



Skills Investment Plan

For Scotland's early learning and childcare sector

Skills
Development
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Foreword

The Scottish Government's transformational plan to increase the provision of funded early learning and childcare to 1,140 hours by 2020 (in a way which is high quality, flexible, affordable and accessible) provides a clear set of challenges and exciting opportunities for the Early Learning and Childcare (ELC) sector, none more so than recruiting up to 11,000 more workers to meet this target.

This Skills Investment Plan, developed by and for the ELC industry, sets out a clear plan of action, with evidence, to ensure the sector can access a high quality, skilled workforce to fuel that expansion, all while meeting the needs of the government's inclusive growth strategy.

Employment in ELC has risen by 5% since 2010, and in recent years we've seen the qualification levels of the 38,940 people working in the sector steadily increase. A national survey found that 35% of day care of children services with vacancies reported problems filling them.

But new workers are entering the profession, with Modern Apprenticeships, college students and university graduates offering a steady flow of talent. 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 more still needs to be done. This report clearly shows that as a sector, recruitment remains a challenge and the demand for additional workers will only be met by widening the scope of recruitment and utilising non-traditional pathways to careers in ELC.

Attracting a more diverse workforce is therefore the strong theme running throughout.

All of us must look not only at retention and upskilling, but at 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 and through the sector. There is a challenge too in bringing men into the sector; the workforce remains overwhelmingly female at 97%.

We need to ensure the industry is recognised as a positive and rewarding place to work and that the skills, qualifications and qualities of the workforce are valued.

ELC makes a significant contribution to Scotland's economy in its own right, and it's also vital for enabling parents and carers to participate in work and learning.

But perhaps most importantly of all, we need to get ELC right because it's an industry which has, quite literally, our children's future – and in turn our country's future – in its essential, professional hands.

The sector plays an important role in giving Scotland's children the best possible start in life, and is well proven to support attainment and, in turn, help tackle poverty.

We believe this skills investment plan will help all ELC stakeholders, partners, and providers continue their great work offering the support children and their families need to get the best possible start in life.

Early Learning and Childcare Skills Steering Group



1 Purpose of the report

This is the first Skills Investment Plan (SIP) for the Early Learning and Childcare (ELC) sector.

This SIP builds on the Skills Investment Plan Prospectus¹, published in March 2017, which presented the first skills report for the ELC sector. The SIP presents a collaborative and sector led evidenced based approach to skills planning and development and is a strategic document setting out key priorities for skills investment for the ELC sector.

Its purpose is to provide a robust skills evidence base for the sector, and support the early learning and childcare workforce to fuel its expansion and provide high quality, flexible and accessible childcare across Scotland by setting a clear direction for skills development to meet the aims of expansion. This Skills Investment Plan:

- describes the scale and characteristics of the ELC sector and the types of provision within it.
- provides a profile of its workforce and how it varies between private, voluntary and public sector providers
- presents the skills challenges, and issues facing the ELC sector in light of the drivers affecting change, most notably the expansion of funded entitlement to ELC

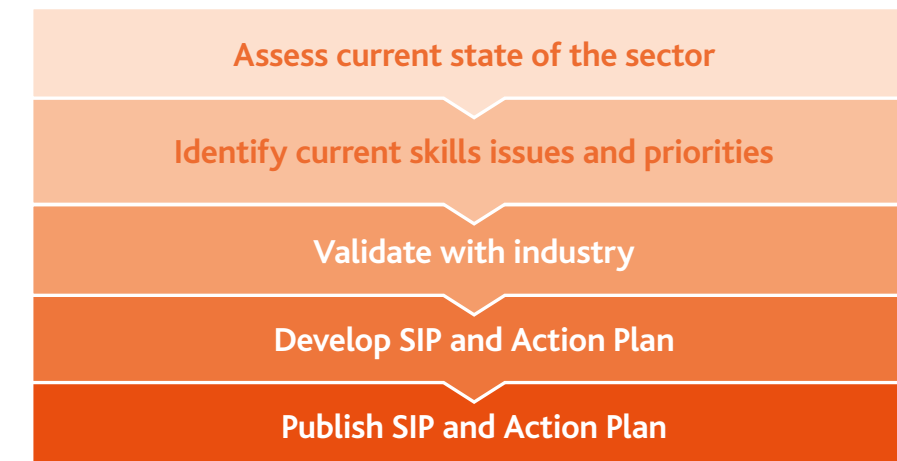
- creates direction and brings focus to the responses required by the public and private sector skills systems, and employers to address the skills priorities identified.
- provides a framework for investment and targeting of resources to develop responsive skills provision that meets the needs of this rapidly changing and expanding sector
- sets a clear direction of travel for skills development for the period to 2020 when the entitlement to funded ELC increases to 1,140 hours per year for all three and four year olds and eligible two year olds
- includes an agreed Action Plan to guide skills planning and investment.

This SIP presents a strategic 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.

The Scottish Government published A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland² which sets the vision for the transformation of ELC provision in Scotland which is underpinned by four guiding principles: quality, flexibility, accessibility and affordability. The SIP forms a key plank of Scottish Government's plans for expansion of funded ELC to 1140 hours by 2020 as confirmed in the Blueprint Action Plan (2017/18)³.

High quality early learning and childcare plays an important role in reducing inequalities in children's outcomes and this SIP will support Scottish Government's Inclusive Growth policy framework by making a contribution to reducing barriers to labour market opportunities and reducing inequalities in early years. The expansion of ELC provides parents and carers an opportunity to access education, training or employment. This can have a positive impact on reducing household poverty and also the poverty related attainment gap by ensuring all children have the best start in life.

Fig 1.1: SIP development process diagram



¹ The Skills Investment Plan: Prospectus can be accessed from <https://www.skillsdevelopmentscotland.co.uk/media/43127/early-learning-and-childcare-sip-digital.pdf>

³ The Blueprint Action Plan can be accessed from <http://www.gov.scot/Publications/2017/03/8937>

1 Purpose of the report continued

The development process of the SIP 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 and employers (including the self-employed), 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
- action planning sessions with national organisations such as the Scottish Government, the Scottish Funding Council (SFC), the Scottish Social Services Council (SSSC), and sector-specific organisations and bodies
- creation of a steering group to guide the development of this SIP providing strategic direction on skills issues in the sector.

This SIP is an important step in planning continued 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.



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 the best 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 the SIP and to ensure consistency with the work of key partners and the use of data sources, we have adopted the definition of ELC 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

In 2016 there were 9,219 Day Care of Children (DCC) and childminding services in Scotland. Figure 2.1 shows that 60% of these are childminders who are all self-employed and in the private sector and the remaining 40% are Day Care of Children services. At 46%, the public sector provides almost half of the 3,710 Day Care of Children Services whilst the private and voluntary sectors account for 31% and 23% respectively. Please refer to Appendix 3 for further details.

