



**Safer Transit: Supporting transition from
further to higher education in social care
and social work in Scotland**

**A Report by SaraDunn Associates
May 2006**

Safer Transit: Supporting the transition from further to higher education in social care and social work:

Research conducted for the Scottish Institute for Excellence in Social Work Education

Online survey:

Results and discussion

May 2006

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1. Executive summary

Background

In early 2006, the Scottish Institute for Excellence in Social Work Education (The Institute), as part of its Learning Exchange service, commissioned research into learning materials to support transition for students moving from the HNC in Social Care to the social work degree.

The key questions to be addressed were:

- what issues do these students face, and
- what learning materials might help?

As part of the research carried out on behalf of the Institute, an online survey was disseminated to relevant special interest mailing lists and targeted individuals between 29 March and 11 April 2006. In total 63 responses were received.

Main results

- Social care/social work students making the transition from FE to HE need support
- Support currently offered by institutions is very variable
- Support is needed to improve study skills, in some areas of subject specific knowledge, and in managing personal and cultural change
- Study skills were perceived to be the highest priority support need
- Study skills specific to the social work degree were perceived to be the highest priority for learning materials

Main recommendations for learning materials

- Consider learning objects on study skills including reading, writing, referencing, information literacy, all contextualised for social work degree
- Consider treating reflective practice/critical thinking as a 'study skill' suitable for learning object development
- Consider developing a study skills self-assessment tool
- Consider an online self-assessment toolkit for transition students, covering all areas of student support need, and contextualised for social work.

2. Overview and background to survey

The Learning Exchange service at the Scottish Institute for Excellence in Social Work Education (the Institute) is currently extending its digital learning materials repository service to include Further Education (FE) as well as Higher Education (HE) in Scotland.

In early 2006, the Institute commissioned research into learning materials specifically to support transition for students moving from the HNC in Social Care to the social work degree.

The key questions to be addressed were:

- what issues do these students face, and
- what learning materials might help?

Work in the area of transition (also known as articulation) in Scotland has already been undertaken. In particular, the Institute Learning Exchange research has drawn on:

- The Report on the Mapping, Tracking and Bridging Project (Beveridge *et al.* 2004)
This project was commissioned by the Scottish Advisory Committee on Credit and Access (SACCA) for the Scottish Credit and Qualifications Framework. It examined specific elements of the FE/HE interface across disciplines. Amongst its recommendations was a call for more learning resources to aid the transition process.
- Subject-specific Articulation from HNQs to Degrees (Massie *et al.* 2005)
This research included social sciences as one of its four subject areas. Amongst its conclusions was support for the use of e-learning materials, the development of subject-specific learning materials, and the crucial place of study skills materials.

As part of the research carried out on behalf of the Institute, an online survey was disseminated. This report outlines the results of that survey, and their implications for the Institute Learning Exchange materials programme.

Notification of the survey was primarily via the Institute JISCmail list. This list has just under 600 active subscribers: approximately half are practitioners in social care agencies, while approximately 20% work in either FE or HE. A small number of targeted contacts with an interest in this area were also notified.

The survey was available between 29 March and 11 April 2006.

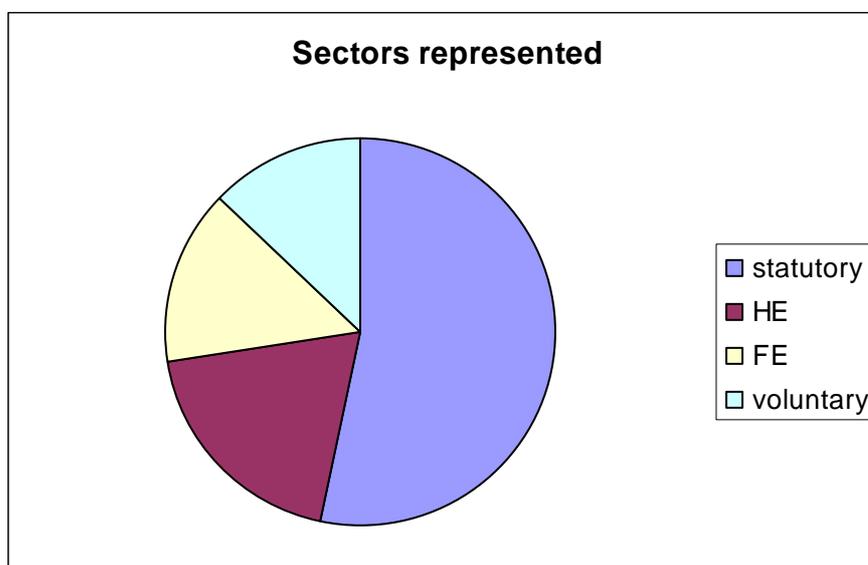
An archived version of the survey is available at <http://www.saradunn-associates.net/index.php?id=79>.

