



Skills Investment Plan: Prospectus

For Scotland's early learning and childcare sector

Foreword

The ambition to increase free early learning and childcare (ELC) entitlement in Scotland to 1,140 hours per year by 2020 provides a clear set of challenges and opportunities for the ELC sector. The Skills Investment Plan: Prospectus for Early Learning and Childcare sets out skills evidence and a clear direction of travel to ensure the sector has the workforce to fuel this expansion, and provide high quality, flexible and accessible ELC across the country.

The sector is well positioned to cope with the increase in demand. In recent years we have seen the qualification levels of the 39,030 people working in ELC steadily increasing. New workers are entering the profession, with the number of Modern Apprenticeships, college students and university graduates offering a steady talent pipeline. In addition, the new Foundation Apprenticeship in Social Services: Children and Young People introduced by Skills Development Scotland allows pupils to develop their skills while still at school, giving them vital experience and knowledge that can be carried through to a full-time career.

But the demand for workers won't be met by those coming from school and college alone. This report clearly shows that as a sector, recruitment remains a challenge. We know that many employers are finding it tough to recruit suitable new employees.

Attracting a more diverse workforce is therefore a strong theme running through this report. All of us must look not only at retention and up-skilling, but how we can attract a wider range of workers. There is a need to focus on making the sector a more attractive proposition for people changing careers, those returning to work and minority ethnic communities by promoting routes into the sector and pathways through the sector. There is a challenge too in bringing men into the sector; the workforce remains overwhelmingly female at 97 per cent.

The aim is for the sector to be recognised as a positive and rewarding place to work and that the skills, qualifications and qualities of the workforce are valued. Getting this right will be good not just for the sector but for the Scottish economy as a whole. The sector plays an important role in giving Scotland's children the best possible start in life, proven to support attainment and tackle poverty. Greater flexibility in ELC provision will help to support more parents and carers to work, train, or study.

In this report we have set out a clear mission statement and strategic objectives, but recognise it will take close collaboration to achieve these aims.

Our next step is continued engagement with the sector, key stakeholders and partners to develop a full Skills Investment Plan including a detailed action plan for Scotland's Early Learning and Childcare Sector.

All stakeholders, partners, and providers of early learning and childcare services must pull together to ensure we can offer the support children and their families need to get the best possible start in life.

**Early Learning and Childcare
Skills Steering Group**



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Purpose of the report

This is the first skills report for the Early Learning and Childcare (ELC) sector.

Its purpose is to provide the skills evidence base for the sector and support the workforce to fuel its expansion and provide high quality, flexible and accessible childcare across Scotland. The report:

- describes the scale and characteristics of the sector and the types of provision within it
- provides a profile of its workforce and how it varies between private, voluntary and public providers
- presents the skills challenges and issues facing the sector in light of the drivers affecting change, most notably the expansion of free entitlement to early learning and childcare
- creates direction and brings focus to the responses required by the public and private sector skills systems, and employers to address the skills priorities identified
- provides a framework for investment and targeting of resources to develop responsive skills provision that meets the needs of this rapidly changing sector
- sets a clear direction of travel for skills development for the period to 2020 when the entitlement to free early learning and childcare increases to 1,140 hours per year for all three and four year olds and eligible two year olds.

This Prospectus presents a strategy and high level action plan to attract a more diverse workforce in to the ELC sector and ensure the current and future workforce have the skills required to provide quality care and impact positively on the outcomes for Scotland's children. It aims to contribute to the professionalisation of the workforce and encourage positive perceptions of the sector as a career destination offering development and progression opportunities.

It builds on the positive working relationships between partners on the skills supply side and those on the demand side, including employers and organisations that represent their interests. It recognises that in recent years, the qualifications levels of ELC staff have increased sharply and have never been higher.

The development process involved gathering and analysing a range of primary and secondary data. Specifically, it involved:

- an analysis of data to define the sector and profile the employers within it
- data analysis to determine the scale and characteristics of the workforce and any gaps in the current skills and in terms of future skills requirements
- a review of the existing education, learning and skills development provision and the extent to which it is fit for purpose
- consultations with key contributors, including employers, to validate the evidence, understand the factors that are bringing about change in the sector, assess the nature and scale of the likely impacts of these changes and consider potential responses and actions
- consultations with training, learning and education providers to assess the scope to meet the potential increase in demand, challenges and processes for planning provision

- workshops with national organisations such as the Scottish Government, the Scottish Funding Council, the Scottish Social Services Council and sector-specific organisations and bodies
- creation of a steering group to guide the development of this report and provide strategic direction on skills issues in the sector.

This report is an important step in planning collaboration between all partners to ensure that the sector can meet the needs of children, parents, and carers as well as enhance the skills, qualifications and working practices of the workforce. The next step is to develop a full Skills Investment Plan for the sector including a detailed action plan to guide investment in skills development and provision.

2 Characteristics of the Early Learning and Childcare sector in Scotland

As well as being a major employer in its own right and contributing to the economy, the ELC sector enables parents and carers to participate in work and learning.

It also has a very important role to play in giving Scotland's children a good start in life, closing the attainment gap and tackling poverty. The sector is made up of a highly skilled and qualified workforce.

Sector definition

For the purposes of this report and to ensure consistency with the work of key partners and the use of data sources, we have adopted the definition used by the Scottish Government. It captures the number of services registered with the Care Inspectorate and workforce data produced by the Scottish Social Service Council (SSSC). There are two main sub-sectors in the definition adopted, provided in Table 1.

Business base

At the end of 2015 there were 9,316 ELC services in Scotland. Figure 2.1 shows that almost 60% of these are childminders who are all self-employed and in the private sector. At 46%, the public sector provides almost half of the 3,744 day care of children services whilst the private and voluntary sectors account for 30% and 24% respectively.

The pattern across local authority areas varies considerably which is important in planning how skills development is supported and shortages addressed. Illustrating this, in East Ayrshire, childminders account for 76% of all services in the area and the corresponding figure for Glasgow is 34%.

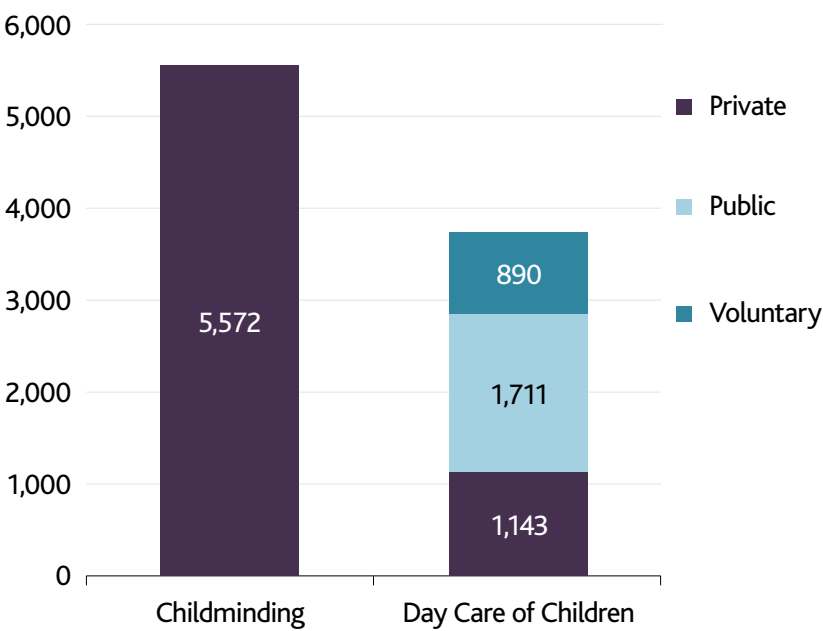
Patterns also vary in terms of the extent of private, voluntary and public sector provision with the highest proportions of private sector provision (excluding childminders) in Edinburgh, Renfrewshire and East Renfrewshire. Islands communities tend to have the highest proportion of public sector providers.

