

**The Standard for
Residential Child Care in Scotland**

**The New Qualification for Residential Child Care Practitioners,
Supervisors and Managers**



The Background

The Standard was developed as a result of the findings of The National Residential Child Care Initiative (NRCCI):

“Given the increasingly complex needs of children and young people and the professional tasks that require high-level academic abilities, the workforce group believes that a minimum level of education at SCQF level 9 for workers, supervisors and managers would best equip them to undertake their work most effectively”

‘Higher Aspirations, Brighter Futures - National Residential Child Care Initiative (NRCCI) Report 2009’.

In response to this report the Scottish Government asked the Scottish Social Services Council to engage with residential child care sector to develop a benchmark standard for a degree level award for the workforce;

- In 2012, The Scottish Social Services Council (SSSC) led consultation with workforce, employers, learning providers, young people and Scottish Government;
- Also in 2012, Stephen Farrier and Nikolaos Bizas concluded their research for the SSSC. *Residential Child Care Qualification (A Research in to Context and Focus)*;
- The Standard was developed by a strategic group chaired by Ann Houston, then Chief Executive of Children 1st (see Further Information for Group Membership);
- Aileen Campbell, Minister for Children and Young People, approved the Standard in January 2013.

The Vision

The Standard outlines the vision that all those working with children in residential care as practitioners, supervisors and managers should be:

- competent and confident;
- able to work in partnership with others to support and improve the wellbeing of children and young people;
- have the right knowledge, skills and values;
- respect and promote the rights of children and young people;
- **be respected and recognised as champions for Scotland's children and young people who are looked after;**
- influence policy and practice at national and local levels;
- be recognised as an integral part of the wider children and young people's workforce.

The Standard for Residential Childcare includes a number of characteristics which will inevitably influence the way in which it will be delivered by learning providers and achieved by residential childcare staff.

Recognition of Prior Learning - The standard will recognise and build upon those qualifications and awards already achieved by staff

- Reducing the need for duplication of learning was a strong message expressed by the residential childcare sector when consultation took place in 2013
- Those within the workforce who currently meet the registration requirement will not be required to undertake the whole award,
- Workers new to residential childcare without any previous qualifications will begin their studies for the standard through completion of SVQ/HNC
- Observed/assessed practice will be achieved through the SVQ/HNC
- Workers would then go on to complete the degree level qualification.

Work-based learning - This method of study engages the learner through the following learning principles:

- Knowing what learning is and how to do it more effectively
- Recognising and reflecting on what they have learnt
- Critically evaluating what has been learnt
- Knowing what the learning is informed by
- Recognising future learning

This process requires the learner to use experiences gained through their everyday work to address each principle. Assessment of work-based learning will be undertaken by the learning provider.

Partnerships- Employers and learning providers will be required to develop or enhance existing partnerships. Partnerships encompass selection, delivery and course evaluation

- Learners are required to have two learning experience. One will be through achievement of an SVQ. The other will be in a similar or contrasting setting and will also depend on the previous work experience of each worker

The establishments of partnerships between employers, service users and providers will be an essential component for those wishing to seek approval to deliver the degree level award based on the standard.

The Way Forward

- The SSSC is working in partnership with colleagues from the Scottish Government, the Centre for Excellence for Looked After Children in Scotland (CELCIS), the Scottish Qualifications Authority (SQA), education and training providers and representatives of colleagues working in residential child care sector;
- The SQA is developing a Professional Development Award in partnership with colleagues from further education colleges, CELCIS, SSSC and care providers. The timescale for the validation for the timescale of this award is Autumn 2016. Thereafter those learning providers who wish to deliver the PDA will require to seek approval from SQA and SSSC;
- Higher education providers have met on a number of occasions with SSSC and others to explore the delivery of university accredited courses;
- Regular meetings will continue to take place between all partners, to ensure an overview of progress and enable consistency to develop across the country.
- A ministerial working group has been set up to focus on the key areas of funding, recognition of prior learning and workforce planning

Further Information

The following documents can be found on the SSSC website:

- Standard for Residential Child Care in Scotland document
- Frequently Asked Questions
- The research, Residential Child Care Qualification (A Research into Context and Focus) 2012 by Stephen Farrier and Nikolaos Bizas

<http://www.sssc.uk.com/about-the-sssc/multimedia-library/publications/70-education-and-training/3128-the-standard-for-residential-child-care-in-scotland-2013>

The NRCCI report Higher Aspirations Brighter Futures can be found on the CELCIS website:

<https://www.celcis.org/our-work/services/qualifications/new-degree-residential-child-care/>

The list below shows the membership of the groups which were involved in the development of the benchmark standard for Residential Child Care

Membership of the Children and Young People Representative Group

Katie Brown	Scotland's Commissioner for Children and Young People
Amy Copsey	Scottish Throughcare and Aftercare
Lee Dickson	South Ayrshire Council
Grant Gilroy	Who Cares? Scotland
Ann McSorley	Scottish Social Services Council
Joan Menmuir	Consultant
Bill Thomson	Consultant
Patricia Walls	Kibble Education and Care Centre

Membership of the Strategic Group

David Baird	Kibble Education and Care Centre
Mary Boyle	NHS Education Scotland
John Brown	NHS Health Scotland
Kathy Cameron	COSLA (Convention of Scottish Local Authorities)
John Davis	University of Edinburgh
Lee Dickson	South Ayrshire Council
Becky Everett	Care Inspectorate
Louise Gaddi	Scottish Qualifications Authority
Neil Gentleman	Scottish Government
Heather Gibson	Quality Assurance Agency
Alison Harold	Scottish Social Services Council
Marc Hendrikson	Care Inspectorate
Anne Houston	(Chair) Children 1st
Dorothy Johnston	University of the West of Scotland
Liz Lafferty	Social Work Scotland (previously ADSW)
Tony Mackie	City of Glasgow Council
Graham McPheat	CELCLIS
Ann McSorley	Scottish Social Services Council
Joan Menmuir	Consultant
Mark Smith	University of Edinburgh
Bill Thomson	Consultant

Membership of the Technical Expert Sub-Group:

Janine Bolger	CELCLIS, Robert Gordon University
David Baird	Kibble Education and Care Centre
Pamela Fotheringham	Adam Smith College
Louise Gaddi	Scottish Qualifications Authority
Heather Gibson	Quality Assurance Agency
Alison Harold	Scottish Social Services Council
Susan Hepburn	Donaldson's School
Anne Houston	(Chair) Children 1st
Dorothy Johnston	University of West of Scotland
John Kellagher	Aberlour
Peter Laverie	Cardonald College
Tony Mackie	Glasgow City Council
Graham McPheat	CELCLIS
Ann McSorley	(Minutes) Scottish Social Services Council
Joan Menmuir	Consultant
Frances Scott	Scottish Social Services Council
Francis Scott	Aspire Scotland - Education through Care
Mark Smith	University of Edinburgh
Irene Stevens	VQ provider
Bill Thomson	Consultant