3. Respondent profile

A total of 63¹ completed surveys were received, greatly exceeding the target of 20.

- Organisations represented

Of the total sample, 33 (52%) were from statutory organisations, 23 of these (36% of the sample) being local government. There were 12 respondents from higher education institutions (HEIs), representing 20% of the sample. The respondents from HEIs represented six of the nine HEIs offering the social work degree in Scotland. Nine respondents (15% of the sample) were from further education (FE) colleges, and the remaining 8 respondents (13%) were from voluntary sector organisations. These included well known voluntary service providers, as well umbrella organisations for the Scottish voluntary sector.



- Job roles represented

In the statutory sector, the respondents were evenly split between 'workforce development' roles such as learning/training/development managers, and social work practitioners, including 11 social workers, of whom 3 were trainees.

In the HE sector, respondents included 7 lecturers, 7 senior lecturers, 1 teaching fellow and 1 associate lecturer.

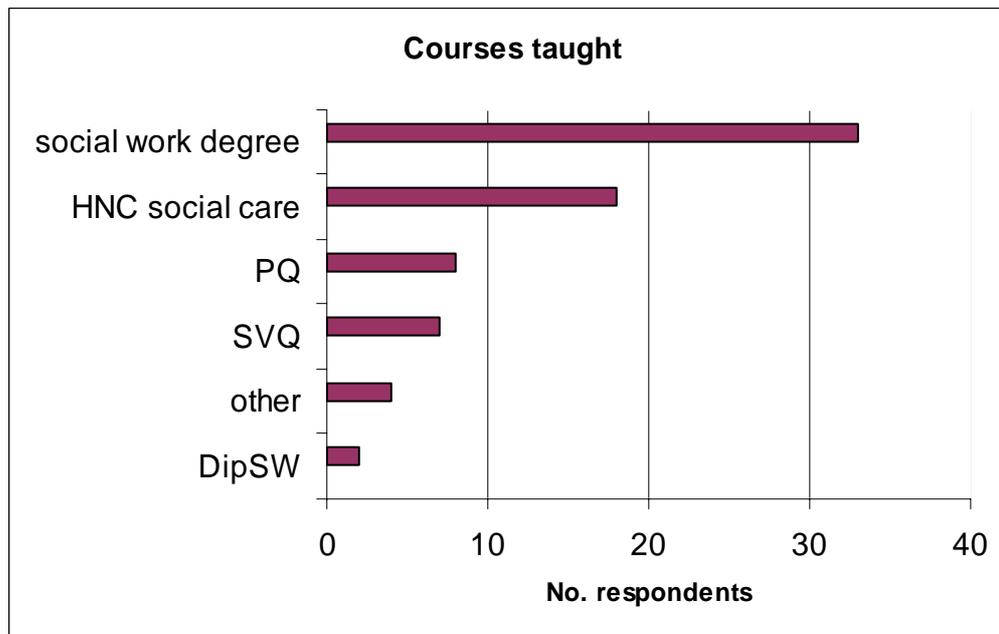
In the FE sector, respondents included 3 curriculum leaders, 3 senior lecturers, 1 lecturer, 1 director of vocational studies and 1 head of school.

Of the voluntary sector respondents, 6 had workforce development roles (including practice teaching roles) and 2 were managers of care services.

¹ The results which follow in this report are expressed as totals, and also as percentages for ease of comparison, although clearly percentages are extrapolations for a sample of this size.

- Courses taught

The majority of respondents, nearly 80%, had direct contact with social care or social work students. Of these, 18 were teaching the HNC in Social Care, 33 were teaching on the Social Work Degree. Other courses taught included related SVQs such as those in Care, Children and Young People, and Education. Two respondents were teaching the Diploma in Social Work; 8 were involved in postgraduate and post-qualifying teaching such as the PQSW.



Respondent profile: discussion

The total sample was considerably larger than anticipated, indicating a high degree of engagement with the issue of FE-HE transition in social care/social work in Scotland. The high number of respondents from the statutory sector was notable. This may be due in part to the make-up of the Institute JISCmail list, and the relatively high numbers of practice-based teachers subscribing to it.

