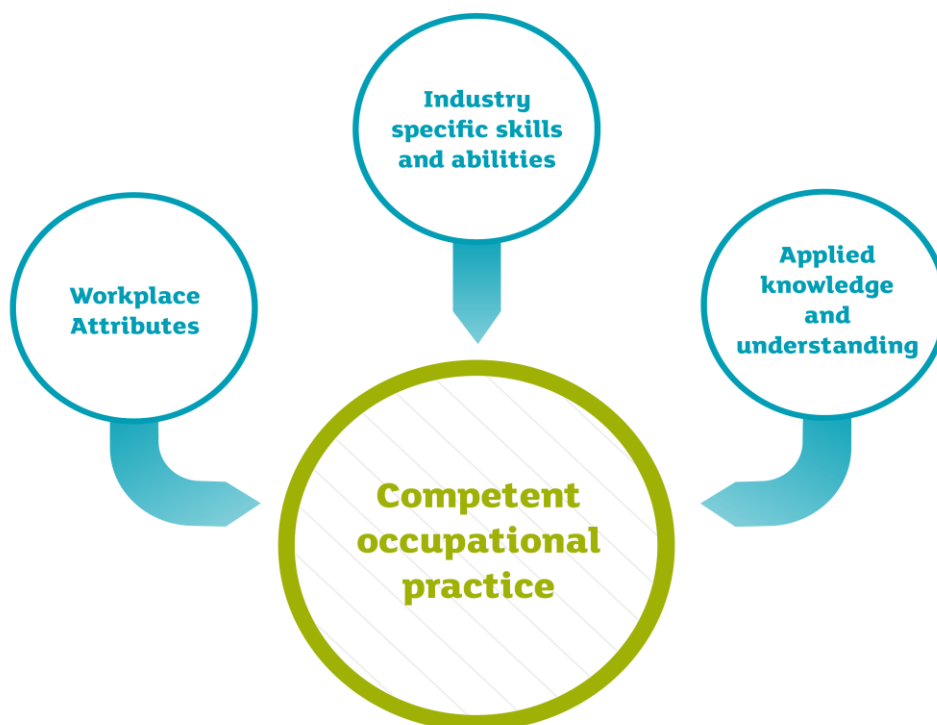
It is important to remember that the pupils who are taking part in this programme are still at school and as such there is a duty of care. This includes providing appropriate health and safety training and measures to ensure the safety of the young people and by also appointing a workplace mentor who will be a point of contact for the young person when they are outwith the school environment. The SSSC has produced mentoring guidance that will help you provide the correct level of support. This can be found by following the link to www.stepintoleadership.info/mentoring.html

Pastoral care in the Foundation Apprenticeship programme also includes making sure the placement is the right fit for the pupil and ensuring you listen to any concerns the pupil may have and providing the levels of personal support they might need to succeed.

Being aware that some young people are also young carers might affect some of the decisions you make about which is the most appropriate placement for the pupil. This would include being aware of any restrictions that might be in place for travelling or for after school or holiday commitments.

How should the Foundation Apprenticeship in Social Services and Healthcare be delivered?

The following diagram illustrates the outcome achieved for pupils and for employers from bringing together the essential elements of work based learning in a Foundation Apprenticeship.



Delivery of the Foundation Apprenticeship will involve a blended approach combining knowledge and understanding with the application of skills in the workplace. Delivery and assessment of the NPA in social services and healthcare will typically be in S5 and will be a blended approach between college/training provider and in placement. The Foundation Apprenticeship in S6 will be predominately delivered and assessed in the workplace.

National Progression award in Social Services and Healthcare

This NPA is designed to support the underpinning knowledge of the SVQ2 in Social Services and Healthcare. It contains 4 units. These are delivered and assessed by the training provider. Typically, this will involve a minimum of 7 hours per week throughout S5. Part of this time will be with the training provider and part with social services employers in placement.

The Foundation Apprenticeship is a work based learning apprenticeship and therefore there will be placement experience in S5 and well as in S6. Pupils may also complete an Industry Challenge project based on a care practice issue, whereby they spend up to 10 days familiarising themselves with a care setting and the care practice issue. This is facilitated by the training provider in collaboration with the employer. This sort of Industry Challenge experience helps pupils prepare for their placement and the SVQ assessment.