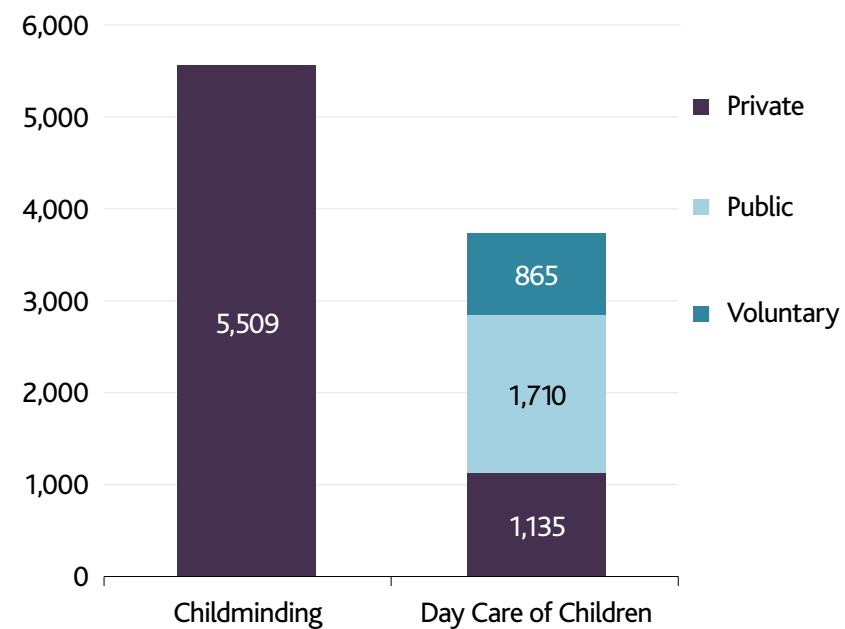
The pattern of provision across local authority areas varies considerably which is important in planning how skills development is supported and recruitment challenges addressed. Illustrating this, in East Ayrshire, childminders account for 76% of all services in the area and the corresponding figure 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, as demonstrated by Orkney and Shetland at 87% and 72% respectively.

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, 2016



Source: SSSC Workforce Data, 2017

⁶ Scottish Social Service Sector: Report on 2016 workforce data: An official statistics publication for Scotland, Scottish Social Services Council, September 2017

⁷ Scottish Government (2016) Financial Review of Early Learning and Childcare in Scotland: The Current Landscape.

⁸ Includes 1% on No Guaranteed Hours contracts, a type of zero-hours contract

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Characteristics of the Early Learning and Childcare sector in Scotland continued

The workforce

The number of people employed in Day Care of Children and Childminding services (hereon in referred to as "the sector") has risen by 5% since 2010, largely accounted for by an increase of 1,890 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.

As per the latest Workforce Data published in September 2017 there were 38,940 people working in the sector in 2016, the majority of whom are employed in Day Care of Children services, which accounts for 86% of the total. Around half of the workers (49%) are employed in the private sector although this includes the 5,510 childminders who are self-employed. Of the 33,430 employed in Day care of Children services, 41% work in the private sector, 40% in the public sector and 19% in the voluntary sector. Aberdeen, Edinburgh (both 55%) and Renfrewshire and East Dunbartonshire (both 51%) have the highest proportions of private workforce in the Day Care of Children. Eilean Siar (69%), Clackmannanshire (64%), Fife (61%) Shetland and Orkney (60%) have the highest proportions in the public sector.

As expected, Glasgow and Edinburgh account for the biggest numbers of workers in the sector, at 4,420 and 3,880 respectively, excluding childminders and 4,610 and 4,260 including them. Areas with relatively low proportions of workers in Day Care of Children services are East Ayrshire, North Ayrshire and Orkney, where childminders account for a relatively greater proportion of the ELC workforce.

The majority of registered staff (72%) working in SSSC Day Care of Children services are Practitioners.³ Managers account for 9% of the total workforce and Support Workers comprise the remaining 21%.

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 43⁴. This reflects the movement 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). Registration with the SSSC requires staff to either hold or be working towards a relevant qualification for their role.

As at September 2016, 71% of the Day Care of Children workforce registered with SSSC held the required benchmark qualifications. This translates to 83% of all Practitioners holding the required qualification (typically at SCQF level 7) and 32% of all Managers holding the required qualification (typically a degree level / professional development award).

The low number for Managers holding a qualification 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 must be individually registered and inspected by the Care Inspectorate and comply with SSSC Codes of Practice. There is no specific qualification requirement. The Scottish Government funded the Care Inspectorate to develop and launch a learning and development resource for childminders. The aim is to help childminders gain and develop the key skills they need to promote good long-term quality outcomes for children and young people⁵. 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.

Table 2: The Early Learning and Childcare workforce, 2016

Sub-sector	Number of staff (headcount)	% of Childminders and % of DCC services
Childminding of which:	5,510	14%
Self-employed	5,510	100%
Day Care of Children of which:	33,430	86%
Private	13,700	41%
Public	13,380	40%
Voluntary	6,350	19%
Total	38,940	100%

Source: SSSC Workforce Data, 2017; Figures may not sum due to rounding

⁵ More information is available from <http://www.childmindingjourney.scot/>

³ 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: <http://www.sssc.uk.com/definition-of-register-parts-for-day-care-of-children-services?task=document.viewdoc&id=198>

⁴ Scottish Social Service Sector: Report on 2016 workforce data: An official statistics publication for Scotland, Scottish Social Services Council, September 2017

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

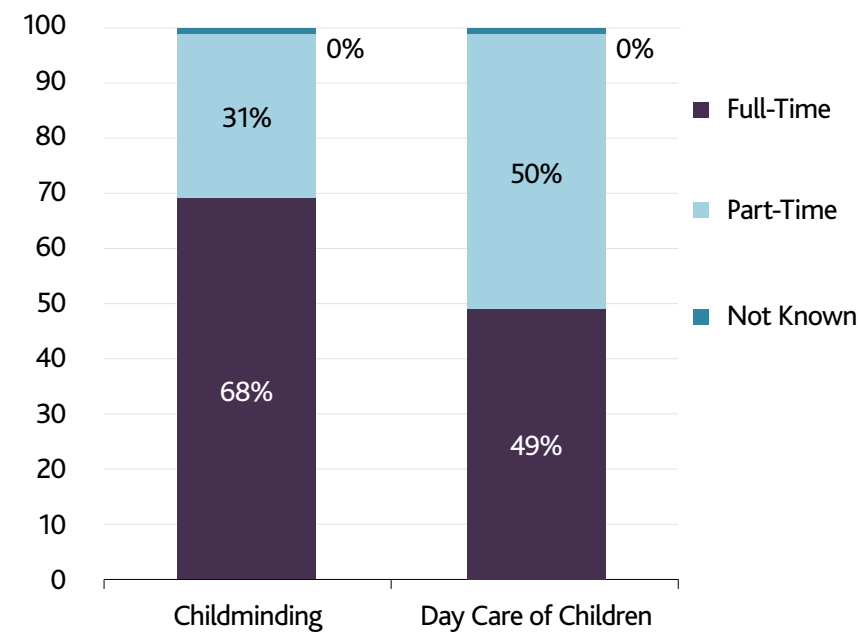
Employment in ELC

Childminders are more likely to work full time than staff in Day Care of Children services (68% 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.

The type of contract can also influence the training and learning that workers can access and 20% of the day care of children workforce 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 2016, and this is largely replicated across all sub-sectors including ELC.⁶

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 respectively.⁷

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



Source: SSSC Workforce Data, 2017: 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 ⁸	80%
Temporary	7%
Sessional	3%
Casual/Relief	3%
Trainee	3%
Fixed term	2%
Bank	1%
Other	1%
Scotland	100%

Source: SSSC Workforce Data 2017, Figures may not sum due to rounding

⁶ Scottish Social Service Sector: Report on 2016 workforce data: An official statistics publication for Scotland, Scottish Social Services Council, September 2017

⁷ Scottish Government (2016) Financial Review of Early Learning and Childcare in Scotland: The Current Landscape.

⁸ Includes 1% on No Guaranteed Hours contracts, a type of zero-hours contract

3 Skills demand

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

The increase in funded 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. The key principle is that high quality is maintained and improved and that outcomes for children are met. A key factor in ensuring quality is having staff with the right skills, attitudes and expertise.