Whilst the number of day care settings has declined by 2% since 2010, overall capacity in the sector has increased, pointing to a move towards a smaller number of larger providers.

Table 1: Sub-sector workforce definition for Early Learning and Childcare

Sub-sector	Definition
Childminding	A childminder is a person that looks after at least one child (up to the age of 16 years) for more than a total of two hours per day. The childminder looks after the child on domestic premises for reward but not in the home of the child's parent(s). A parent/relative/foster carer of the child cannot be regarded as his/her childminder
Day care of children	A service which provides care for children on non-domestic premises for a total of more than two hours per day and on at least six days per year. It includes nurseries, crèches, after school clubs and play groups. The definition does not include services which are part of school activities. Nor does it include activities where care is not provided such as sports clubs or uniformed activities such as Scouts or Guides.

Fig 2.1: Early Learning and Childcare employers in Scotland by sub-sector, 2015



Source: SSSC Workforce Data, 2016: Figures may not sum due to rounding

2 Characteristics of the Early Learning and Childcare sector in Scotland continued

The workforce

In contrast to the decline in the number of services, the number of people employed in ELC has risen by 5% since 2010, largely accounted for by an increase of 1,900 staff in day care of children in the period. This increase is thought to be driven by the previous expansion from 475 hours to 600 hours for 3 and 4 year olds.

There were 39,030 people working in the ELC sector in December 2015, the majority of whom are employed in day care of children services which accounts for 86% of the total. Almost half of the workers are employed in the private sector although this is somewhat skewed because the 5,570 childminders are included. Of the 33,460 employed in day care of children services, 41% work in the private sector, 39% in the public sector and 20% in the voluntary sector. Aberdeen, Edinburgh (both 55%) and Renfrewshire (52%) have the highest proportions of ELC workers in the private sector. Eilean Siar (71%), Orkney and Clackmannanshire (both 67%) have the highest proportions in the public sector.

As expected, Glasgow and Edinburgh account for the biggest numbers of ELC workers, 4,320 and 3,960 respectively, excluding childminders and 4,510 and 4,350 including them. Areas with relatively low proportions of workers in day care of children services are East Ayrshire and Orkney, where there are correspondingly higher proportions of childminders.

The majority of staff (73%) working in day care of children services are practitioners¹. Managers account for 9% of the total workforce and support workers comprise the remaining 18%.

The workforce is overwhelmingly female (97% are women) and relatively young, although the age profile varies between sectors. Private sector employees in day care of children services have an average age of 28 years while the average age of their public sector counterparts is 43. This reflects the leakage of staff in to the public sector to access better terms, conditions and career development opportunities.

Staff in day care of children services need to be registered with Scottish Social Services Council (SSSC) or another regulatory agency such as General Teaching Council for Scotland (GTCS). They must either hold or be working towards a relevant qualification for their role. As at September 2015, over 70% of the day care of children workforce registered with SSSC held the required qualification, accounting for 84% of all practitioners and 28% of all managers. The low level for managers is partly explained by recent changes to the qualifications requirements for their role, meaning they could currently be completing their qualification.

A significant proportion of managers are also registered with GTCS i.e. nursery settings within schools where the head teacher is usually the manager. For both roles, the proportions of qualified staff are significantly higher in local authority settings than in private and voluntary provider settings.

Childminders have no specific qualification requirements but must be registered with the Care Inspectorate. The Care Inspectorate is developing a learning and development pathway for childminders which is expected to help childminders in their career journey. By setting out a framework for quality childminding this will also serve as a tool for registered childminders to help develop their service, encourage reflective practice and enhance their own learning and development.

Employment in ELC

Childminders are more likely to work full time than staff in day care of children services (71% and 49% respectively). Areas with a high proportion of part time workers in day care of children are Shetland, Eilean Siar (80% each) and Highland (75%). Lowest levels are in North and South Lanarkshire (42%) and Glasgow (41%). What is not clear is the extent to which local patterns of working hours are driven by a lack of full time or part time opportunities. Regardless of the reasons, working hours may have implications for the ability of members of the current workforce to access learning e.g. if they work part time, it may be more difficult to participate.

Table 2: The Early Learning and Childcare workforce, 2015

Sub-sector	Number of staff (headcount)	%of Childminders and % of DCC services
Childminding of which:	5,570	14%
Self-employed	5,570	100%
Day Care of Children of which:	33,460	86%
Private	13,780	41%
Public	13,140	39%
Voluntary	6,540	20%
Total	39,030	

Source: SSSC Workforce Data, 2016; Figures may not sum due to rounding

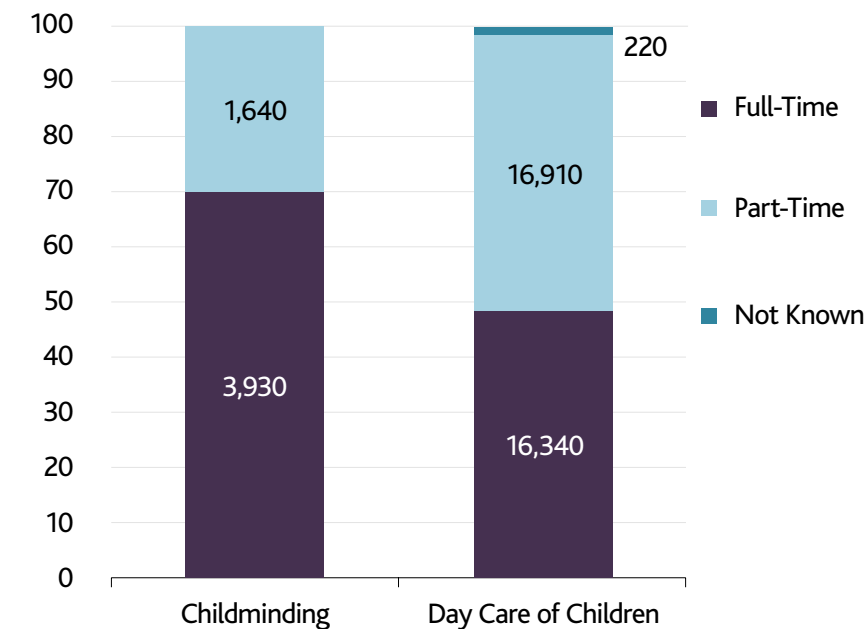
¹ The SSSC registers staff by their job function: Managers, Practitioners and Support Workers. Managers/lead practitioners are workers who hold responsibilities for the overall development, management and quality assurance of service provision including the supervision of staff and the management of resources. Practitioners in day care of children services are workers who identify and meet the care, support and learning needs of children and contribute to the development and quality assurance of informal learning activities and/or curriculum. They may also be responsible for the supervision of other workers. Support workers in day care of children services are workers who have delegated responsibility for providing care and support to children. More information is available from: www.sssc.uk.com/definition-of-register-parts-for-day-care-of-children-services?task=document.viewdoc&id=198

2 Characteristics of the Early Learning and Childcare sector in Scotland continued

The type of contract can also influence the training and learning that workers can access and 21% of employees (not childminders) do not have a permanent employment contract e.g. they are on temporary or fixed term contracts or work as sessional, relief or bank staff. SSSC data indicates that around four-fifths of the wider sector were employed in a permanent contract in 2015, and this is largely replicated across all sub-sectors including ELC.