The number of respondents from FE was lower than expected. This may again be an artefact of the JISCmail list subscriber profile and the relatively limited notification circulation, but it is also possible that a) transition support is a bigger concern for HE and for social work practice and/or b) support for transition students is expected to come from HE and practice environments rather than FE.

4. Survey results

The questions in the online survey covered three main areas of inquiry:

- What problems face transition students in social care/social work?
- What kinds of support are available?
- What are the highest priorities for learning materials to support transition?

All surveys were completed in full, with minimal miskeys/omissions.

4.1 Do social care/social work students need support?

Survey question: The SACCA report (2004) recommends more resources are made available to support students in bridging the FE to HE transition in Scotland. Do you agree with this recommendation for social care/social work students?

Rating: 5=agree strongly >>> 1=disagree strongly

Respondents were asked to rate their level of agreement with the SACCA report recommendation. Thirty-six respondents 'agreed strongly', 28 'agreed' and 1 'neither agreed nor disagreed'. The average rating was 4.5, where 5 is the strongest possible agreement.

A number of themes emerged in comments appended to this question. Most commonly, respondents remarked on the difficulty of the transition, for example:

- ❖ "The transition is a major one for many students and takes considerable time, effort and pain at times to make."
- ❖ "We are setting students up to fail if they have not been helped with bridging the gap."
- ❖ "Depending on the FE college attended and the quality of teaching, students are not always prepared for the difference in standards required for the degree courses."

However, some respondents took a different view:

- ❖ "Students who have completed HNC are fairly well prepared for the academic content of a degree. The 'support gap' lies in creating achievable pathways particularly for distance learning students, providing income support while training, childcare and financial support."
- ❖ "The HNC in Social Care student (which requires Higher English standards of communication) will be more prepared for the subject content of the social work degree than a school leaver with unrelated highers."

Another respondent warned against adopting a 'deficit model', where FE qualifications and students were devalued:

- ❖ “It is important to value the HNC for itself and to value social care workers - not all will wish or be equipped to move on to Social Work. However, for those interested and able it is important they have access to routes/resources to undertake the transition.”

The variability of accreditation of learning was also raised as an issue impacting on the transition support required. Comments included:

- ❖ “The requirements for bridging between HNC and degree courses will be influenced by the curriculum of each individual degree and the year of entry for the HNC student.”
- ❖ “[There is a problem with] acceptance of RPL”
- ❖ “Accreditation of previous achievements [is a problem]. Colleges/ Universities differ in their entry requirements, making it difficult to ascertain their requirements.”

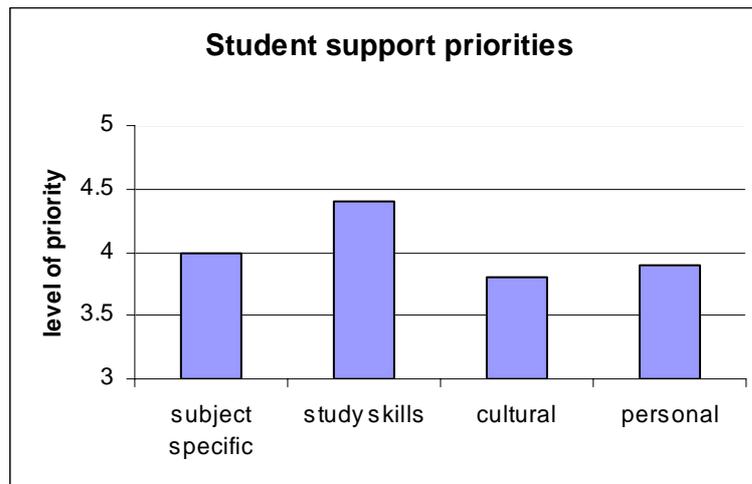
4.2 The main issues students face

Survey question: Please rate the importance of the following categories of support need for social care/social work transition students:

- Subject specific: learning needs related to curriculum mismatches, lack of balance in terms of theory and practice, lack of core skills such as information gathering and assessment, communication skills
- Study skills: needs in independent learning, managing larger class sizes, producing course work, referencing, sitting exams, managing greater volumes of course reading, dealing with less feedback on course work
- Cultural: dealing with more remote teaching, less tutor contact, and different and more remote student support systems
- Personal: managing less flexible timetables, managing childcare issues, lack of confidence, change in peer group and surroundings

(Categories derived from Beveridge *et al.* 2004)

Rating: 5=high importance >>> 1=low importance



Support for study skills was considered to be the most important priority by some distance, averaging 4.4 where 5 is the highest importance possible. This finding is reinforced later in the survey where respondents are asked to prioritise which areas learning materials should be developed in, and to rate the Learning Exchange's specific proposals for learning materials.