Scottish Vocational Qualification 2 in Social Services and Healthcare (mandatory units)

The SVQ 2 mandatory units are assessed in the workplace, typically when pupils are in S6. Pupils will typically spend a minimum of 10 hours per week in a work placement throughout S6. Following SQA's requirements for social services SVQs the care practice is assessed in real life situations in the workplace. Assessment is carried out by an SVQ Assessor. In order to support the generation of evidence for the SVQ, pupils are also expected to complete homework which includes a reflective diary.

Structure of the Foundation Apprenticeship in Social Services and Healthcare

GL52 46 Foundation Apprenticeship in Social Services and Healthcare			
Group Award Title	Unit Title	SCQF level	SCQF Credit points
GL3W 46 National Progression Award (NPA) in Social Services and Healthcare at SCQF level 6	HD6J 46 Social Services in Scotland	6	6
	HD6V 46 Safeguarding People	6	6
	HD6T 46 Communication in Care Relationships	6	6
	HD6W 46 Safe Practice and Wellbeing in Social Services	6	3
	HD6X 46 Human Development and Social Influences	6	3
GH5Y 22 SVQ in Social Services and Healthcare at SCQF level 6 (part of)	H5NA 04 Support effective communication	6	10
	H5NB 04 Support the health and safety of yourself and individuals	6	10
	H5L5 04 Develop your own knowledge and practice	6	8
	H5NC 04 Support the safeguarding of individuals	6	9
Foundation Apprenticeship Certification Unit	HE6E 04	-	0
TOTAL SCQF CREDIT POINTS			61

1 SCQF credit point is equal to 10 notional hours of learning.

The full SVQ 2 Social Services and Healthcare has a total of 4 Mandatory Units and 2 Optional units. The additional 2 units could be completed if and when pupils choose to join the social services workforce. The NPA units, as they are developed, will be mapped directly to the SVQ units. This mapping will be available in November 2015.

Certification

SQA will issue the commemorative certificate for the Foundation Apprenticeship.

Learning providers must ensure that they have appropriate SQA approvals in place for the Foundation Apprenticeship and all mandatory components. Candidates must be entered and resulted for all relevant units for verification and certification purposes.

Once all contributing results are entered on SQA systems, the candidate's commemorative certificate will be produced.

Selecting an Industry Challenge in a Care setting

To help to support practice, training providers, working directly with employers, may set up an "industry challenge" project. This can be done as a group activity to help introduce a concept or as an individual's own challenge. It is important that the industry challenge reflects everyday work experience for the pupils. At all stages the partnership between the school, training provider and employer is central to the success of the challenge and so the Foundation Apprenticeship. Examples of challenges might come from evidence of improvements or enhancements suggested to the employer in their Care Inspectorate reports; by searching the SCIE website www.scie.org.uk or by using IRISS www.iriss.org.uk and their resources. You will also find useful tools on the SSSC website www.sssc.uk.com/workforce-development/supporting-your-development/workforce-solutions-portal

Some examples of suitable industry challenges might include:

- Supporting a programme that encourages healthy eating
- Supporting a programme that promotes physical exercise and movement with users of services
- Supporting individuals to become computer literate
- Developing a "playlist for life"- music that means something special to users of services
- Leading on a modern studies/newspapers discussion
- Supporting baking or cooking groups
- Leading on an English/book club
- Using a first language to set up a discussion with users of services- an example might be if Gaelic/Guajarati/Polish is the pupil's first language and that of the older person, though not widely used in the care setting
- Learning to use sign support systems for communicating with users of services with auditory impairment or whose communication is challenged
- "Art Attack" providing and developing art /craft experiences

These are examples of projects that schools and training providers in collaboration with employers could suggest so that learners can use the Foundation Apprenticeships to put theory into practice in a social services setting. SSSC has developed a range of apps and resources to help learning and development in social services. These resources can also support industry challenges. <http://workforcesolutions.sssc.uk.com/new/mobile.html>

Social care placements for the Foundation Apprenticeship

When selecting a placement for pupils you should choose from the list of adult services. If the pupils wish to work with children there is a separate framework that describes the opportunities there are in social services (children and young people).

Pupils ideally have the opportunity of 2 placements. We recommend that placements are in community care or in day care resources for adults or older adults. In day care services workers provide a supportive environment for individuals to develop skills and participate in a wide range of activities such as arts and crafts, music, games and sports. A placement offering this experience could be a day centre attached to a residential home for older adults or a community support resource centre supporting people with learning difficulties to use leisure facilities. Individuals are encouraged to meet people and learn skills that could lead to greater independence. Increasingly

workers help people who use services to make use of community resources to develop skills. In community care support services workers help vulnerable adults to continue living within their own homes. They support individuals to become an active part of the community and promote independence.