It is well recognised that terms and conditions for ELC staff are more attractive in the public sector than in the private and voluntary sector. It is estimated that around 80 per cent of practitioners and 50 per cent of supervisors in partner settings are paid less than the Living Wage. These differentials in pay and conditions means that staff from private and voluntary sector are attracted to join the public sector. Managers in local authority settings earn an average annual salary of £58,000 (although this includes salaries of head teachers in primary schools). Their counterparts in private sector, partner provider services earn £23,000 and in the voluntary sector they earn £22,000. The corresponding average earnings for practitioners is £28,000, £15,000 and £16,000 respectively².

Fig 2.2: Full-time and part-time split of employment in Childminding and Day Care of Children, 2015



Source: SSSC Workforce Data, 2016: Figures may not sum due to rounding
Part-time employees are those who work 30 hours per week or less.
Full-time employees are those who work more than 30 hours per week.
This is consistent with the definition developed by OECD.

Table 3: Contract types in the Day Care of Children workforce, 2015

Contract type	%
Permanent ³	79%
Temporary	7%
Sessional	3%
Casual/Relief	3%
Trainee	3%
Fixed Term	2%
Bank	1%
Other	1%
Scotland	100%

Source: SSSC Workforce Data Report, 2016, p.33; Figures may not sum due to rounding

² Scottish Government (2016) Financial Review of Early Learning and Childcare in Scotland: The Current Landscape

³ Includes 1% on No Guaranteed Hours contracts, a type of zero-hours contract

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Skills demand

Research and consultations identified a number of challenges and opportunities for the ELC sector in Scotland.

The increase in free entitlement to ELC by 2020 presents both challenges and opportunities particularly as the sector has to grow and invest in the workforce. The expansion will also require substantial levels of investment in infrastructure development. There is a clear need for the sector to be able to respond to the expansion by increasing provision and the number of people employed in it. However, this cannot be at the expense of quality. A key factor in ensuring quality is having staff with the right skills, attitudes and expertise.

Expansion demand

The Scottish Government provisionally estimated up to 20,000 additional workers may be required for the expansion to 1,140 hours for 3 and 4 year olds and eligible two year olds comprising practitioners, managers and support workers. The modelling for the estimations is an ongoing process and will evolve as new data becomes available and if policy assumptions change.

Research shows that partner providers expressed mixed views on how confident they felt about their ability to accommodate the planned expansion of government funded hours; while half were very or fairly confident 41% were not very or not at all confident.⁴

Skills levels

It is difficult to provide a robust assessment of the overall skills levels of the ELC workforce other than using qualifications as a proxy. To ensure high quality care, the ELC workforce requires a set of essential skills, attributes and attitudes but these are not easily measured.

Evidence from the consultations indicates that sometimes people entering education and training do not have the required essential skill set such as literacy, numeracy, personal presentation and verbal and non-verbal communication. There is also anecdotal evidence from colleges consulted in the research that students lack the required digital literacy skills and that science must be a key part of nursery provision but, is a skills and knowledge gap in students coming on to ELC courses.

People employed in ELC must be registered with the SSSC or any other regulatory agency and must hold a suitable qualification or be working towards one. Staff have five years to achieve the appropriate qualification for their role.

Over 70% of the current workforce have the relevant qualification and this is shown in table 4. The lowest proportions of qualified practitioners are in non-funded private and voluntary settings. These significant differences in the various settings signal a need for non-local authority providers to be better able to recruit, train and retain qualified staff.

Data on the qualification levels of childminders is not currently available but from 2017, it will be collected and published. It is well recognised that childminders can find it difficult to take up training opportunities because of the cost. Added to this, if they are in training during working hours, they are not able to provide a service resulting in a loss of income and a lack of continuity of service.

Skills shortages and mismatches

There are additional skills shortages in the ELC sector aside from those that are expected to flow from expansion demand. Evidence suggests that while partner providers are broadly optimistic about retaining existing staff, they are less positive about the ease of recruiting appropriately qualified new staff – 63% report finding it very or fairly difficult to recruit suitable new employees.⁵

There are particular challenges in recruiting and training ELC staff in rural and remote areas where the pool of potential workers is smaller. Compounding this, access to training and learning opportunities for new and existing employees can be more complex in rural communities as local provision is likely to be more limited.

In areas with a competitive labour market, attracting and retaining staff in ELC can be particularly difficult as employers are competing with other, potentially more attractive employment opportunities.

For example in Aberdeen and Aberdeenshire there has historically been an issue in encouraging staff to work in ELC; however, anecdotal evidence suggests that the downturn in the oil and gas industry may mean that it is easier to recruit to other sectors, including ELC.

The Scottish Government intends that childminders will form an integral part of the funded ELC workforce but the evidence shows that they are currently a largely untapped resource. Only 11 of the 32 local authorities currently work with childminders as ELC partner providers and within the areas that do, only 402 of the 5,336 SCMA members are included within commissioning strategies and only 84 are actually delivering to eligible two year olds and four childminders are delivering to three and four year olds.⁶

Sector's views on opportunities and challenges for ELC

A persistent challenge is recruiting and retaining people to work in ELC and to diversify the workforce in terms of age, ethnicity, gender and disability. Continuing to attract people into the sector is a priority and there is a need to broaden approach to recruitment. Attracting people from a BME background, career changers and returners to the sector also offer potential solutions to the workforce shortage.

⁴ Scottish Government (2016) Costs of Early Learning and Childcare Provision in Partner Provider Settings: Technical Report

⁵ Scottish Government (2016) Costs of Early Learning and Childcare Provision in Partner Provider Settings: Technical Report

⁶ SCMA (2016) Early Learning and Childcare: Current use of childminding services to deliver funded ELC to eligible two year olds.

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Skills demand continued

The sector is often perceived by potential recruits as an unattractive employment destination offering low status, gendered assumptions about the nature of the work and employment terms and conditions.

A concerted effort is needed to address the lack of clear understanding amongst potential recruits, schools, parents and other influencers about career development and progression opportunities within the sector.

Stakeholders agreed that the current education and training content should fully reflect the changing needs of the workforce, and recognise the changes that have occurred in working practices or developments in the sector. Examples of changes include more flexible roles, working in the community, health related tasks and working with families and dealing with the needs of eligible two year olds in an early learning setting.