The second priority was subject-specific support, to address particular curriculum mismatches. This received an average rating of 4.0.

The third priority was personal support, with an average of 3.9, and regarded of relatively least importance was cultural support, with an average of 3.8.

In addition, one respondent, a senior learning and development officer from a local authority, cited maths as a significant gap in students' knowledge:

- ❖ "The courses we provide are part financed by ESF, and therefore are specifically about completing the qualifications on offer. Our highest - HNC - has shown a gap for our students for accessing University in terms of maths... We are encouraging those students interested in applying for University to go through Higher Maths asap through other college routes."

Main issues: discussion

The four areas of support need identified by the SACCA report seemed to find agreement in general with respondents, who did not identify any other forms of support need here or elsewhere in the survey.

The view that study skills were the 'standout' support need is supported throughout the survey. It should be born in mind that respondents were asked to rate the relative importance of the four areas, so the score of 3.8 for cultural support needs does not indicate that respondents thought it was of no importance, merely that study skills had the highest priority of the four options.

4.3 Kinds of support currently offered

Survey question: Does your organisation provide any form of bridging support for transition students in social care/social work? If so, what forms of support do you provide?

Twenty-seven respondents (42%) said their organisation offered some form of support need for transition students in social care/social work. Of these, the most commonly offered was student mentoring schemes (10), with more than half of these offered by statutory organisations. The next most common bridging support was pre-term university orientation. Seven institutions offered bridging courses, 3 of which were subject specific ones, including 1 offered by an HEI and designed to 'increase knowledge and confidence in writing and research' for prospective social work students.

Kinds of support: discussion

It was notable that statutory organisations offered at least as much in the way of support schemes for students as HEIs. According to respondents, some HEIs represented in the survey did not offer any form of bridging support, despite being the 'destination' institution for students articulating from FE (and other routes). One respondent from an HEI noted that their institution was considering withdrawing the necessary staff time for bridging support.

A number of respondents also said that, while materials have a part to play, it was important not to lose sight of the fact that the most important aspect of supporting transition students was personal and face-to-face interactions with teachers, support staff, tutors and other students.

4.4 Learning materials for transition students

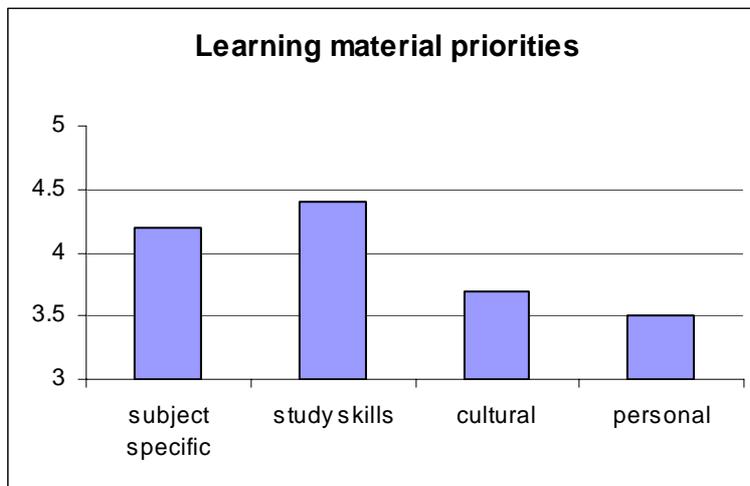
A series of questions asked respondents their views on the priority areas for learning materials to support transition, as well as their views on existing materials and gaps in provision.

4.4a Priorities for learning materials

Survey question: Please rate the categories below in terms of priority for learning materials for social care/social work students:

- Subject specific
- Study skills
- Cultural
- Personal

Rating: 5=high importance >>> 1=low importance



Respondents rated subject study skills support as the highest priority for learning materials, with an average of 4.4 where 5 is the highest importance possible. Subject specific materials for transition support were rated the next most important, with an average of 4.2. Learning materials related to cultural support needs averaged 3.7, and learning materials related to personal support needs averaged 3.5.

Priority for learning materials: discussion

The top two priorities for learning materials reflected the same priorities identified for support needs in general, with study skills again regarded as the most important.

Interestingly, personal support needs were rated a lower priority for learning materials (3.5) than they were in general (3.9), which may indicate respondents' view that learning materials are not a suitable form of support in this area.