Expansion demand

It is estimated that over the period to 2020 the expansion to 1140 hours will require up to 11,000 additional ELC workers. The majority of roles will be at practitioner level mirroring the current workforce profile.

There will also be an increased demand for graduates in the sector, in particular to meet the commitment to have an additional graduate working in nurseries supporting deprived communities across Scotland.

The Scottish Government has developed a detailed model. This draws, in particular, on the detailed information collected as part of the

Financial Review of Early Learning and Childcare in Scotland, which was published in September 2016. Local authorities also submitted their ELC Expansion Plans to Scottish Government, including local level estimates of additional workforce requirements, which have provided a further helpful source of information to inform the estimate of the additional workforce requirement.

The Scottish Government will continue to work with local authorities to review the additional workforce requirements particularly as local authorities take forward their local level expansion plans.

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 values but these are not easily measured.

Evidence from the consultations indicates that sometimes people entering education and training do not have the desired 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 entering the ELC courses lack the required digital skills and appropriate level of science related knowledge. As part of their training these knowledge and skills gaps are addressed by colleges and training providers so that practitioners entering the workforce can demonstrate these skills to potential employers.

People employed in ELC must be registered with the SSSC or a relevant 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 71% of the current workforce registered with the SSSC have the relevant qualification, with the remainder working towards the relevant qualification for their role, and this is shown in table 4. The lowest proportions of qualified practitioners with the remainder working towards the relevant qualifications for their role 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.

Benchmark qualifications for registration to the SSSC register are presented in Appendix 4. Typically a support worker in day care of children setting holds a SCQF level 6

qualification and a practitioner holds at SCQF level 7 qualification. Managers and lead practitioners hold a relevant degree e.g. the BA in Childhood Practice or a Professional Development Award.

Data on the qualifications levels of childminders is not currently available. However, the Care Inspectorate will conduct a one-off survey in 2017 to provide indicative baseline data to help consideration of a requirement for childminders to be qualified to the same level as an ELC practitioner. It is well recognised that childminders can find it difficult to take up training opportunities because of the costs involved.

New resources published by the Care Inspectorate, 'Your Childminding Journey' and 'My Childminding Experience' aim to further support and encourage good practice in the sector and across all early years care more generally.

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	58%	31%	28%	22%	32%
Practitioners	95%	78%	70%	66%	83%
Support workers	58%	24%	39%	26%	41%
Total	87%	66%	55%	48%	71%

Source: SSSC Register, September 2017

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Skills demand continued

Skills challenges and mismatches

There are additional skills challenges in the ELC sector aside from those that are expected to flow from expansion demand. The Care Inspectorate's report suggest that vacancy rates for day care of children services⁹ (19%) were significantly below the national average (35%) of all registered services. In addition, 35% of day care of children services with vacancies reported having problems filling them as compared to the national average of 41%. When asked about reasons for hard to fill vacancies, day care of children service providers reported a number of reasons including: too few qualified applicants, too few applicants with experience, too few applicants in general, followed by candidates unable to work the hours needed.

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. The availability of distance learning will be helpful in addressing these concerns.

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. These challenges are already being addressed via the launch of a national recruitment campaign and an increase in capacity for ELC related courses at our further and higher education institutions.

The Scottish Government intends that childminders will form an integral part of the funded ELC workforce but the evidence shows that they are potentially a largely untapped resource. Only 15 local authorities currently work with childminders as ELC partner providers and 114 childminders are delivering to eligible two year olds, and only five childminders are delivering to three and four year olds.¹⁰

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 black and minority ethnic background, career changers, parents and returners to the sector also offer potential solutions to the recruitment challenge.

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 is encouraging in that they have the capacity to respond to an increase in demand for training. They also suggest course 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 qualifications at higher levels to offer more flexibility, options and an alternative way into degree level study. Those studying the BA in Childhood Practice or Professional Development Award are experienced practitioners and study part time.

Work based practice experience features in all of the SSSC benchmark qualifications for the sector and 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 and pathways into and within the sector, such as work-based learning, Foundation Apprenticeships, 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.

As pointed out in the action plan later in this SIP, there is already work underway with a range of partners to articulate the career pathways in a comprehensive and clear manner. This work is expected to be completed in spring 2018.

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 invest in them to develop their skills throughout their career.

⁹ Staff vacancies in care services, The Care Inspectorate (Oct 2017)

¹⁰ SSCMA (2017) Early Learning and Childcare: Current use of childminding services to deliver funded ELC to eligible two year olds

4 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 based on application of knowledge and understanding 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 enrolments¹¹ 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. These qualifications use SVQs
- **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 Relevant courses were identified by the Scottish Funding Council using a bespoke course title search list which included relevant child care titles.
Modern Apprenticeship	Social Services (Children & Young People) ¹² Social Services (Children & Young People) Technical
University provision	University provision was defined using a combination of subject groups as well as specific courses. Subject groups · Childcare · Training teachers – nursery Specific Courses · BA Childhood Practice · Early years

¹¹ This includes children's social care (e.g. residential childcare) as well as those in day care of children.

¹² Children's Care, Learning & Development is the predecessor to MA Social Services (Children & Young People). Also note that the Children and Young People MAs are aimed at those in day care of children services and also those in other children services e.g. residential childcare.

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Current skills provision continued

College provision

In 2016, existing employees and prospective ELC staff could access relevant ELC related learning across fifteen college regions in Scotland¹³. In total, there were 6,740 enrolments in ELC-related subjects across these colleges regions in 2015/16¹⁴. Total enrolments in ELC-related subjects fell slightly (-3%) between 2012/13 and 2015/16 but continued to represent approximately 2% of enrolments across all subject areas. The sector is female dominated and the age profile is relatively young and getting younger. Almost three-quarters (73%) of those enrolling on ELC-related college provision in 2015/16 were aged under 25, representing a greater share of overall enrolments than in 2012/13 (70%).

In 2015/16, the colleges that provided the greatest volume of provision in terms of enrolments on ELC related provision were New College Lanarkshire, Ayrshire College and West College Scotland¹⁵.

In terms of the level at which college learners are studying, in 2015/16, the greatest proportion of learners (29%) were studying at SCQF level 7-12, followed closely by those studying at SCQF level 5 (27%). Since 2012/13, there has been an increase in the proportion working towards SCQF levels 4 and 5, with a corresponding decrease in those working towards SCQF 6 and 7-12.

In terms of destinations for those leavers in early education and childcare from colleges, 83.3% entered in to a positive destination in 2015/16. Out of this 24.4% moved in to full or part time work and 60.9% went into further study, training or research. Looking at HNC qualifiers only, a total of 71.9% moved into positive destinations and of this, 27.1% went into further study and 44.8% went into employment.

Modern Apprenticeships

The number of Modern Apprenticeship (MA) starts in ELC related frameworks has increased in recent years. In 2016/17, there were 1,400 starts, up by 10% from 1,273 starts in 2014/15. This represents 5% of the 26,262 starts across all MA frameworks in 2016/17. The majority (94%) of ELC-related starts are in the Social Services (Children and Young People) framework at level 3, with the remaining 6% on the Social Services (Children and Young People) technical apprenticeship at level 4. Although gender breakdown isn't available for the technical apprenticeship framework, the majority of starts on the level 3 framework (96%) are female, in keeping with the trend at both FE and HE level, and indeed across the ELC sector itself.

At the end of March 2017, the achievement rate across the two ELC related MA frameworks was 75%, which was three percentage points below the all-framework achievement rate of 78%.