The Foundation Apprenticeship is designed to help pupils to communicate with the users of care services, to understand and support the social and developmental needs of users of services and to help ensure their safety and develop resilience. It is not designed to develop skills in personal physical care which would not be appropriate for school age pupils.

Selection of pupils and entry requirements for the Foundation Apprenticeship in Social Services and Healthcare

Pupils need to be ready to work at SCQF level 6 (the same level as Higher). They need to have a good level of written and spoken English. Communication with users of service as well as with staff in the workplace is a key competence. Working in social services setting means they need to be able to work with others and to problem solve.

If pupils are interested in a career in social services they can use the interactive resource [a question of care: a career for you](#). They will answer a series of questions and receive a detailed personal profile at the end. A commitment to appropriate values is necessary and they can demonstrate this partly through responses in this resource. The resource also includes the experiences of people already working in care and information on the many different types of jobs and areas of work.

Any pupils doing a Foundation Apprenticeship in Social Services and Healthcare or Social Services (Children and Young People) **will be required** to undergo a PVG check as they are working with vulnerable individuals. Centres who are delivering the award must make sure this is in place **prior** to the pupils starting their placement.

Equalities

We expect those involved in the development, recruitment and delivery of Foundation Apprenticeships to be pro-active in ensuring that no-one should be denied opportunities because of their age, disability, gender reassignment, marriage and civil partnership, religion or belief, sex or sexual orientation or pregnancy and that any barriers (real or perceived) are addressed to support all pupils. These are the protected characteristics of the Equality Act 2010 and training providers and employers must comply with this Act to ensure that applicants are not discriminated against in terms of entry to and promotion within the industry.

Our emphasis throughout is upon equality and diversity both for new entrants to the sector and opportunities for progression for the existing workforce.

Enhancement

The ability to think and write reflectively is a skill which will enhance pupils' abilities both across the curriculum and into the world of work. By undertaking the Foundation Apprenticeship in Social Services and Healthcare pupils not only develop skills and knowledge in social care they also

develop core skills valued by employers particularly those of communication, problem solving and working with others. These skills are necessary for working in a range of other related professions such as teaching, nursing, social work and community learning and development.

Recognition of prior learning

The recognition of prior learning (RPL) is the process for recognising learning that has its source in experience or in previous learning contexts. Using RPL to recognise informal learning involves learners reflecting on what they have learnt from their experience and how they can use this to support their current learning. Many school pupils, particularly young carers, will have been involved in looking after grandparents, parents or siblings and will be able to use knowledge and skills that will help them work towards a Foundation Apprenticeship in Social Services and Healthcare. Pupils may also have a range of voluntary or leisure activities they can use in a similar way. Example of this might be the Duke of Edinburgh award or experience in youth groups.

Learners may already have SCQF credit points for formal learning and it may be possible to transfer some of this credit to another qualification. This is called credit transfer. Pupils completing a Foundation Apprenticeship may be able to transfer credit from this to further learning programmes.

Pathways into the workplace and into post-secondary education

Apprenticeships in Social Services and Healthcare are part of a suite of complementary frameworks developed in consultation with the sector. These frameworks are designed to provide an accessible and progressive approach to the acquisition of appropriate skills and knowledge for new entrants and for existing workers in social services (adult services). The qualifications are at three levels to enable provision for career development. They are planned to articulate with the frameworks for Social Services (Children and Young People) to provide additional flexibility both in employment and in careers. Three of the four mandatory units are the same as three of the mandatory units in Social Services (Children and Young People) at the same level. The assessment strategies in both routes are the same.