Similarly, it is notable that subject specific learning materials came out as a slightly higher average priority (4.2) than subject specific needs in general (4.0), perhaps indicating that this topic is regarded as particularly appropriate for developing learning materials.

4.4b Existing learning materials

Survey question: Do you know of any learning materials that are, or could be, useful in supporting social care/social work transition students in any of these areas?

Forty eight (76%) of respondents did not know of existing learning materials that would support transition for social care/social work students. Those who did know of materials cited the following specific examples:

- ❖ “Reflective Practice is always an issue. Kolb² is a standard text used. Also standard social work texts including those in sociology and psychology”
- ❖ “Examples of process recording material; exercises on values; 3-stage theory framework (Collingwood 2003)³”
- ❖ “Introduction to Social Work: sorry can’t remember author. Found title in *Community Care*”
- ❖ “Open University *Study Skills Guide* in print and online”
- ❖ “SFEU; NLN; COLEG packs recommended reading from SQA re. units”
- ❖ “Learning support at Glasgow University had a handout about how to structure an essay”

More generally, respondents added:

- ❖ “Topss training booklets; social care magazines; college course books; internet training guides”
- ❖ “An extensive range of literature is available; but basic things like reading newspapers with a critical eye and trying to raise awareness through engaging with own local community processes would also be helpful.”
- ❖ “E-learning could be adapted for this purpose”
- ❖ “Generic materials are available in most university student support departments: but students need to be impressed upon to use them.”

4.4c SCQF student toolkit

Survey questions:

Are you familiar with the SCQF student toolkit *Making the Change from College to University*?

Would a version of the toolkit for social care/social work students be a valuable new resource?

The Scottish Credit and Qualifications Framework (SCQF) produced two toolkits in response to the Scottish Advisory Committee on Credit and Access (SACCA) report of 2004 by Beveridge *et al.*

The first is an 'Audit Toolkit' for institutions, an evaluative tool allowing course leaders to assess whether or not what they deliver to students meets the specific needs of those coming from a college and entering at an advanced level.

The second is an 'Audit Toolkit' for students, a similar type of tool that students can use to assess their own skills, abilities and knowledge against those required to successfully progress on to their chosen degree course.

² Kolb, D.A. (1984) *Experiential Learning*. Englewood Cliffs, New Jersey, Prentice Hall PTR.

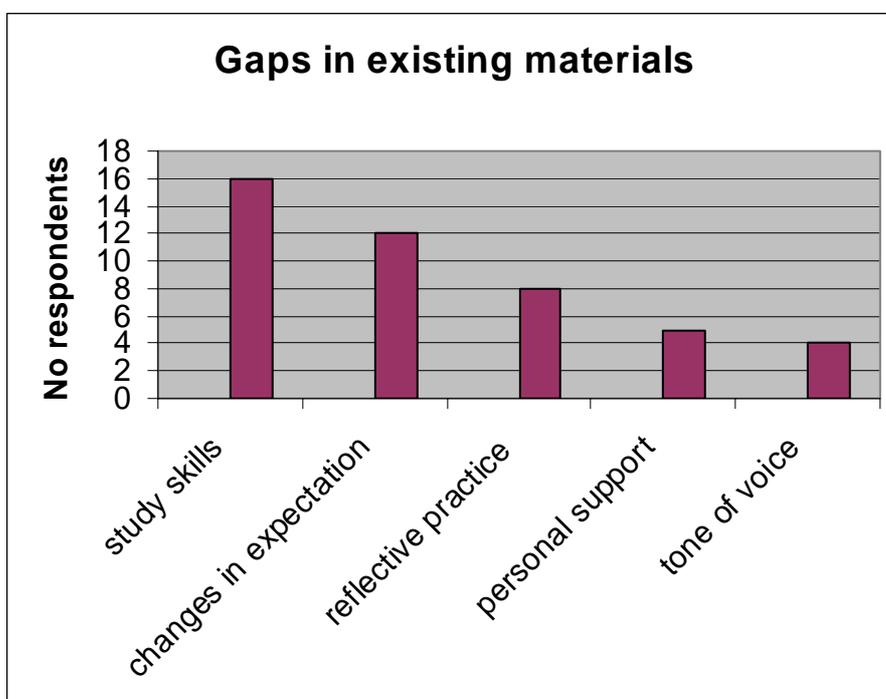
³ Refers to P. Collingwood, social work lecturer, University of Stirling

Five of the 63 respondents were familiar with the SCQF student toolkit (one of these was a SCQF project officer). Of those who knew of the toolkit, only one was actually using it with their students. All 5, however, considered that a social care/social work specific version would be valuable. One respondent commented:

- ❖ “[The toolkit] does raise some important issues - particularly highlighting what changes may be for students, and getting them to consider how this may affect them. Like everything, how we administer this needs to be considered.”