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

	2012/13		2013/14		2014/15		2015/16		% change
	No.	% of total	No.	% of total	No.	% of total	No.	% of total	
Enrolments	6,937	2%	6,766	2%	6,959	2%	6,740	2%	-3%
Credits ¹⁶	-	-	67,226	4%	69,324	4%	71,275	4%	-

Source: SFC, 2017

Table 7: College enrolments on Early Learning and Childcare-related courses – SCQF level, 2012/13-2015/16

	2012/13		2013/14		2014/15		2015/16	
	Count	%	Count	%	Count	%	Count	%
Unknown	193	3%	52	1%	2	0%	0	0%
SCQF 1-3	82	1%	97	1%	19	0%	0	0%
SCQF 4 (e.g. National 4)	1,041	15%	1,015	15%	1,477	21%	1,338	20%
SCQF 5 (e.g. National 5)	1,296	19%	1,279	19%	1,523	22%	1,792	27%
SCQF 6 (e.g. Highers)	2,086	30%	2,070	31%	1,813	26%	1,647	24%
SCQF 7-12 (e.g. HNC, SVQ 3 and above)	2,239	32%	2,253	33%	2,125	31%	1,963	29%
Total	6,937	100%	6,766	100%	6,959	100%	6,740	100%

Source: SFC, 2017

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.

Data from the SSSC indicates that the MAs represent a significant proportion of SVQ registrations for the sector. The MA proportion of

SVQ registrations rose steadily between 2013/14 and 2015/16 from 39% to 52%.¹⁷

¹³ Scottish Funding Council 2017

¹⁴ This analysis is based on a course title search using key words such as 'childcare', 'childhood' and 'children's care'.

¹⁵ Source: Scottish Funding Council 2017

¹⁶ Due to changes in credits and SUMS in recent years, it is not possible to compare changes in credits over time

¹⁷ SVQs in the Scottish Social Service Sector 2015/16, SSSC Report (April 2017)

4

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. The FA in Social Services (Children and Young People) was developed as a pathfinder for the 2015/17 intake and a total of 13 young people participated in this framework in its inaugural year. The pathfinder was finalised for 2016/18, with learner numbers increasing to 58 for this intake. The majority of FA learners in this framework are female (93%).

Looking to the future, learner numbers are expected to increase significantly, with a total of 380 contracted starts expected for the Social Services (Children and Young People) framework in 2017/19. This is the greatest number of contracted starts across all of the FA frameworks, followed by Social Services (Healthcare) (280) and Engineering (276).

The FA in Social Services (Children and Young People) was originally offered only by Forth Valley College but is now also available Dundee & Angus College, City of Glasgow College, Inverness College UHI and North East Scotland College (NESCOL). This regional offering is reflected in the pan-Scotland projections for the coming intake. The highest numbers of contracted starts for this framework are expected in the north east (98) followed by the south west (86), south east (72), west (66), and north (58).

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. Leaver destination results as of July 2017 reveal that 88% of completers went into positive destinations, with 50% going on to college, 25% to 'other' destinations, 12% to university, and 13% unknown.

University provision

HEIs are important providers of ELC education and training and there are eight universities in Scotland that deliver relevant provision. In 2015/16 there were just over 1,851 enrolments in ELC related courses. The University of the West of Scotland accounts for 22% of all enrolments (First Degree, Other Undergraduate and Post Graduate) followed by the University of Stirling (19%) and the University of Highlands and Islands (15%).

The BA in Childhood Practice course accounted for the greatest proportion of First Degree (50%), followed by Child care subjects (28%). Training teachers – nursery subjects accounted for 16%, with Early Years accounting for the remaining 7%. There were a total of 287 enrolments in postgraduate degrees in childcare subjects, representing 60% of all postgraduate degrees. The Early Years courses also contained a significant proportion of postgraduate degrees at 30%. Enrolments in other undergraduate degrees were mainly in Child care subjects (55%) and the BA in Childhood Practice (45%)¹⁸.

Table 8: Provision of apprenticeships in Early Learning and Childcare, 2016/17

	No.	% F	% M
Social Services (Children and Young People) (Level 3)	1,319	96%	4%
Social Services (Children and Young People) Technical Apprenticeship (Level 4)	81	*%	*%
Total	1,400	*%	*%

Source: SDS, 2017

Table 9: Modern Apprenticeships: apprentices in training, leavers, and achievements at end of March 2017

Frameworks	No of Leavers			In Training			Achievements			Achievements as % of All Leavers		
	F	M	Tot.	F	M	Tot.	F	M	Tot.	F	M	Tot.
Social Services (Children and Young People)	1,231	60	1,291	1,572	64	1,636	940	38	978	76%	63%	76%
Social Services (Children and Young People) Technical Apprenticeship	*	*	64	158	6	164	*	*	35	54%	67%	55%
Total	*	*	1,355	1,730	70	1,800	*	*	1,013	*	*	75%

Source: SDS, 2017

Table 10: Enrolments on courses at Scottish HEIs relating to Early Learning and Childcare, 2015/16

HEI	First Degree	Other Undergraduate	Postgraduate	Total
University of the West of Scotland	344	11	49	404
University of Stirling	80	42	225	347
University of the Highlands & Islands	218	60	0	278
University of Glasgow	195	0	53	248
University of Strathclyde	149	0	86	235
University of Dundee	175	24	13	212
University of Edinburgh	67	0	0	67
University of Aberdeen	0	0	60	60
Total	1,228	137	486	1,851

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.

¹⁸ Source: SFC data 2017

4

Current skills provision continued

Students in ELC subjects at HEIs tend to be older when compared with the college cohort. For example, in Training teachers – nursery provision, 95% of students are aged over 25 years. For the BA in Childhood Practice 86% of students are aged 25 and over, with the corresponding figures for Childcare subject groups and Early years courses at 73% and 70% respectively. This reflects that students need to demonstrate experience and appropriate qualifications in the sector before undertaking the course.

The vast majority (82%) of university leavers¹⁹ in these subject areas move in to employment on completing their degree. Of these, 62% enter the education sector, 17% take up jobs in public administration, and 14% go into social work activities without accommodation.

The Open University (OU) in Scotland had 270 enrolments in 2015/16. 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 have been working with SSSC on developing a qualification that meets the required criteria and principles²⁰.



¹⁹ The 82% is the proportion of university leavers whose destination is known, rather than the proportion of all leavers
²⁰ 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 of all leavers

5

Key Challenges and Priorities

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

The increase in funded 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 skills priorities and 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 low value. A concerted effort is required by all partners to change this attitude and break the perceived barriers to choosing jobs and careers in ELC.

Awareness and understanding of a career in the ELC sector needs to be shared widely and this is already underway with the first phase of a national recruitment campaign. The wide range of entry routes and progression pathways in to and through the sector and the possibilities it can offer needs to be communicated to a range of audiences.

Learning and training for the sector can start at school, or through entering college or Modern Apprenticeship programme or by gaining qualifications (including degree level qualifications) at the

workplace. An important part of 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. This will also require the promotion of Fair Work practices across the sector. The Scottish Government wants to see all childcare workers delivering the funded entitlement, across all sectors, paid at least the Living Wage from 2020, when the expanded entitlement is rolled out. To enable this, and as part of the reform of the funding model, the Scottish Government will provide sufficient additional revenue funding to allow local authorities to agree rates with funded providers in the private and third sectors that enable them to pay the Living Wage to childcare workers providing the funded entitlement. Improved pay and conditions is expected to improve the attractiveness of a career in the sector.

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 My World of Work, SSSC's Ambassador's Scheme and information on SSSC's Career's website will continue to help raise awareness of careers, entry routes and progression pathways in the sector. The national recruitment campaign website (www.childcarecareersscotland.scot) is also a helpful additional resource in this regard.