Consultation with universities, colleges and private training providers reported that although they have the capacity to respond to an increase in demand for training, its content may require a refresh based on evidence of need. There is a view amongst some stakeholders that there is scope to develop new qualifications, for example work based learning at SCQF 9 (degree level). Those studying the BA in Childhood Practice are experienced practitioners and study part time.

Stakeholders also reported that as part of this overall review, consideration should be given to the modules and topics that are essential to developing an effective ELC workforce, and should therefore be mandatory. An example provided in the research with stakeholders is the Childhood Development module.

There was also a strong view that all training and learning for the ELC workforce should continue to incorporate practical work experience in an ELC setting.

Another challenge for the sector is to make sure that the various routes into and within it the sector, such as work-based learning, Modern Apprenticeships, and Childhood Practice Awards, are clearly articulated and communicated to potential recruits and existing staff. Currently, it can be a confusing landscape for individuals as well as employers and there can be a lack of guidance and support for the best solution, tailored to need.

Developing the ELC workforce is not simply about driving up the numbers, but developing a high quality workforce that has the capacity to deliver ELC and contribute to the outcomes and attainment levels for Scotland's children. In addressing the skills challenges, the key question has to be how to attract the right people with the right potential to the sector and then invest in them to develop their skills throughout their career.

Table 4: Proportion of registered workforce qualified, Sept 2015

	Setting				Total
	Local Authority settings	Partner Provider settings	Non-funded (LA)	Non-funded (Private & Voluntary)	
Managers	57%	27%	27%	19%	28%
Practitioners	95%	79%	78%	70%	84%
Support Workers	56%	25%	43%	26%	37%
Total	88%	66%	63%	50%	70%

Source: SSSC Workforce Data, 2016; Numbers may not sum due to rounding

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Current skills provision

A wide range of provision is in place to support the development of skills for the ELC sector including apprenticeships, college and university provision and work-based learning. This chapter examines current provision and capacity of education and training.

There are a range of qualifications which can be undertaken by people in different roles in the ELC sector. They have different purposes and are applicable to individuals in different settings and at different levels.

The key types of qualifications are:

- **Scottish Vocational Qualifications (SVQs)** – providing practical, vocational work-based learning for people already in employment in the sector or are looking to enter it. SVQs are provided by colleges, training providers, and, in some cases, by employers. Previous research by SSSC indicates that in 2014/15 there were approximately 3,000 SVQ registrations for those working in children’s sector, out of which just over 1,100 enrolments were in colleges, suggesting that almost two thirds of SVQ provision in the sector is delivered through non-college providers

- **Higher National Qualifications (HNQs)** – providing the practical skills and theoretical knowledge required by the sector. Achieving some HNQs allows learners to articulate to second or third year Higher Education
- **apprenticeships** – enabling employers to develop their workforce and staff to work towards qualifications whilst in paid employment. They include Modern Apprenticeships, Technical Apprenticeships and Professional Apprenticeships. Recently, students in secondary education have started to be offered Foundation Apprenticeships in subjects relevant to ELC
- **Professional Development Awards** – providing employees in the sector with a route to enhance their skills through a variety of learning mechanisms including taught learning, self-directed study, research and practice-based learning. PDAs at the same SCQF level as degrees are accepted by SSSC for manager and lead practitioner roles
- **degrees and post-graduate options** – relevant degrees are a requirement for some occupations in ELC such as managers and lead practitioners. Post-graduate options include, for example, Postgraduate Certificates, taught Masters programmes and research Masters
- **awards, other qualifications and non-accredited training** – a range of largely stand-alone work-based accreditations, qualifications and CPD courses.

Table 5: Education and training definitions

Education	Definition
College Provision (includes HE provision)	Child Care Services
Modern Apprenticeship ⁷	Social Services (Children & Young People) ⁸ Social Services (Children & Young People) Technical
University Provision	Childcare Training teachers – nursery BA Childhood Practice (where not elsewhere included)

Source: SSSC Workforce Data Report, 2016, p.33; Figures may not sum due to rounding

⁷ A Technical Apprenticeship in Childhood Practice at SCQF Level 9 (PDA in Childhood Practice) is also available
⁸ Children’s Care, Learning & Development is the predecessor to MA Social Services (Children & Young People)

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Current skills provision continued

College provision

Twenty three colleges in Scotland⁹ deliver a range of ELC-related learning to employers, existing and prospective ELC staff. Enrolments (headcount and SUMS) and credits rose sharply between 2012/13 and 2014/15 and in 2014/15, 8,313 students were enrolled in ELC-related subjects. The sector is female dominated and the age profile is relatively young and getting younger. Over two-thirds of those enrolling on ELC-related college provision in 2014/15 were aged under 25 and this represents a 21% increase since 2012/13. Over the same period, there was a decrease in the number of those aged 25 and over (-17%) enrolling.

The three largest college providers (in terms of the numbers of enrolments) are West College Scotland, New College Lanarkshire and Ayrshire College.¹⁰

College learners studying for qualifications related to the ELC sector are studying for a variety of qualifications, with 29 different qualification aims recorded in the SFC data. These can be coded to the SCQF levels. There has been a decrease in the proportion working towards SCQF levels 1-4, 6 and 7-12 over the past three years, with a corresponding increase in those working towards SCQF 5.

In terms of destinations for HNC qualifiers in early education and childcare from colleges, 69.6% entered in to a positive destination. Out of this 38.1% went in to employment and 31.5% moved in to further study.

Colleges consulted during the research were confident that they could increase provision in line with an increase in demand but highlighted provision of placements as a challenge and the anticipated loss of European Social Funds.

Modern Apprenticeships

The number of Modern Apprenticeship starts in ELC related frameworks has increased. In 2015/16, there were 1,439 starts, up by 13% from 1,273 starts in 2014/15 as shown in table 8. The majority of starts of starts in 2015/16 were on Social Services (Children and Young People) Framework which accounted for 90% of all ELC related starts. A further 10% (150 individuals) were in Social Services (Children and Young People) Technical Apprenticeship framework. At 94%, the vast majority of registrations were female.

For the 1,203 MA leavers of the three ELC-related frameworks at the end of March 2016, there was an achievement rate of 73%, three percentage points below the all-framework achievement rate of 76%. Data from MA Outcomes Survey shows that 81% of MAs Social Services (Children and Young People) were still working 6 months post completion. Furthermore 90% were either in work or education.

Table 6: College enrolments on qualifications relating to Early Learning and Childcare – Enrolment, SUMS and Credits data

	2012/13		2013/14		2014/15		% change
	No.	% of total	No.	% of total	No.	% of total	
Enrolments	6,882	2%	7,169	2%	8,313	3%	21%
SUMS	62,109	3%	62,448	3%	74,908	4%	21%
Credits	52,606	3%	56,014	3%	67,557	4%	28%

Source: SFC, 2016

Table 7: College enrolments on Early Learning and Childcare-related courses, by level, 2014/15

	2012/13		2013/14		2014/15	
	Count	%	Count	%	Count	%
No Qualifications	155	2%	147	2%	346	4%
Other Qualifications	1,760	26%	1,834	26%	2,141	26%
SCQF 1-4 (e.g. NCs and NPAs)	1,050	15%	837	12%	1,101	13%
SCQF 5 (e.g. National 5)	1,116	16%	1,433	20%	1,908	23%
SCQF 6 (e.g. Highers)	1,377	20%	1,480	21%	1,348	16%
SCQF 7-12 (e.g. HNC, SVQ 3 and above)	1,395	20%	1,410	20%	1,455	18%
Total	6,853	100%	7,141	100%	8,299	100%

Source: SFC, 2016

⁹ Including the colleges that UHI comprises
¹⁰ Source Scottish Funding Council 2016

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Current skills provision continued

Foundation Apprenticeships
Foundation Apprenticeships (FAs) were developed to provide better recognition of work-based learning and as a response to the challenge of skills shortages. In 2014/16, 13 young people were undertaking a FA in Social Services (Children and Young People). Over time, the number and geographical spread of people participating in FAs and the number of frameworks, including ELC-related frameworks, has increased.