4.4d Gaps in existing materials

Survey question: What do you consider are the main gaps in existing learning materials to support social care/social work transition students?



This question solicited a good deal of interesting data, with a number of common themes and a large degree of consensus between respondents. The themes which emerged can be broadly characterised as:

- changes in expectation (12 instances)
- study skills (16 instances)
- reflective practice/critical thinking (8 instances)
- personal support (5 instances)
- tone of voice (4 instances)

Changes in expectation

The most general theme concerned the change of expectations for students entering HE. These changes might include greater demands in terms of study skills and reflective practice (see below), but also encompassed broader issues. Typical comments included:

- ❖ “We need materials which highlight the change in expectations re. depth of knowledge and understanding [required in HE]”
- ❖ “There is a mismatch in expectations about what are acceptable levels of academic enquiry, presentation of work and marking regimes. We need something to address these.”
- ❖ “We need material to help students feel they ‘belong’ in HE”
- ❖ “I do not feel it is always clear what is expected of [HE] students when they are asked to do an academic piece of work, especially if they are mature students with little or no experience of study at degree level.”
- ❖ “The level of academic writing required [is not understood by students]”
- ❖ “The level of work required [is not understood by students]”
- ❖ “I think it is more about the level of analysis and reflection and depth of knowledge, rather than just ‘gaps’ [in learning materials]”
- ❖ The gaps are around working with concepts at a higher level, and the language, knowledge and skills that this requires”

Study skills

Throughout the survey this was the most commonly cited specific learning support need for students articulating from FE to HE. Comments included:

- ❖ “[The gaps are in] study skills and writing skills materials”
- ❖ “[The gaps are in] writing skills e.g. referencing skills, self-study”
- ❖ “Students need to develop essay-writing skills and more independent learning”
- ❖ “[Students need] study support related to communication and presentation”
- ❖ “[Students need] guides to writing academic essays”
- ❖ “Students need to upskill [sic] their study skills, personal research and independent study. This needs to be done in the summer before entry to HE.”
- ❖ “[Students] need to write in a reflective and critically analytical style”
- ❖ “[Students need skills in] basic essay-writing, layout, referencing and structure”
- ❖ “[The gaps are in] guidance notes on reflective writing, and basic grammar lessons”

Reflective practice/critical thinking

The ability to think critically about experiences is regarded as a defining feature in social work practice, and unsurprisingly the issue was raised by a number of respondents. Typical comments included:

- ❖ “[Students need] an understanding of critical analysis and reflection as concepts that are essential and in need of ongoing development and review”
- ❖ “[We need material on] learning and practising reflection and critical analysis”
- ❖ “[We need] material about the use of self in helping relationships”
- ❖ “[We need material] about reflective practice and reflective application of theory to practice”

Personal support

Five respondents commented on the social aspects of support needed, for example face to face contact with teachers, tutors and mentors once in HE. One respondent commented that “someone from Uni visiting and speaking to college students was an important part of bridging support prior to entering HE”.

Tone of voice

Four respondents commented not so much on topics for learning materials, but on the tone of voice needed for the materials to be effective. The comments can be summarised as ‘jargon-free’ and ‘easy to relate to’.

Gaps in existing materials: discussion

Respondents’ views on gaps in existing materials showed a strong degree of consistency regarding the need for materials to support social care/social work students with study skills. This is interesting in light of the fact that there are generic study skills materials available, and in HE, this area is considered the responsibility of learning support services in HEIs, which would be available to social work students. However, only one respondent commented: ‘My University has support services in place for these transitions.’

The responses may reflect the tendency for subject specialists to be less aware of generic materials, even where they may be relevant, or they may reflect the view that there are specific study skills required for social work which are not being addressed by current materials or by HE learning support services. This view is supported to some degree by the rating respondents give to a later question regarding the Institute Learning Exchange materials [see section 4.5].

The frequent mention of reflective practice/critical thinking skills by respondents is interesting. A recent study by Heron (2006) explored this issue, investigating the way critical thinking might be evidenced in the transition from further education to higher education in Scotland. Heron analysed assignments from HNC Social Care students and Year One BA Social Work students:

‘The findings suggest that students working in social care environments and year one students on the BA Social Work course were able to evidence some critical thinking; however, it was generally quite minimal and limited to certain categories.’