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 such as low pay, low status and limited opportunities for career progression that make the sector less attractive than others 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 with the right skills, competencies and values 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. Official statistics from the SSSC indicates that the Stability Index between December 2015 and December 2016 was 76.2% in Day Care of Children services. Stability Index is a measure of the number of staff that are retained over a specific period of time as a percentage of the total number of staff at the beginning of that period. It should be noted that due to the way the data are calculated, this is not the same as staff retention rates²¹.

As a comparison, average retention rates across all industries in the UK was 88.4% in 2015.²²

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 high quality, flexible, accessible and affordable, then it cannot continue to principally recruit from the traditional pool – namely young women, often school leavers.

This means there is a significant potential to recruit from groups who have traditionally not considered 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 including free access courses for men with an opportunity to progress in to HNC or SVQ 3 level qualification. More needs to be done to address the barriers that exist to diversifying the workforce and potential pool of applicants. Employers should also be encouraged to broaden their approach to recruitment. Again, the national recruitment campaign has been developed to attract, first and foremost, the right type of person to the sector, but also to dispel myths and perceived barriers.

²¹ SSSC (2017) Annual Workforce Data
²² www.compensationforce.com/2016/04/2015-turnover-rates-by-industry.html

5

Key Challenges and Priorities continued

Expansion of childminders as partner providers

The Scottish Government's Blueprint Action Plan (2017/18) recognises that 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, as well as ensuring that parents understand the benefits and opportunities of accessing funded ELC from a childminder. This is being addressed by Scottish Government's Delivery Team, who are working with the Scottish Childminding Association (SCMA), the Care Inspectorate, the SSSC and other key delivery partners. The Scottish Government is also working with key partners to consider the potential for a requirement for childminders delivering the funded ELC entitlement to be qualified to the same level as an ELC practitioner or be working towards a practitioner level qualification.

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. These barriers will be addressed by the new Funding Follows the Child model, and accompanying national standard,

which will be implemented from 2020. The findings from the ELC trials²³ which are 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 some parts of the workforce, i.e. 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 and STEM skills of practitioners 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 be particularly challenging. 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.

SDS has partnered with Bòrd na Gàidhlig and Highlands and Islands Enterprise, and are carrying out an employer survey to understand the demand for Gaelic language skills. The results are expected to provide an evidence base to inform skills planning for those sectors of the economy which have a need for Gaelic language skills.

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.

Strong pedagogical leadership is identified as one of the key drivers of quality in ELC in the Quality Action Plan (Scottish Government 2017). That action plan includes a commitment to introduce a learning and development course for school leadership teams on what drives quality in ELC. The development of leadership and management skills features prominently in the BA in Childhood Practice award. Partners agreed that there is a continued need to develop and promote opportunities for networking and mentoring in the sector to drive leadership.

²³ Further information about the ELC Trials is available on the Scottish Government website www.gov.scot/Topics/People/Young-People/early-years/ELCTrials/ELCTrials

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, learning and mentoring of the staff.

Local authorities have developed delivery plans for expansion and these are expected to inform the planning of training opportunities, mentoring and work placements. 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 Action Plan

The Early Learning and Childcare SIP Steering Group has overseen development of the SIP and Action Plan and have been actively engaged at all stages of development.

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 four Strategic Objectives and a detailed Action Plan. 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.

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

The Action Plan sets out key skills related activities for the sector to address the strategic objectives identified. It strongly aligns to Scottish Government's Blueprint for 2020 Action Plan and takes cognisance of other key projects led by Scottish Government such as the development of a Quality Action Plan for the ELC sector. The development of that action plan was an opportunity to think systematically about the drivers of quality in ELC.

The Quality Action Plan sets out what more will be done to further enhance quality in ELC in the run up to 2020 and how a high quality experience for all children in ELC will be ensured across all areas of the expansion. There are common elements across both plans, which focus on development of a highly skilled workforce and their continued learning e.g. leadership development opportunities and career long professional learning. These are reflected in the SIP Action Plan with further details are available in the Quality Action Plan.

The SIP Action Plan provides detail on the range of activities expected to be delivered in relation to each of the skills priorities, as well as the expected intermediate outcomes and long term outcomes. The action plan will be delivered under the guidance of the ELC SIP Steering Group, who will have a role in monitoring its implementation. We will continue to work with the Steering Group to facilitate development of a performance and monitoring framework for the SIP

using the logic model approach to performance management building on the recommendations of the Enterprise and Skills Review.

The Review recommends greater alignment between SDS and the Scottish Funding Council; and a new five stage skills planning and provision model comprising skills demand assessment, provision planning, incorporating institutional outcomes agreements and commissioning with training providers, outcome agreement execution and training provider management, and review and evaluation of the investment in skills.

The ongoing work on the SIP and the associated action plan, by partners and stakeholders, demonstrates a collaborative approach to skills planning and investment using a robust evidence base informed by industry needs and extensive consultation. The importance of this approach to skills planning and investment has been reaffirmed by the Review, which underlined the importance of better aligning skills demand with supply, ensuring the employers can recruit people with the skills they need. The SIP is expected to drive the skills changes needed to enable the ELC sector respond to the opportunities presented by the expansion.

Action plan summary

Raise the profile and attractiveness of the sector and actively increase diversity	Better promote routes in to and pathways through the sector to increase diversity	Ensure take up of opportunities for progressing, re-skilling and upskilling the workforce	Engage Early Learning and Childcare employers
<p>Deliver a high profile recruitment campaign to attract a diverse workforce</p> <p>Ensure delivery of high quality careers information, advice and guidance</p> <p>Promote the sector and create opportunities for under-represented groups</p>	<p>Develop employability skills and competence of new entrants</p> <p>Showcase alternative routes to careers (work based learning, college, university) in ELC sector</p> <p>Continue to invest in skills provision</p> <p>Address barriers that inhibit part time or accessible learning</p>	<p>Support continuing professional development</p> <p>Promote leadership development opportunities at all levels</p> <p>Promote models of work based learning to meet needs of employers and learners</p> <p>Promote full range of flexible and part-time learning and development opportunities</p>	<p>Promote SIP to employers</p> <p>Increased employer engagement with the skills system</p> <p>Encourage participation in regional networks and activities</p>
<p>Respond to recommendations of Enterprise and Skills Review</p> <p>Develop a Performance and Monitoring Framework</p> <p>Ensure synergies between SIP and Quality Action Plan for the ELC sector are realised</p>			

Action plan

Strategic objective 1: Raise the profile and attractiveness of the sector and actively increase diversity

Actions	Activities	Intermediate outcomes/ <i>outcomes</i> ²⁴	Lead partners
Deliver a high profile recruitment campaign to attract a diverse workforce	<p>Identify and understand the range of audiences that the campaign should target</p> <p>Develop and implement a recruitment and marketing campaign to attract the right type of person to a career in ELC</p> <p>Development of an information portal (or microsite) to signpost people to further information</p>	<p>Campaign launched in Autumn 2017</p> <p>More people choose ELC as a career</p> <p>Improved recruitment rates</p> <p>Increased diversity in workforce</p> <p><i>Societal change in the perception of a career in ELC</i></p> <p><i>Improved image / perception of careers within ELC</i></p>	<p>Scottish Government</p> <p>With inputs from Steering Group members</p>
Ensure delivery of high quality careers information, advice and guidance	<p>Ensure careers advice staff have access to career related Labour Market Intelligence (LMI), range of roles and career progression routes, and a comprehensive understanding of the required skills and attributes</p> <p>Ensure consistent messages and language is used across all advice services and campaigns</p> <p>Continue to develop and refresh ELC related content on My World of Work and other online sources of career information</p> <p>Continue to support and deliver events/ sessions with relevant audiences to promote the sector</p> <p>Raise awareness of opportunities in ELC and routes in to these to potential career changers / returners e.g. through PACE, Local Employability Partnerships, professional bodies and associations</p> <p>Encourage and promote opportunities for secondments into lead partner organisations e.g. Care Inspectorate, SSSC and Scottish Government</p>	<p>Greater awareness of career opportunities in the sector amongst potential recruits, parents, teachers and career advisers</p>	<p>Skills Development Scotland</p> <p>Scottish Government</p> <p>SSSC</p> <p>Care Inspectorate</p> <p>DWP / JCP</p> <p>SCMA</p> <p>EYS</p> <p>NDNA</p> <p>CALA / Third sector</p> <p>Training Providers</p>

²⁴ Intermediate outcomes are the 'stepping stones' to achieving the changes that come about (in whole or in part) as a result of the skills interventions. Outcomes are the changes that have come about (in whole or in part) as a result of the skills interventions. Outcomes have been highlighted in italics in the Action Plan.