In 2015/17, 56 young people started a FA in Social Services (Children and Young People) and for the year 2017/19 it is expected that 236 young people will commence their FA in Social Services (Children and Young People). Successful completion of the FA will allow young people to gain entry to Modern Apprenticeship in the sector, continue studies at college or university or go straight in to a job in the children's social service sector.

University provision
HEIs are important providers of ELC education and training and there are seven universities in Scotland that deliver relevant provision. In 2014/15 there were just over 1,369 enrolments in ELC related courses. The University of the West of Scotland accounts for 27% of all enrolments (First Degree, Other Undergraduate and Post Graduate) and the University of Glasgow and the University of Stirling each account for 16%.

For undergraduate degrees, Childhood Practice accounted for the largest proportion of enrolments in 2014/15 (51%). Childcare degrees account for the vast majority (83%) of postgraduate degrees in the sector.

First degrees in training nursery teachers accounted for around 12% of ELC-related university provision in 2014/15 representing a total of 168 enrolments. A further 32 people enrolled in postgraduate training nursery teachers degrees.¹¹

Students in ELC subjects at HEIs tend to be older for example in nursery teacher training, 96% of students are aged over 25 years. In Childhood Practice 90% of students are aged 25 and over and the corresponding figure for Childcare is 74%. This reflects that students need to demonstrate experience and appropriate qualifications in the sector before undertaking the course. The proportions aged 19 and under is very small and has been decreasing in the last few years, contrasting with the trend in FE and HE provision at colleges.

The vast majority (96%) of university leavers in these subject areas move in to employment on completing their degree. Of these, 36% enter the education sector and 14% enter human health/social care. A further 30% take up jobs in public administration and 5% take up further study.

The Open University (OU) in Scotland had 231 enrolments in 2014/15. However, it is understood that from October 2016 the OU introduced a new suite of ELC qualifications and in delivering these qualifications have moved away from observed and assessed practice, and on that basis do not meet SSSC's criteria and principles for registration. The OU has indicated that the inclusion of assessed practice in future awards is being explored.¹²

Table 8: Provision of apprenticeships in Early Learning and Childcare, 2015/16

	No. of starts	% F	% M
Social Services (Children and Young People) (Level 3)	1,288	96%	4%
Social Services (Children and Young People) Technical Apprenticeship (Level 4)	150	94%	6%
Children's Care, Learning & Development (Level 3)	1	100%	0%
Total	1,439	90%	10%

Source: SDS, 2016

Table 9: Modern Apprenticeships: apprentices in training, leavers, and achievements at end of March 2016

	No of Leavers			In Training			Achievements			Achievements as % of All Leavers		
% of All Leavers	F	M	Tot.	F	M	Tot.	F	M	Tot.	F	M	Tot.
Childrens Care, Learning & Development	182	5	187	6	0	6	162	4	166	89%	80%	89%
Social Services (Children and Young People)	967	35	1,002	1,553	74	1,627	683	23	706	71%	66%	70%
Social Services (Children and Young People) Technical apprenticeship	13	1	14	147	8	155	2	0	2	15%	0%	14%
Total	1,162	41	1,203	1,706	82	1,787	847	27	874	73%	66%	73%

Source: SFC, 2016

¹¹ Source: SFC data 2016

¹² SSSC currently accept the Early Years Developing Practice (OU Module E100) for registration as a Support Worker in Day Care of Children settings. SSSC also continue to accept for registration those who present the predecessor award, the Early Years Developing Practice.

5

Key Challenges and Priorities

The increase in free entitlement to ELC by 2020 presents both challenges and opportunities particularly as the sector has to grow and invest in the workforce.

This chapter sets out the key challenges and priorities arising from the research and consultation sessions. These form the basis for the development and identification of strategic objectives and priority actions for the sector.

Perception and sector attractiveness

Making the ELC sector a more attractive prospect for potential employees remains a significant challenge. The sector is often perceived as offering limited career progression opportunities with low status and pay. A concerted effort is required by all partners to change this attitude and break the perceived barriers to jobs and careers in early learning and childcare.

Awareness and understanding of careers in the early learning and childcare sector needs to be increased. The wide range of entry routes and progression pathways in to and through the sector needs to be communicated to a range of audiences.

Key to this is changing and informing perceptions of career influencers (including for example parents, carers and teachers) who play an important role in supporting decisions related to qualifications and careers.

Research collated during the development process highlighted the need for good quality career related information to be further developed and shared on a regular basis to keep influencers abreast of the increase in demand for skilled workforce in the sector. Existing resources such as Skills Development Scotland's web service My World of Work, SSSC's Ambassador's Scheme and information on A Career in Care will continue to help raise awareness of careers in the sector.

Recruitment and retention

There is consensus that the principal challenge facing the sector is recruiting and retaining an adequate, high quality, diversified and committed workforce to meet current and projected need. Underpinning this is the perceived barriers that make the sector unattractive for new entrants. However, the focus cannot simply be on getting enough people in to the sector to provide the places, it has to be on attracting the right people to work in it. In addition to building on recruitment from school and college, workers must come from a diverse range of backgrounds including career changers, returners and older workers – that is people who want a career in ELC and have the attitudes, skills and aptitudes to pursue it.

The sector must also be able to keep experienced staff and support them to develop their skills and adapt to changes. SSSC experimental statistics show that staff retention in day care of children services was 82.9% between 2013/2014 although it varied from 90% in local authority settings to 78% in private providers. As a comparison, average retention rates across all industries in the UK was 88.4% in 2015.



5

Key Challenges and Priorities continued

Diversify the workforce and address gender imbalance within the sector

If the sector is to meet the Scottish Government's commitment of expanding free provision of ELC to 1,140 hours by 2020, and ensuring that it is flexible, high quality, accessible and affordable, then it cannot continue to principally recruit from the traditional pool – namely young women, often school leavers.

This means a potential loss of talent to the sector. Appropriate interventions are needed at all levels to encourage a diverse workforce. A targeted and focused approach is needed to dispel myths, and tackle negative perceptions and stereotypes associated with the sector. More men and people from diverse backgrounds must be encouraged to enter and remain in the sector. Some good examples of positive action across the college sector include initiatives such as Men in Childcare, which offers free access courses to men with an opportunity to progress in to HNC or SVQ 3 level qualification. More needs to be done to understand the barriers that exist to diversifying the workforce and potential pool of applicants. Employers should also be encouraged to broaden their approach to recruitment.

