

Guidance for applicants trained overseas:

how to tell us about your post-qualifying learning

(SVQ 2 Social Services (Children and Young People) at SCQF level 6)

SVQ 2 Social Services (Children and Young People) is the benchmark qualification required for Support Workers in Day Care of Children Services

When carrying out an assessment, we must assess against the standards for SVQ 2 Social Services (Children and Young People) at SCQF level 6. These are called National Occupational Standards (NOS). You can find these on our website at http://workforcesolutions.sssc.uk.com/nos/cld_svq2.html. Click on 'SVQ 2' and then click on your practice area. You will see a list of highlighted units: four core units and a series of optional units. We must compare what you tell us to the four core units and any two optional units.

First and foremost we must assess your qualification. However, as part of every assessment we can also assess learning completed since you gained your qualification. We call this post-qualifying learning. You do not have to tell us about this, but if your qualification does not fully meet the criteria, we can consider the extent to which post-qualifying learning makes up for this.

We consider how this learning has contributed to your continuing professional development. (We use the term 'continuing professional development' (CPD) to describe ways in which you continually update your skills and knowledge to remain professionally competent.)

It is most important that you show how this learning has impacted on your current practice. We will not normally consider post-qualifying learning undertaken more than two years prior to your application, because it becomes more and more difficult to reflect accurately on practice as time passes.

This document contains the following sections.

1. How to tell us about your post-qualifying learning
 2. Types of post-qualifying learning
 3. Writing reflective accounts
- Appendix: Guide to referencing

1. How to tell us about your post-qualifying learning

You must **submit a minimum of three reflective accounts** to demonstrate how your learning has contributed to your continuing professional development and helped you develop and inform your practice.

You should reflect on:

- How this learning has helped you become more knowledgeable in your practice
- How you have used this learning in your working practice
- How you will use this learning in your future practice

Your reflective accounts should:

- refer to appropriate theory and legislation;
- be referenced according to the referencing guide provided in Appendix B;
- be authenticated by your manager, supervisor or assessor, who could also provide supplementary information about how you have applied your learning in practice and
- be anonymised to protect the confidentiality of service users.

2. Types of post-qualifying learning you can tell us about

You can reflect a range of formal and informal learning such as:

Worked-based learning

- learning from practice
- additional skills training
- supervision
- project work (eg. setting up a new activity)

Formal/Educational Activities

- courses
- further education
- attendance at conferences or seminars
- distance learning

Self-Directed Learning

- reading journal articles / relevant literature
- reviewing books or articles
- updating knowledge through the media

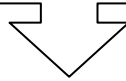
You must show a reflective style in your work.

3. Writing reflective accounts

The suggested process for writing a reflective account is as follows:

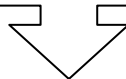
Choose a piece of your post-qualification learning/training, for example:

- a piece of professional practice you have undertaken
- a unit of study you have completed
- a training course you have attended
- a publication you have read
- a journal or government policy document you have read



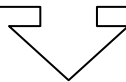
Think

- how your learning and training have helped you to develop your professional knowledge, skills and understanding
- how you have applied your learning and training in practical contexts



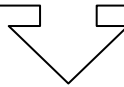
Theory / research. Link your learning/training with:

- Knowledge, facts and theories
- current policies
- current law
- previous experience



Evaluate your chosen piece of learning/training.

- What aspects of your learning/training have you taken forward into your own practice?
- Why?
- What aspects of your learning/training were not so positive?
- Why?
- How you gained and used support from others



Future practice

- How do you intend to make use of your learning to change your future practice?
- What benefits will your learning make to the service you work in, and to the service user?

Reflection involves **thinking** about your practice, **learning** from what you have thought about, and then **making use** of what you have learnt. Genuinely reflective thoughts often reveal areas for further development as well as strengths. The following is an example of reflective account based on work-based learning and self-directed learning, learning from practice and reading relevant literature. The headings brackets would not usually be incorporated into a piece of written work. They are there to show you how a reflective piece of writing can be broken down into component parts.

(Choose a piece of post-qualification learning)

I have chosen to reflect on a level 2 Child Protection Course which I recently attended, called 'Working to protect children with additional support needs'. The course was of one day's duration and was aimed at people who have direct contact with children with additional support needs. It is part of the mandatory child protection course which I am required to complete every three years.

(Think)

I was looking forward to attending the course as a means of extending my knowledge in this area, in particular understanding how to support children who have difficulty communicating. The afternoon session was designed to allow delegates to explore what communication means. I felt this would be of particular interest to me and something that would give me additional skills to support the children I work with.

(Theory / research)

As a support worker in a day care of children services I work within the guidelines of the UNCRC. Unicef (2012) Article 23 is of particular relevance to working with children with additional support needs.

(Evaluate)

The day went well. The course sessions were designed so that everybody could actively be involved in the learning process. Using case studies and activities we looked specifically at child protection issues for children with additional support needs. The case studies gave clear examples of professional practice, which made me reflect on the ways I work with the children in my setting. I was able to identify my strengths and weaknesses when communicating with children. A group discussion with other support workers made me

aware of the importance of listening to children. It made me realise that I have a tendency to talk to children without always really listening to what they are trying to say. Listening to children is central to meeting their needs and making them feel valued. When children feel that what they are saying is important, it helps to raise their self-esteem and gives them confidence to share things with others. This is of particular importance when safeguarding children. The course taught me how to identify risks for children with additional support needs, as well as having an awareness of some of the communication tools which could support the children. I feel that one of my main strengths as a support worker is the ability to work effectively as part of the team. As a team member it is my responsibility to share new knowledge. At our next staff meeting I have been asked to feed back my learning from the Child Protection Course to the rest of my colleagues. This will afford me the opportunity to share best practice from both the course and other attendees who shared new ideas and skills. Attending the course was of great benefit to me; not only did I learn new things but it also helped me to reflect on aspects of my practice, and in doing so has helped me bring about positive change, particularly with regard to listening skills, to help support the children I work with.