Heron goes on to remark:

‘Whilst there are likely to be diverse opinions within Scotland as to how the new four-year honours degree in social work is implemented in terms of teaching, assessment and learning, a valuable opportunity may be missed if critical thinking is not a core feature and meaningfully aligned to students' experiences at further education and higher education.’

Thus, while the particular focus of this piece of research has been materials to support FE-HE transition, it would seem that those materials may be of equal value for HNC students and for degree students beyond transition. The degree of ‘vertical re-usability’ would be the key issue in determining the content of learning materials in this area.

An interesting point of reference for vertical reusability between FE and HE is the REHASH project. This is a JISC-funded project based at St George’s University of London, which is repurposing learning objects with the aim of supporting student progress from further education to higher education in medicine. According to REHASH:

‘Continuation of resources between HE and FE sectors will promote a feeling of familiarity, and enhance student support for adult learners, who often express both a high level of motivation, and a high level of anxiety.’⁴

Finally, it is important to remember that all students entering HE to study social work will be better prepared in some areas than others. As one respondent commented:

- ❖ “I would suggest that the HNC in Social Care student (which requires Higher English standards of communication) will be more prepared for the subject content of the social work degree than a school leaver with unrelated highers.”

⁴ See REHASH project web site at <http://www.etu.sgul.ac.uk/rehash/>

4.5 Views on proposed the Institute Learning Exchange materials

Survey question: The Learning Exchange is considering developing learning materials for the following topics. Please rank the topics in order of priority:

- Self-assessment: SW key topics

This learning object would be designed for individual self-paced learners, and would allow students to assess their current levels of knowledge in the key areas of the social work degree curriculum, before providing suggestions for further learning.

- Learning objects: SW key topics

These learning objects would be basic introductions to key topic areas in the social work degree.

- Self-assessment: SW study skills

This learning object would be designed for individual self-paced learners, and would allow students to assess their current levels of study skills against the specific study skills needed for the social work degree, before providing suggestions for further learning.

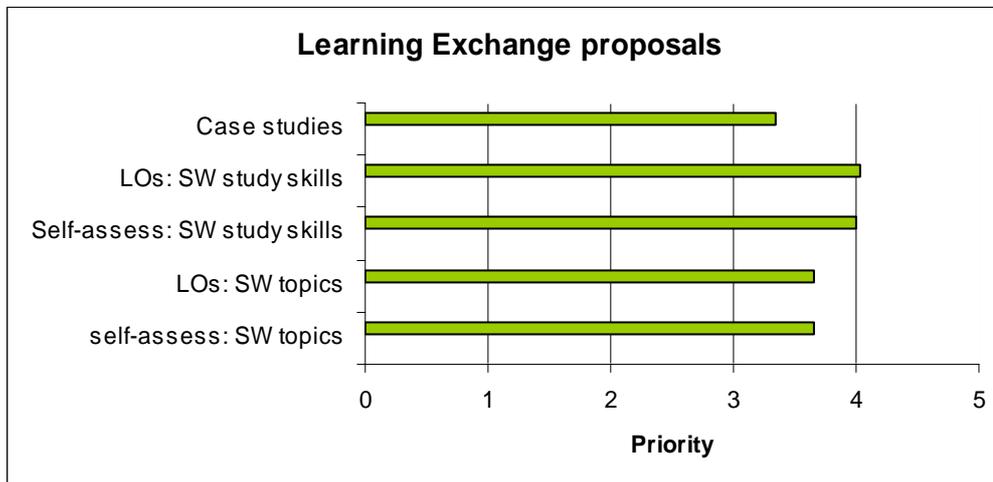
- Learning objects: SW study skills

This learning object would support learning outcomes in areas including reading, writing and referencing skills for the social work degree.

- Transition case studies

These case studies would be video based, and show the experiences of students who have made the transition for HNQs in social care to the social work degree.

Rating: 5=high priority >>> 1=low priority



This question was designed to elicit respondents' views on specific proposals the Institute Learning Exchange is considering for transition learning materials.

The proposal given the highest priority by respondents (average 4.04 where the highest priority was 5) was that for specific learning objects on social work study skills including reading, writing and referencing skills. Very closely behind (4.0) was the student self-assessment for social work study skills.