Expansion of childminders as partner providers

At present the proportion of childminders delivering funded ELC in partnership with local authorities is low as compared to other partner providers. When local authorities contract with childminders they do so within their own quality assurance frameworks. Part of the issue reported by childminders appears to be perceptions held by local authorities about the suitability of childminders as partner providers. Changing perceptions may be more difficult in the absence of data on the qualifications held for childminders. This is being addressed by the Care Inspectorate and data should be available and regularly gathered from 2017.

There are also barriers to childminders wanting to provide funded places. These are primarily around the processes required to become a partner-provider and the fee rates which are often below earnings that would be provided by non-funded care. The findings from the ELC trials which is testing a variety of approaches including a blended delivery model by making additional hours available through local childminders will enable further understanding of the challenges faced by childminders and help identify potential solutions.

Education and training

Access to learning and training is often more difficult for childminders, which is why understanding the local profile of providers and where the workforce is employed is important. The time and costs associated with investment in learning and training as well as geographical barriers to accessing training, particularly in remote/rural areas, can be prohibitive to those wishing to enter the sector. Anecdotally, it is also easier for employers in the public sector to organise and pay for staff to train, including backfilling their position when they are participating in training.

The skills system is broadly meeting the needs of the sector although there are specialist/technical skills requirements which present particular challenges. This includes a focus on meeting the needs of eligible two year olds and enhancing digital/ICT skills reflecting the demands of a changing workplace.

Essential skills and specialist provision

Employers felt that it is important that staff have an appropriate level of literacy, numeracy, digital skills and science-related knowledge. They must also be good communicators, both written and verbally, to enable them to communicate with children, parents, carers, their team, wider community and other organisations as needed.

High quality work placements in a range of settings are vital to help potential entrants develop the skills that employers seek. This reflects the changing nature of the sector, the roles within it and the expectations of parents, carers and partner organisations.

The consultations found that trying to recruit for specialist provision such as Gaelic-speaking ELC staff can add an extra layer of difficulty. Whilst demand for Gaelic medium education, including ELC, has been growing, more needs to be done to understand the impact on the demand for specialist provision.

Leadership skills

Leaders and managers must have the skills required to manage changes and to respond to the requirements of families as well as the commitments made by the Scottish Government for quality, accessible, flexible and affordable ELC. Leaders and managers are in the frontline of contributing to achieving the best outcomes for Scotland's children and they must be equipped to work with their team towards this. Existing resources such as SSSC's 'Step into Leadership' offers social services staff the opportunity to develop effective leadership skills at all levels. It aims to help staff find the leadership information and resources relevant to their role in social services. Partners agreed that there is a continued need to develop and promote opportunities for networking and mentoring in the sector to drive leadership.

5

Key Challenges and Priorities continued

Evidence based planning

Given the steep increase in the number of staff that will need to be employed by 2020 and the fact that they will be required to hold or be working towards a relevant qualification, a challenge is not just establishing an adequate skills pipeline. There will also need to be management of the flow of workers in to the sector, as well as the planning and implementing of necessary training and learning.

This will be driven by the method by which the Scottish Government decides to introduce its programme of expanded hours. The skills evidence base generated through the existing resources such as SSSC's Workforce skills report and Prospectus will support expansion planning at local and regional levels.



6

Mission and
action plan

To drive the development of the sector and guide skills resource planning, partners in the steering group have discussed and agreed a Mission Statement, a set of five strategic objectives and priority action areas.

These aim to tackle the challenges and maximise the opportunities in ELC by providing a framework for stakeholders to work together to ensure there is a skilled and knowledgeable workforce to fuel expansion and provide high quality services. There is also a commitment to making the sector attractive and rewarding in which to work.

Mission Statement:
"Attracting, nurturing and retaining a diverse early learning and childcare workforce to support children, their families and communities to ensure the best possible start in life."

The overarching themes that guide the development of strategic objectives and the action plan are:

- ensuring continued high quality
- contributing to closing the attainment gap
- recognising and valuing the workforce.

The strategic objectives to achieve this mission and address the themes are:

- raise the profile and attractiveness of the sector and actively increase diversity
- better promote routes in to and pathways through the sector
- ensure take up opportunities for progressing, re-skilling and upskilling the workforce
- engage Early Learning and Childcare employers
- fulfilling immediate needs of the expansion plan.

Table 11 is a summary of the strategic objectives, action areas and expected outcomes. The Steering Group will continue to engage with partners and stakeholders to shape the priority action areas into a detailed action plan, with a view to identifying lead partners and measures of success against each action. This is central to the next phase of the work, which will focus on developing a full Skills Investment Plan.

Table 11 Strategy Map – Summary

Overarching Themes Ensuring continued high quality		Contributing to closing the attainment gap		Recognising and valuing the workforce
Strategic Objective 1	Strategic Objective 2	Strategic Objective 3	Strategic Objective 4	Strategic Objective 5
Raise the profile and attractiveness of the sector and actively increase diversity	Better promote routes into and pathways through the sector	Ensure take up opportunities for progressing, re-skilling and up-skilling the workforce	Engage Early Learning and Childcare employers	Fulfil immediate needs of the expansion plan
Action Areas				
<ul style="list-style-type: none">• Deliver a high profile recruitment campaign to attract a diverse workforce• Ensure high quality careers information, advice and guidance• Commission specific materials to attract under-represented groups	<ul style="list-style-type: none">• Develop essential skills within schools and colleges and promote careers in early years• Showcase alternative routes to careers (work based learning, college, university)• Promote flexibility in pathways• Remove barriers that inhibit part-time or accessible learning	<ul style="list-style-type: none">• Support continuing professional development• Promote leadership development opportunities at all levels• Promote models of work based learning to meet needs of employers and learners• Promote full range of flexible and part-time learning and development opportunities	<ul style="list-style-type: none">• Promote expansion plan to employers• Ensure awareness of support available for learning and development• Encourage participation in regional networks and activities• Encourage and promote Fair Work practices• Promote the need for ELC experience within school leadership teams	<ul style="list-style-type: none">• Promote a locally based infrastructure to support expansion across all sectors• Develop and implement a communications strategy to all partners• Develop and implement a proportionate and appropriate Inspection and Quality Assurance framework• Promote awareness of all available funding routes
Expected Outcomes				
<ul style="list-style-type: none">• Increase in the attractiveness of the sector as a career of choice<ul style="list-style-type: none">• Improved recruitment and retention rates• A more diverse talent pool and workforce• Improved understanding of the sector and skills pathways, qualification / training amongst potential entrants, influencers and employers<ul style="list-style-type: none">• Increased access to development opportunities across the sector• Alignment of skills provision with evolving employer and employee needs to meet the needs of expansion				

7

Next steps

This document presents a robust evidence base for the ELC sector and presents an agreed direction of travel to fulfil the ambitions of the expansion of free entitlement to 1140 hours.

Further development work will be underpinned by Scottish Government's ELC policy blueprint for 2020. SDS will continue to coordinate this activity, and work with the Steering Group to develop a full Skills Investment Plan for the ELC sector in Scotland.