Action plan

Strategic objective 1: Raise the profile and attractiveness of the sector and actively increase diversity continued

Actions	Activities	Intermediate outcomes/ <i>outcomes</i> ²³	Lead partners
Promote the sector and create opportunities for under-represented groups	<p>Share best practices across the sector</p> <p>Embed developing a diverse workforce as a cross cutting theme on all campaign and promotional work</p> <p>Understand the range of barriers and prepare materials to address these</p> <p>Targeted promotion of ELC as a career destination to non-traditional groups</p> <p>Identify and build on examples of effective and innovative practice in recruiting people from non-traditional groups through SDS's MA Equality Plan and SFC's Gender Action Plan</p>	<p>Increased diversity in workforce</p> <p>Increased awareness of career opportunities in the sector by under-represented groups</p> <p><i>A wider pool of potential workers for employers to recruit from</i></p>	<p>Skills Development Scotland</p> <p>Scottish Government</p> <p>SSSC</p> <p>Care Inspectorate</p> <p>DWP / JCP</p> <p>SCMA</p> <p>EYS</p> <p>NDNA</p> <p>CALA / Third sector</p> <p>Training providers</p> <p>Employers</p>

Strategic objective 2: Better promote routes in to and pathways through the sector

Actions	Activities	Intermediate outcomes/ <i>outcomes</i>	Lead partners
Develop employability skills and competence of new entrants	<p>Promote a career in ELC to young people who have or with support can develop the necessary literacy, numeracy and essential skills</p> <p>Ensure a consistent and shared understanding of essential skills, competence and qualification to meet regulatory registration requirements and codes of practice</p> <p>Support, develop and expand employability pathways, and pre vocational interventions that allow young people and others to develop essential skills and competence to enter the ELC sector</p> <p>Ensure high quality work placements are available in a range of settings</p>	<p>Greater number of pathways / interventions to develop employability skills and competence</p> <p>Increase in number of work placements in a variety of settings</p> <p><i>The workforce has the essential skills, competence and attributes to provide high quality ELC and support to children and families</i></p>	<p>Scottish Government</p> <p>Local Authorities</p> <p>Schools</p> <p>Skills Development Scotland</p> <p>Training Providers</p> <p>SSSC</p> <p>CALA / Third Sector</p>
Showcase alternative routes to careers (work based learning, college, university) in ELC sector	<p>Comprehensive mapping and illustration of the range of entry points in to the sector and routes through it</p> <p>Promote the range and flexibility of career pathways and routes to all relevant audiences including employers, staff, potential recruits and influencers</p> <p>Further development of My World of Work - My Career Options for the ELC sector</p> <p>Promote take up of work based learning</p> <p>Further explore development of Graduate Level Apprenticeship framework for ELC sector</p>	<p>Development of an online career development toolkit offering information on qualifications and pathways</p> <p>Greater understanding of diversity in pathways in to ELC sector ensuring each route is recognised and valued</p> <p>Improved recruitment and retention rates</p> <p>Increase in take up of work based learning</p>	<p>Skills Development Scotland</p> <p>SSSC</p> <p>SFC</p> <p>Training Providers</p> <p>Scottish Government</p>

Strategic objective 2: Better promote routes in to and pathways through the sector continued

Actions	Activities	Intermediate outcomes/ <i>outcomes</i>	Lead partners
Continue to invest in skills provision	<p>Ensure appropriate provision of training is available across further education institutions and higher education institutions</p> <p>Ensure childminders have access to specific learning framework</p> <p>Continued focus on work based learning</p>	<p>A new Learning and Development Resource for childminders launched in September 2017</p> <p>Increase in graduate level places at higher education institutions (350 in 2017/18)</p> <p>Increase in practitioner level qualifications at further education institutions (650 in 2017/18)</p> <p>Year on year increase in ELC related MA starts (subject to demand) up to 2020</p> <p>Increase in contracted starts for Foundation Apprenticeships (380 for 2017)</p>	<p>SFC</p> <p>Care Inspectorate</p> <p>Skills Development Scotland</p> <p>Scottish Government</p> <p>SSSC</p> <p>SQA</p>
Address barriers that inhibit part time or accessible learning	<p>Support develop and provide learning through virtual and distance models</p> <p>Develop part time and out of hours learning opportunities</p>	<p>Employers, staff and new entrants have a wider choice of learning and development</p> <p><i>Improved access to learning and development leading to a more skilled workforce</i></p>	<p>Scottish Government</p> <p>SFC</p> <p>Training Providers</p> <p>Employers</p> <p>SSSC</p> <p>SQA</p>

Strategic objective 3: Ensure take up of opportunities for progressing, re skilling and upskilling the workforce

Actions	Activities	Intermediate outcomes/ <i>outcomes</i>	Lead partners
Support continuing professional development	<p>Ensure there is sufficient assessor capacity for current and expanded workforce</p> <p>Address barriers to CPD for staff in all settings, including childminders</p> <p>Introduce a new £2m inclusion fund that enables staff to support children with ASN or disabilities</p> <p>Develop and offer provision to meet employer demand e.g. delivering ELC in an outdoor setting</p> <p>Centrally coordinated and funded on-line national programme and directory of career long professional learning (Quality Action Plan)</p> <p>Promote mentoring for new staff in the sector (Quality Action Plan)</p>	<p>More staff take up CPD and develop their skills and knowledge</p> <p><i>A workforce that has the skills and opportunities to manage and develop their working practices and careers</i></p> <p><i>Better alignment of skills provision with employer needs</i></p>	<p>SG (QAP)</p> <p>SSSC</p> <p>SCMA</p> <p>EYS</p> <p>NDNA</p> <p>Care Inspectorate</p> <p>Employers</p> <p>SQA / Awarding Bodies</p>
Promote leadership development opportunities at all levels	<p>Promote and encourage staff and employers to use the current range of leadership development and materials e.g. Step into Leadership</p> <p>Develop, promote and support opportunities for mentoring and networking to support existing and emerging managers and leaders</p> <p>Leadership to be integrated to all qualifications levels</p> <p>Development of a training course for school management teams on what drives quality in ELC and how provision for under 3s sets the foundation for Curriculum for Excellence (Quality Action Plan)</p>	<p>Current workforce will be well placed to benefit from opportunities resulting from expansion</p> <p>All staff are encouraged to contribute to a leadership role within their setting</p> <p><i>Managers and leaders better able to develop effective skills and practice</i></p>	<p>SG (QAP)</p> <p>SSSC</p> <p>SCMA</p> <p>EYS</p> <p>NDNA</p> <p>Care Inspectorate</p> <p>Employers</p> <p>SQA / Awarding Bodies</p>