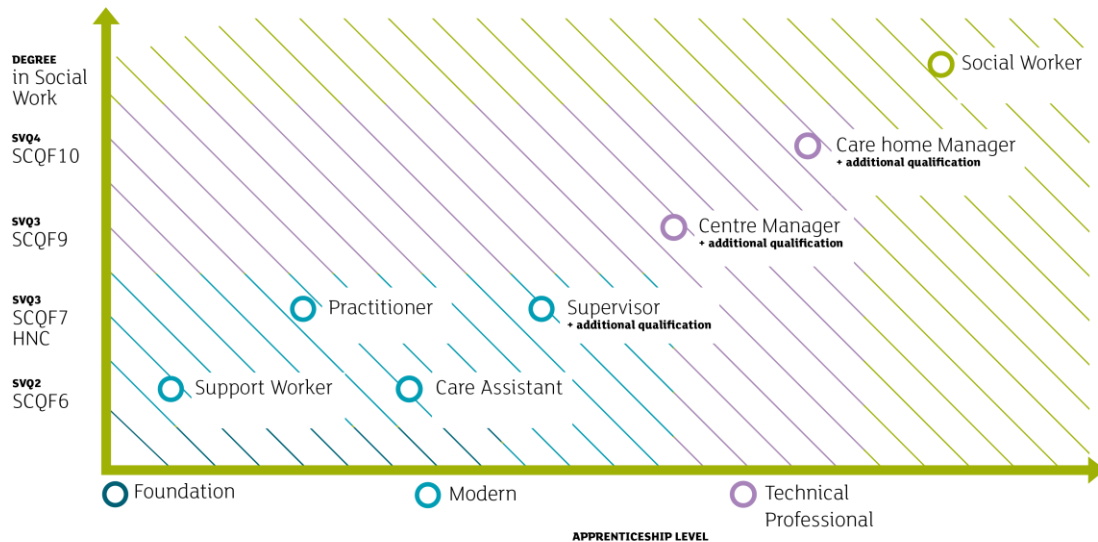
The full SVQ 2 Social Services and Healthcare has a total of 4 Mandatory Units and 2 Optional units. The additional 2 option units can be completed if pupils choose to enter the social services workforce. Modern Apprenticeships in adult care are available at SVQ levels 2, 3 and 4. A Foundation Apprenticeship forms the skills, knowledge and competence which can be built on while undertaking a Modern Apprenticeship. Another career pathway could offer the opportunity to enter the workforce as a practitioner in adult care and work towards an SVQ 3 and to do the Modern Apprenticeship at this level or to transfer the skills to post school options in College or University such as the Degree in Social Work.

Pathways into Workplace & Post Secondary Education

Social Services & Healthcare

Social Services provide support and help to people who need it. Helping them to live full and valued lives in the community. Social Services can work with a variety of people from all backgrounds and of all abilities such as:

- Adults with physical and/or learning disabilities
- People with mental health problems
- People with addiction issues
- Older people
- Homeless people
- refugees and asylum seekers
- people with HIV/AIDS or long-term illness



Certification at SVQ Level 2 (SCQF Level 6) qualifies apprentices to act in support roles, at SVQ Level 3 (SCQF Level 7) as practitioners and at SVQ Level 4 (SCQF Level 8) as supervisors/managers. Gaining the further award of the SVQ in Leadership and Management in Care Services qualifies workers to act as managers in these services. The Frameworks allow progression through these levels and/or transfer into the Children and Young People career route.

Information about Modern Apprenticeships in social services can be found at:

www.sssc.uk.com/workforce-development/social-service-careers/modern-apprenticeships

Further Information

Further information on the social services sector and working in social services can be found at:

www.sssc.uk.com/your-career-in-care

And

www.sssc.uk.com/about-the-sssc/multimedia-library/publications/48-employment-at-sssc/49-social-service-careers-information/1712-a-career-in-social-services

And

www.ssk.org.uk

Information about social services employers can be found on the SSSC website and also at the following:

Coalition of Care and Support Providers in Scotland

www.ccpscotland.org

Scottish Care

www.scottishcare.org

Scottish Council for Voluntary Organisations

www.scvo.org.uk

SSSC has enlisted people who currently work in all types of social services. These volunteer ambassadors can provide information on careers in care across Scotland to inspire a new generation to join the sector. Find further information at:

www.sssc.uk.com/your-career-in-care/information-for-career-advisers-and-schools/ambassadors-for-careers-in-care

Sector Skills Council endorsement

The framework and content of this Foundation Apprenticeship has been agreed with the Scottish Social Services Council. They are the Scotland partners in the sector skills council for the care sector which is Skills for Care and Development. www.skillsforcareanddevelopment.org.uk

In agreeing the framework, the SSSC is providing the following information to employers and to pupils.

A young person who successfully completes the award will achieve the core units of the Modern Apprenticeship in SVQ 2 Social Services and Healthcare (SCQF level 6).

They will be certificated to show their achievements.

To complete the full MA in SVQ level 2 Social Services and Healthcare (SCQF level 6) they require 2 optional units.

http://workforcesolutions.sssc.uk.com/nos/hsc_svq2.html

Support workers in a range of Adult Care Services require an SVQ level 2 to register with the SSSC but pupils who enter the workforce can register with the condition they complete the full award within a specified time scale.

If the young person progresses into a job at practitioner level (SVQ level 3) they will have significant evidence of the necessary knowledge which will support the achievement of an MA in Social Services and Healthcare at that level.