The next phase of our work will focus on:

- further development and refinement of the action plan
- identifying and securing the resources and support required for the delivery of the action plan
- reviewing progress against actions
- ensuring that clear and consistent messages are communicated to the sector and stakeholders about the SIP priorities and actions – and more generally about the importance of skills to achieving their ambitions
- building and strengthening links with relevant national, regional and local groups.



Appendices

Appendix 1: References informing the Early Learning and Childcare Skills Investment Plan: Prospectus development

Audit Scotland (2016) Changing models of Health and Social care	Scottish Government (2015) Scottish Government Response to an Independent Review of the Scottish Early Learning and Childcare (ELC) and Out of School Care (OSC) Workforce	Scottish Government (2016) Financial Review of Early Learning and Childcare in Scotland: The Current Landscape
Eisenstadt, N. (2016) Independent Advisor on Poverty and Inequality: Shifting the curve – a report for the First Minister		Scottish Government (2016) Programme for Government
Growing Up In Scotland (2014) Characteristics of pre-school provision and their association with child outcomes	Prof Iram Siraj and Denise Kingston (2015) An Independent Review of the Scottish Early Learning and Childcare (ELC) and Out of School Care (OSC) Workforce, Institute of Education, University College London	Scottish Government/Fair Work Convention (2016) Fair Work Framework
HESA (2016) JACS 3.0: Detailed (four digit) subject codes framework		Scottish Government/UCL Institute of Education (2015) Review of the Scottish Early Learning and Childcare Workforce and Out of School Care Workforce
Jovanovic, J. (2012) Retaining Early Childcare Educators, Gender, Work and Organization, 20 (5), pp.528-544	Scottish Government (2016) A Blueprint for 2020: Expansion of Early Learning and Childcare in Scotland Consultation	Scottish Living Wage: www.scottishlivingwage.org/what_is_the_living_wage
Meeting Scotland’s Childcare Challenge: The Report of the Commission for Childcare Reform, June 2015	Scottish Government (2016) Costs of Early Learning and Childcare Provision in Partner Provider Settings: Technical Report	SFC (2016) INFACT Database
Men In Childcare: www.meninchildcare.co.uk/	Scottish Government (2016) Early Learning & Childcare 1140 Hours Expansion – Programme of Trials: Analysis of responses to Scottish Government discussion paper	SSSC (2014) Workforce Skills Report 2013-14: Qualification and training provision in the social service sector in Scotland
Rolfe, H. (2005) Building a Stable Workforce: Recruitment and Retention in the Child Care and Early Years Sector, Children and Society, 19 (1), 54-56	Scottish Government (2016) Early Learning & Childcare 1140 Hours Expansion – Programme of Trials: Analysis of responses to Scottish Government discussion paper	SSSC (2016) Experimental Statistics: Staff Retention in the Scottish Social Service Sector (not published)
SCMA (2016) Early Learning and Childcare: Current use of childminding services to deliver funded ELC to eligible two year olds	Scottish Government (2016) Early Learning & Childcare: 1140 Hours Expansion – Programme of Trials: Scottish Government Discussion Paper	SSSC (2016) Registration Data (not published)
		SSSC (2016) Scottish Social Service Sector: Report on 2015 Workforce Data
		SSSC (2016) Scottish Social Service Sector: Social Service Workforce Data Spreadsheets 2015
		SSSC (2016) SVQs in the Scottish Social Services Sector

Appendix 2: ELC Steering Group

Members and contributors	Organisation
Sheila Sansbury (LA - Aberdeen)	ADES Early Years Network
Dawn Archibald (LA – Angus)	ADES Early Years Network
Caroline Amos (LA – North Ayrshire)	ADES Early Years Network
Valerie Gale and Fiona Morrison	Care and Learning Alliance
Sybil Lang	College Development Network
Kathy Cameron and Laura Caven	COSLA
Evelyn Johnson and Brian Wallace	Department of Work and Pensions
Jean Carwood Edwards	Early Years Scotland
Jane Mair	National Day Nurseries Association
Anne Condie	Scottish Childminding Association
Sharon Drysdale and Alison Malcolm	Scottish Funding Council
Thirza Wilson and Helen Pilkington	The Care Inspectorate
Ann McSorley and Alison Precup	Scottish Social Service Council
Euan Carmichael, Scott Sutherland, Manuel Proemel	Scottish Government
Paul Zealey and Mili Shukla	Skills Development Scotland

Table A3.1: Number of Early Learning and Childcare employers by type in Scotland (SSSC), Dec 2015

Area	Childminding	Day Care of Children			
	Total	Private	Public	Voluntary	Total
Aberdeen City	161	60	69	38	167
Aberdeenshire	322	61	101	57	219
Angus	169	27	49	32	108
Argyll & Bute	83	16	50	17	83
Clackmannanshire	67	6	18	4	28
Dumfries & Galloway	140	27	46	25	98
Dundee City	172	39	30	20	89
East Ayrshire	207	11	33	21	65
East Dunbartonshire	142	33	21	22	76
East Lothian	135	18	33	31	82
East Renfrewshire	155	27	20	7	54
Edinburgh, City of	388	170	105	102	377
Falkirk	217	16	54	27	97
Fife	506	42	169	37	248
Glasgow City	189	141	120	105	366
Highland	315	43	141	59	243
Inverclyde	59	9	20	11	40
Midlothian	84	20	28	29	77
Moray	125	22	22	22	66
Na h-Eileanan Siar	25	1	21	5	27
North Ayrshire	187	21	44	15	80
North Lanarkshire	365	54	95	25	174
Orkney Islands	36		20	3	23
Perth & Kinross	190	41	61	23	125
Renfrewshire	90	63	37	16	116
Scottish Borders	132	23	46	29	98
Shetland Islands	18	5	22	3	30
South Ayrshire	122	11	43	12	66

Table A3.1: Number of Early Learning and Childcare employers by type in Scotland (SSSC), Dec 2015

Area	Childminding	Day Care of Children			
	Total	Private	Public	Voluntary	Total
South Lanarkshire	311	65	78	31	174
Stirling	130	20	32	13	65
West Dunbartonshire	53	17	22	11	50
West Lothian	277	33	61	38	132
Outwith Scotland	-	1	-	-	1
Total	5,572	1143	1711	890	3744

Source: SSSC Workforce Data, 2016

Table A3.2: Employment in Early Learning and Childcare (SSSC) by sub-sector and employer type, Dec 2015

Area	Childminding	Day Care of Children						ELC
	Private	Private		Public		Voluntary		Total
Aberdeen City	160	880	55%	460	29%	250	16%	1,590
Aberdeenshire	320	820	46%	620	34%	360	20%	1,800
Angus	170	260	36%	240	33%	220	31%	720
Argyll & Bute	80	150	34%	170	39%	120	27%	440
Clackmannanshire	70	70	26%	180	67%	20	7%	270
Dumfries & Galloway	140	260	38%	250	37%	170	25%	680
Dundee City	170	520	50%	340	33%	180	17%	1,040
East Ayrshire	210	100	17%	330	56%	160	27%	590
East Dunbartonshire	140	370	49%	220	29%	170	22%	760
East Lothian	140	250	39%	220	34%	170	27%	640
East Renfrewshire	160	290	45%	320	49%	40	6%	650
Edinburgh, City of	390	2,190	55%	880	22%	890	22%	3,960
Falkirk	220	220	28%	430	55%	130	17%	780
Fife	510	520	27%	1,190	61%	240	12%	1,950
Glasgow City	190	1,650	38%	1,630	38%	1,040	24%	4,320
Highland	320	460	35%	600	45%	270	20%	1,330
Inverclyde	60	100	21%	280	60%	90	19%	470