Strategic objective 3: ensure take up of opportunities for progressing, re skilling and upskilling the workforce continued

Actions	Activities	Intermediate outcomes/ <i>outcomes</i>	Lead partners
Promote models of work based learning to meet needs of employers and learners	<p>Promote and encourage employers to make use of and develop work-based learning as a means to provide career opportunities to staff</p> <p>Ensure high quality support and mentoring is available for work based learning</p> <p>Review the financial contributions and eligibility criteria for ELC related apprenticeships for those over 25</p> <p>Access the Workforce Development Fund</p>	<p>Improved accessibility of learning to the workforce</p> <p>Increased take up of work based learning opportunities</p>	<p>Skills Development Scotland</p> <p>SSSC</p> <p>SCMA</p> <p>EYS</p> <p>NDNA</p> <p>Employers</p> <p>Scottish Government</p>
Promote full range of flexible and part-time learning and development opportunities	<p>Promote and support up skilling and training of FE staff to meet changing needs and demands of expansion</p> <p>Promote and encourage employers to offer flexible and part-time learning opportunities to their staff</p> <p>Promote opportunities directly to staff</p> <p>Work with PACE partnerships and local authority redeployment registers to offer training opportunities through work based learning route or flexible routes for adult learners</p>	<p>Improved accessibility of learning and development for staff in all settings, including childminders</p> <p><i>Staff have ownership of their own learning journey</i></p>	<p>Employers</p> <p>Skills Development Scotland</p> <p>SSSC</p> <p>Scottish Government</p> <p>EYS</p> <p>NDNA</p> <p>CDN</p>

Strategic objective 4: engage with early learning and childcare employers

Actions	Activities	Intermediate outcomes/ <i>outcomes</i>	Lead partners
Promote SIP to employers	<p>Engage with employers to share skills evidence and skills priorities</p> <p>Promote and communicate the support available for workforce and skills development to employers</p> <p>Raise awareness of learning and development support</p> <p>Disseminate and promote clear information on funding for training and skills development through all relevant routes</p> <p>Develop and share resources through a range of online channels e.g. Our Skillsforce</p>	<p>Employers understand the skills system and skills pathways on offer and contribute to shared learning</p> <p>More staff and employers are able to benefit from learning and development</p> <p><i>Increased engagement and take up of support of skills development by employers in the sector</i></p>	<p>Scottish Government</p> <p>Skills Development Scotland</p> <p>SSSC</p> <p>Care Inspectorate</p> <p>COSLA</p> <p>DWP / JCP</p> <p>SCMA</p> <p>EYS</p> <p>NDNA</p> <p>CALA / Third sector</p>
Increased employer engagement with the skills system	<p>Engagement with Scottish Apprenticeship Advisory Board (SAAB) to strengthen employer voice in the skills system and provide sectoral insight and intelligence</p> <p>Employers engage with training providers to articulate demand and standards to and influence curriculum and course content</p>	<p>More employers engage with the skills system</p> <p><i>Increased investment in skills development by employers in the sector</i></p> <p><i>Skills provision is more closely aligned to industry demand</i></p>	<p>Employers</p> <p>Skills Development Scotland</p> <p>SSSC</p>
Encourage participation in regional networks and activities	<p>Share best practice and learning and development opportunities across local authority borders</p> <p>Develop and promote cross-sectoral, regional approaches to learning and development.</p> <p>Engage with regional Developing Young Workforce (DYW) groups</p>	<p>Increase in shared learning and more consistency in practice</p>	<p>Scottish Government</p> <p>Skills Development Scotland</p> <p>SSSC</p> <p>Care Inspectorate</p> <p>COSLA</p> <p>DWP / JCP</p> <p>SCMA</p> <p>EYS</p> <p>NDNA</p> <p>CALA/ Third sector</p>

7

Next steps

This Skills Investment Plan presents a robust evidence base for the ELC sector and an agreed action plan to fulfil the ambitions of the expansion of free entitlement to 1140 hours by 2020.

The action plan will be delivered under the guidance of the ELC SIP Steering Group, who will have a role in monitoring its implementation. SDS will continue to coordinate and facilitate the implementation of the SIP Action Plan.

Specifically we will:

- identify and secure resources and support required for the delivery of the action plan
- work with steering group to develop a performance and monitoring framework
- review progress against actions and report to the steering group
- ensure that clear and consistent messages are communicated to the sector and stakeholders about the skills priorities and actions – and more generally about the importance of skills to achieving their ambitions
- build and strengthen links with relevant national, regional and local groups
- share key messages from the SIP with employers and industry
- reflect recommendations from the Enterprise and Skills Review
- continue to engage with Scottish Government's ELC Expansion Programme Board.



Appendices

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

Audit Scotland (2016) Changing models of Health and Social care

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Scottish Government/Fair Work Convention (2016) Fair Work Framework

Scottish Government/UCL Institute of Education (2015) Review of the Scottish Early Learning and Childcare Workforce and Out of School Care Workforce

Scottish Living Wage: www.scottishlivingwage.org/what_is_the_living_wage

SFC (2017) Bespoke Data on Provision of ELC in Colleges and Universities

SSSC (2017) Registration Data (not published)

SSSC (2017) Scottish Social Service Sector: Report on 2016 Workforce Data

SSSC (2017) SVQs in the Scottish Social Services Sector

Skills Development Scotland (2017) Bespoke data on ELC related MA and FA provision

Appendix 2: ELC Skills Investment Plan Steering Group

Members and contributors	Organisation
Dawn Archibald (LA – Angus)	ADES Early Years Network
Caroline Amos (LA – North Ayrshire)	ADES Early Years Network
Fiona Morrison or Jaci Douglas	Care and Learning Alliance
Sybil Lang	College Development Network
Kathy Cameron or Laura Caven	COSLA
Evelyn Johnson or Brian Wallace	Department of Works and Pensions
Jean Carwood Edwards	Early Years Scotland
Jane Malcolm	National Day Nurseries Association
Anne Condie	Scottish Childminding Association
Sharon Drysdale or Alison Malcolm or Louise Lauchlan	Scottish Funding Council
Scott Sutherland	Scottish Government
Liz Levy or Chloe Adam	Scottish Government
Ann McSorley	Scottish Social Service Council
Paul Zealey	Skills Development Scotland
Mili Shukla	Skills Development Scotland
Lesley Joyce	Scottish Qualifications Agency
Lorna Trainer	Scottish Training Federation
Thirza Wilson	The Care Inspectorate

Appendix 3: Evidence tables

Table A3.1: Number of Day care of children and childminding services by type in Scotland, Dec 2016

Area	Childminding	Day Care of Children			Total
	Total	Private	Public	Voluntary	
Aberdeen City	173	60	67	34	334
Aberdeenshire	345	61	102	63	571
Angus	172	28	50	31	281
Argyll & Bute	84	18	50	16	167
Clackmannanshire	73	6	17	3	99
Dumfries & Galloway	136	26	46	25	233
Dundee City	167	38	29	19	253
East Ayrshire	198	11	34	19	262
East Dunbartonshire	141	33	22	22	218
East Lothian	133	17	32	32	214
East Renfrewshire	149	28	21	6	204
Edinburgh, City of	376	165	103	100	744
Falkirk	214	15	54	25	308
Fife	485	43	167	36	731
Glasgow City	191	142	119	104	556
Highland	303	43	140	52	538
Inverclyde	60	9	21	11	101
Midlothian	86	20	29	31	166
Moray	122	24	22	21	189
Na h-Eileanan Siar	23	1	21	5	50
North Ayrshire	179	22	44	13	258
North Lanarkshire	365	55	97	25	542
Orkney Islands	30	0	20	3	53
Perth & Kinross	187	43	61	21	312
Renfrewshire	99	62	37	15	213
Scottish Borders	130	18	47	28	223
Shetland Islands	18	5	21	3	47
South Ayrshire	116	12	42	12	182