Some way behind were the self-assessment and the learning objects on social work key topics (both average 3.65). The lowest priority by some distance was the transition case studies (average 3.34).

The Institute Learning Exchange materials: discussion

The respondents' ratings of the Institute Learning Exchange proposals were consistent with their views on overall priorities, and which priorities might best be addressed by learning materials rather than other forms of support.

Study skills were clearly the focus for Learning Exchange learning materials most favoured by respondents. The difference between the ratings for the self-administered student self-assessment and the individual learning objects was negligible.

Video-based case studies were the least rated of the suggestions. This is in interesting contrast to the (small) amount of existing research (Kenwright & Brown 2004) on social work *students'* preferences for transition materials, which recommended 'case studies' and personal accounts of students who had successfully progressed. However, this study was focused on mature students rather than FE students, and did not set out to investigate teaching staff preferences on materials.

4.6 Views on proposed Learning Exchange community of practice

Survey question: The Learning Exchange is considering supporting a Community of Practice for educators in this area. Would this be of interest to you?

Over half (58%) of respondents indicated that a Community of Practice for educators with an interest in transition for social work students would definitely be of interest, and the remaining 43% indicated it would possibly be of interest.

Of note were the comments regarding the need to overcome boundaries between professionals and sectors:

- ❖ "More conversations are needed between the two sectors - the FE to hear what will help their students who are hoping to move to SW and the HE knowing what has been covered."
- ❖ "The self-contained professional is a thing of the past. Recent policy demands an approach to learning in all sectors that is not constrained by artificial boundaries."

5. Conclusions and recommendations

Overall, the results of this relatively small subject-specific study are very consistent with the results of larger cross-subject studies on FE/HE transition in Scotland.

Respondents generally agreed that students making the transition between FE and HE in social care/social work needed support, and agreed with the categorisations of support need summarised by Beveridge *et al.*

It would seem that support currently provided for students articulating to HE is very variable, though there does seem to be significant amount of practice-based support, perhaps a result of the relatively high level of practice-based learning incorporated in the social work degree.

The current inconsistency regarding accreditation was raised as an issue. Clearly this is significant and far-reaching. As far as the narrow remit of this research is concerned, the main impact is to indicate caution in the development of subject-specific materials based on the curricula. The relevance of any materials developed nationally may be variable at regional and local level.

In general, the results provided quite consistent and clear messages for learning materials development, with a preference for focusing on materials to support the specific study skills the social work degree requires. Results indicated it might be particularly useful to consider reflective practice/critical thinking as a 'study skill' for this degree. Heron's recent research (2006) would support this view, and also suggest that such learning materials might be relevant in FE and in HE, as well as at the point of transition between the two.

There was almost as much support for individual self-assessment tools in social work study skills as there was for learning objects.

Awareness of the SCQF toolkit was very low in this study, which may be due in part to the relative newness of the toolkit (2005), and the fact that it is a generic tool rather than a subject specific one. Those who were aware of it all considered that a social work specific version would be a valuable new tool.

The high level of interest in a community of practice dedicated to FE/HE transition in social work may be an indication of practitioner need. Arrangements for any community of practice should be co-ordinated with existing initiatives, including the subject specific social care/social work project being run as a follow-up to the SFC Bridging project by the South East Wider Access Forum.⁵

⁵ Personal correspondence with Dr Bernadette Sanderson, Director West of Scotland Wider Access Forum. See <http://www.swarf.ac.uk/> for information about Wider Access Forums. [South East WAF website currently being updated.]

Recommendations

1. First priority area for learning materials: social work specific study skills
 - Consider learning objects on reading, writing, referencing, information literacy, all contextualised for social work degree
 - Consider treating reflective practice/critical thinking as a 'study skill' suitable for learning object development; consider the vertical reusability of learning objects on reflective practice
 - Consider developing a study skills self-assessment tool
2. Consider an online, social work contextualised, transition student self-assessment toolkit, using the SCQF model
3. Monitor developments in accreditation and RPL in order to guide planning for potential subject-specific learning objects
4. Consider developing a subject-specific community of practice on FE/HE transition, in consultation with Scottish Funding Council and South East Wider Access Forum; consider whether any CoP should maintain a tight learning materials focus or address the issue of transition more widely.

References

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Heron, G. (2006) 'Critical thinking in social care and social work: searching student assignments for the evidence' *Social Work Education*, 25(3), April 2006, pp.209-224

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Scottish Credit and Qualifications Framework (2005) *Making the Change from College to University: Preparing to Move on from an HNC to a Degree* (SCQF)