Table A3.2: Employment in Early Learning and Childcare (SSSC) by sub-sector and employer type, Dec 2015

Area	Childminding	Day Care of Children						ELC
	Private	Private		Public		Voluntary		Total
Midlothian	80	250	36%	190	27%	260	37%	700
Moray	120	220	45%	120	24%	150	31%	490
Na h-Eileanan Siar	20	0	0%	100	71%	40	29%	140
North Ayrshire	190	200	36%	290	52%	70	13%	560
North Lanarkshire	360	630	40%	800	50%	160	10%	1,590
Orkney Islands	40		0%	60	67%	30	33%	90
Perth & Kinross	190	450	48%	370	40%	110	12%	930
Renfrewshire	90	700	52%	440	33%	200	15%	1,340
Scottish Borders	130	210	36%	200	34%	170	29%	580
Shetland Islands	20	40	25%	100	63%	20	13%	160
South Ayrshire	120	160	29%	300	54%	100	18%	560
South Lanarkshire	310	910	49%	730	40%	200	11%	1,840
Stirling	130	250	42%	280	47%	60	10%	590
West Dunbartonshire	50	220	37%	310	52%	70	12%	600
West Lothian	280	420	34%	480	38%	350	28%	1,250
Scotland	5,570	13,780	41%	13,140	39%	6,540	20%	39,030

Table A3.3: Role profile of the Early Learning and Childcare workforce, 2015

	No of Staff (Headcount)	Admin., Support and Ancillary Workers		Class 2/3 Care Workers		Class 4 Care Workers		Managers, Directors & Chief Executives		Not Known	
Childminding	5,570	0	-	0	-	0	-	0	-	5,570	100%
Day Care of Children	33,460	1,910	6%	26,080	78%	1,690	5%	3,330	10%	220	<1%
Scotland	39,030	1,910	5%	27,770	67%	1,690	4%	110	9%	5,790	15%

Source: SSSC Workforce Data, 2016; Figures may not sum due to rounding

Table A3.4: College enrolments on qualifications relating to Early Learning and Childcare – Enrolment, SUMS and Credits data

	2012/13		2013/14		2014/15		% change
	No.	% of total	No.	% of total	No.	% of total	
Enrolments	6,882	2%	7,169	2%	8,313	3%	21%
SUMS	62,109	3%	62,448	3%	74,908	4%	21%
Credits	52,606	3%	56,014	3%	67,557	4%	28%

Source: SFC, 2016

Table A3.5: College enrolments on qualifications relating to Early Learning and Childcare – Largest providers, 2014/15

College Region	Enrolments	% of Early Learning and Childcare
West College Scotland	1,115	13%
New College Lanarkshire	1,039	12%
Ayrshire College	884	11%
South Lanarkshire College	624	8%
Dundee and Angus College	555	7%
Glasgow Clyde College	553	7%
Glasgow Kelvin College	491	6%
Edinburgh College	460	6%
West Lothian College	453	5%
Others	2,139	26%
Total	8,313	100%

Source: SFC, 2016

Table A3.6: College enrolments on Early Learning and Childcare-related courses – Qualification aims, 2014/15

Qualification aim	No. of enrolments	% of Early Learning and Childcare total	Change 2012/13 - 2013/14
Other Non-Advanced Certificate or equivalent	1,191	12%	61%
Highest level of study (course or unit) Intermediate 2	1,135	12%	73%
HNC or Equivalent	1,053	11%	10%
Course not leading to recognised qualification (including most non-vocational courses)	918	10%	-3%
Highest level of study (course or unit) Intermediate 1	776	8%	18%
SVQ: Level 3	538	6%	10%
Higher (Group Award)	460	5%	10%
Intermediate 2 (Group Award)	460	5%	127%
Highest level of study (course or unit) Higher	438	5%	-21%
SVQ: Level 2	227	2%	-3%
Any other recognised qualification	23	0%	-47%
Other	2,388	25%	16%
Total	9,607	100%	22%

Source: SFC, 2016

Table A3.7: Provision of apprenticeships in Early Learning and Childcare, 2014/15 and 2015/16

Framework	2014/15	2015/16
Early Years Care Education	0	0
Children’s Care, Learning and Development	0	1
Social Services (Children and Young People)	1,254	1,288
Social Services (Children and Young People) Technical Apprenticeship	19	150
Total	1,273	1,439

Source: SDS, 2016

Table A3.8: Enrolments on courses at Scottish HEIs relating to Early Learning and Childcare

Course by Degree Level	2012/13	2013/14	2014/15	% of total	% change
First Degree					
Childhood Practice	286	443	501	51%	75%
Childcare	227	329	321	32%	41%
Training teachers – nursery	130	154	168	17%	29%
Other Undergraduate					
Childcare	363	136	84	67%	-77%
Childhood Practice	133	39	42	33%	-
Postgraduate					
Childcare	105	142	217	83%	107%
Childhood Practice	-	7	14	5%	-
Training teachers – nursery	35	31	32	12%	-9%

Source: SDS, 2016

Table A3.9: Enrolments on courses at Scottish HEIs relating to Early Learning and Childcare, 2014/15

HEI	First Degree	Other Undergraduate	Postgraduate	Total
University of the West of Scotland	321	6	52	379
University of Glasgow	168	-	46	214
University of Stirling	-	61	152	213
University of the Highlands and Islands	158	28	-	186
University of Dundee	137	31	13	181
University of Strathclyde	138	-	-	138
University of Edinburgh	68	-	-	68
Total	990	126	263	1,379

Source: SFC; Note: due to the nature of university provision (single, joint, triple honours) it is not possible to analyse broad subject areas by HEI

Appendix 4: SSSC benchmark qualifications

Benchmark qualifications for managers and lead practitioners

- BA Childhood Practice
- BA (Honours) Childhood Practice (Strathclyde University)
- Graduate Diploma Childhood Practice (the University of the West of Scotland)
- SQA Professional Development Award Childhood Practice (360 credits at SCQF Level 9)
- Postgraduate Diploma in Childhood Practice
- Master of Education Childhood Practice, Glasgow University and Dundee University

All entrants on programmes are expected to hold or be willing to undertake a suitable practice award.

Benchmark qualifications for practitioners

- HNC Childhood Practice (at SCQF Level 7)
- SVQ Social Services Children and Young People at SCQF Level 7

Benchmark qualifications for support workers

Any qualification in the Practitioner in Day Care of Children services category.

OR

One of the following practice qualifications

- NC in Early Education and Childcare at SCQF Level 6
- SVQ Social Service (Children and Young People) at SCQF Level 6

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Skills Development Scotland would like to thank all the stakeholders, employers and partners who supported the work to develop the first Skills Investment Plan: Prospectus for the Early Learning and Childcare sector by taking part in the consultations and workshops.

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