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	304	65	79	30	478
Stirling	127	19	32	14	192
West Dunbartonshire	53	16	22	11	102
West Lothian	270	31	62	35	398
Outwith Scotland	0	0	0	0	0
Total	5,509	1,135	1,710	865	9,219

Source: SSSC Workforce Data, 2017

Table A3.2: Day care of children and childminding workforce by sub-sector and employer type, Dec 2016

Area	Childminding	Day Care of Children				ELC		
	Private	Private	Public	Voluntary	Total			
Aberdeen City	170	840	55%	490	32%	220	14%	1,540
Aberdeenshire	340	760	43%	590	34%	400	23%	1,760
Angus	170	250	36%	230	33%	210	30%	690
Argyll & Bute	80	180	38%	180	38%	110	23%	480
Clackmannanshire	70	80	29%	180	64%	20	7%	280
Dumfries & Galloway	140	240	36%	260	39%	170	25%	670
Dundee City	170	510	49%	360	35%	170	16%	1,040
East Ayrshire	200	100	17%	350	58%	150	25%	600
East Dunbartonshire	140	400	51%	240	31%	140	18%	780
East Lothian	130	230	35%	230	35%	200	31%	650
East Renfrewshire	150	300	44%	330	49%	50	7%	680
Edinburgh, City of	380	2,140	55%	910	23%	830	21%	3,880
Falkirk	210	230	29%	440	56%	120	15%	790
Fife	480	560	28%	1,220	61%	230	11%	2,010
Glasgow City	190	1,650	37%	1,650	37%	1,120	25%	4,420
Highland	300	490	36%	640	46%	240	17%	1,380
Inverclyde	60	100	22%	260	58%	100	22%	450

Table A3.2: Day care of children and childminding workforce by sub-sector and employer type, Dec 2016

Area	Childminding	Day Care of Children						ELC
	Private	Private	Public	Voluntary	Total			
Midlothian	90	250	37%	170	25%	250	37%	670
Moray	120	220	47%	110	23%	140	30%	470
Na h-Eileanan Siar	20	0	0%	110	69%	40	25%	160
North Ayrshire	180	200	36%	290	52%	60	11%	560
North Lanarkshire	360	660	40%	800	49%	180	11%	1,640
Orkney Islands	30	0	0%	60	60%	30	30%	100
Perth & Kinross	190	420	47%	380	43%	90	10%	890
Renfrewshire	100	700	51%	480	35%	190	14%	1,360
Scottish Borders	130	180	32%	200	36%	170	30%	560
Shetland Islands	20	30	20%	90	60%	20	13%	150
South Ayrshire	120	170	30%	320	56%	80	14%	570
South Lanarkshire	300	920	49%	730	39%	220	12%	1,860
Stirling	130	250	42%	280	47%	60	10%	600
West Dunbartonshire	50	230	38%	310	52%	60	10%	600
West Lothian	270	410	35%	500	43%	250	22%	1,160
Scotland	5,510	13,700	41%	13,380	40%	6,350	19%	33,430

Source: SSSC Workforce Data, 2017; Figures may not sum due to rounding

Table A3.3: Role profile of the Day care of children and childminding workforce, 2016

	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	5,510	0	-	0	-	0
Day Care of Children	33,430	1,770	%	26,530	%	1,470
Scotland	38,940	1,770	%	26,530	67%	1,470

Source: SSSC Workforce Data, 2017; Figures may not sum due to rounding

Table A3.4: College enrolments on qualifications relating to Early Learning and Childcare – Enrolment and Credits data, 2012/13-2015/16

	2012/13		2013/14		2014/15		2015/16		% change
	No.	% of total	No.	% of total	No.	% of total	No.	% of total	
Enrolments	6,937	2.3%	6,766	2.3%	6,959	2.3%	6,740	2.4%	-3%
Credits	-	-	67,226	4%	69,324	4%	71,275	4%	-

Source: SFC, 2016

Table A3.5: College enrolments on qualifications relating to Early Learning and Childcare – Largest providers, 2015/16

College Region	Enrolments	% of Early Learning and Childcare
New College Lanarkshire	859	13%
Ayrshire College	748	11%
West College Scotland	665	10%
Edinburgh College	608	9%
Fife College	526	8%
Glasgow Clyde College	486	7%
South Lanarkshire College	392	6%
West Lothian College	385	6%
Dundee & Angus College	316	5%
Others	1,755	26%
Total	6,740	100%

Source: SFC, 2017

Table A3.6: Provision of Social Services (Children and Young People) apprenticeships, 2014/15 – 2016/17

Framework	2014/15	2015/16	2016/17	Change no.	Change %
Social Services (Children and Young People)	1,254	1,288	1,319	65	5%
Social Services (Children and Young People) technical apprenticeship	19	150	81	62	326%
Total	1,273	1,438	1,400	127	10%

Source: SFC, 2017

Table A3.7: Modern Apprenticeship: apprentices in training, leavers, and achievements at end of March 2017

Framework	No of leavers			In training			Achievements			Achievements as % of all leavers		
	F	M	Tot.	F	M	Tot.	F	M	Tot.	F	M	Tot.
Social Services (Children and Young People)	1,231	60	1,291	1,572	64	1,636	940	38	978	76%	63%	76%
Social Services (Children and Young People) Technical Apprenticeship	*	*	64	158	6	164	*	*	35	54%	67%	55%
Total	*	*	1,355	1,730	70	1,800	*	*	1,013	*	*	75%

Source: SDS, 2017

Table A3.8: Provision of Foundation Apprenticeships by provider, 2016/18

	No.	% of total
City of Glasgow College	16	28%
Perth College UHI	10	17%
Inverness College UHI	9	16%
Forth Valley College	8	14%
Dundee & Angus College	7	12%
West Highlands College UHI	5	8%
North East Scotland College (NESCOL)	3	5%
Total	58	100%

Source: SDS, 2017

Table A3.9: Enrolments on courses at Scottish HEIs relating to Early Learning and Childcare²⁵

Course by Degree Level	2012/13	2013/14	2014/15	2015/16	% change
First Degree					
Childhood Practice	286	443	501	609	112%
Childcare	227	329	321	344	52%
Training teachers – nursery	130	154	168	195	50%
Early years	29	39	41	80	
Other Undergraduate					
Childcare	363	136	84	75	-%
Childhood Practice	133	39	42	62	
Postgraduate					
Childcare	105	142	217	287	173%
Childhood Practice	-	7	14	15	-
Training teachers – nursery	35	31	32	38	9%
Early years	56	64	91	146	-

Source: SFC, 2017

²⁵ Please note that the BA in Childhood Practice and Early Years refer to specific courses where as childcare and training teachers – nursery refer to specific subject groups

Table A3.10: Enrolments on courses at Scottish HEIs relating to Early Learning and Childcare, 2015/16

HEI	First Degree	Other Undergraduate	Postgraduate	Total
University of the West of Scotland	344	11	49	404
University of Stirling	80	42	225	347
University of the Highlands & Islands	218	60	0	278
University of Glasgow	195	0	53	248
University of Strathclyde	149	0	86	235
University of Dundee	175	24	13	212
University of Edinburgh	67	0	0	67
University of Aberdeen	0	0	60	60
Total	1,228	137	486	1,851

Source: SFC, 2017; 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

Acknowledgement

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

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