(Future Practice)

Listening is an important communication tool when working with any child.

For children with additional support needs it is vital that we find innovative ways to listen to what they are trying to tell us. I have a particular interest in play. As a communication tool, play affords children the opportunity to express themselves in ways that are not always understood by adults. In the future I plan to take the opportunity to look for books or articles that may be of use in expanding my knowledge about play and communication with children with additional support needs.

(References)

Unicef United Kingdom (2012) <http://www.unicef.org.uk/Documents/Publication-pdfs/betterlifeleaflets2012press.pdf> (Accessed 22nd January 2015)06

Appendix: Citing References

The following guidelines are based on the Harvard system of referencing. When you cite references in your work and provide a reference list at the end of your work, you should adopt a Harvard style. There are many variations on the Harvard system of referencing. The one detailed here is the most simple. If you are familiar with another form of Harvard referencing, you are welcome to use it.

Adopting accurate referencing procedures and conventions is important for several reasons.

- Using references demonstrates the range of reading you have undertaken
- Referencing provides evidence and support to the statements or arguments you bring forward
- Correct referencing enables the reader of your work to locate the publications you have engaged with
- To add someone's work to yours without acknowledgement is plagiarism

Presentation of references

At the end of all written submissions, you should list all the references you have used in alphabetical order by the author's surname. You should list these under the heading '**References**'. The following is an example.

References

Casey, T (2010) *Inclusive Play: Practical Strategies for Children from Birth to Eight*, London: Sage.

Callan, S. and Reed, M. (2011) *Work-based research in early years*, London: Sage.

Hughes, G and Ferguson, R (2000) *Ordering lives: family, work and welfare*, The Open University, London and New York.

1. Books

1.1 In the Harvard system, references in the text (in-text citations) are referred to by the **author's name** and **year of publication**. For example:

It is stated that... (Casey, 2010)

or

Casey (2010) states...

In your reference list at the end of your work you should then provide full details of the source you read it in. For example:

Casey, T. (2010) *Inclusive Play: Practical Strategies for Children from Birth to Eight*, London: Sage.

1.2 References in the text for two authors are referred to by **both authors' names** and **year of publication**. For example:

Hughes and Ferguson (2000) discuss.....

In your reference list at the end of your work, you would then provide full details of the source you read it in. For example:

Hughes, G and Ferguson, R (2000) *Ordering lives: family, work and welfare*: The Open University, London and New York.

1.3 For more than two authors give the surname of the **first author followed by et al.** Et al. means 'and others'. For example:

Katz et al. (2000) demonstrated that.....

In your reference list at the end of your work, you would then provide full details of the source you read it in. For example:

Katz, J. Peberedy, A. and Douglas, J. (2000) *Promoting Health, Knowledge and Practice*: The Open University, London.

2. Quotes

If you are directly quoting material (i.e. using the exact form of words used in the original text), you will need to include the **author's name**, **year of publication** and **page number**.

Clearly indicate where the quotation begins and finishes by using quotation marks. For example:

According to Casey (2010, p. 27) “the play environment is made up not just of physical features but also of the atmosphere and this has a significant influence on how children play”.

Larger quotes should be displayed in a separate paragraph. For example:

Casey (2010, p.37) discusses participation:

Play spaces should be allowed to evolve in an organic fashion through children’s own play. We are not aiming for a fixed and static environment but one that can change through children’s use of it, in a very immediate form of participation. The aim is that the play environment, both physical and organizational, should support all children to access play opportunities alongside each other in the way they would chose for themselves.

If you do not name the source in the lead-in to the quote, then it must be given after it.

Discussion around participation leads us to consider that:

Play spaces should be allowed to evolve in an organic fashion through children’s own play. We are not aiming for a fixed and static environment but one that can change through children’s use of it, in a very immediate form of participation. The aim is that the play environment, both physical and organizational, should support all children to access play opportunities alongside each other in the way they would chose for themselves.
(Casey, 2010, p. 37)

In your reference list at the end of your work, you would then provide full details of the source you read it in. For example:

Casey, T. (2010) *Inclusive Play: Practical Strategies for Children from Birth to Eight*, London: Sage

3. Secondary referencing

You may want to use a quotation or an idea from a source referenced in a work you have read. You haven’t read the original piece of work, but have discovered it through a secondary source. This is known as secondary referencing. Recognition is given to both the original author and the current author within the text. For example:

Cohen cited in Jenkinson (2001) refers to the benefits of imaginative play.

In your reference list at the end of your work, you would then provide full details of the source you read it in. For example:

Jenkinson, S. (2001) *The Genius of Play: Celebrating the Spirit of Childhood*, Gloucestershire : Hawthorn Press.

4. Reports

Workforce planning is vital in order to meet the challenges of recruiting and retaining staff, particularly in remote and rural areas. NHS Scotland (2007)

In your reference list at the end of your work, you would then provide full details of the source you read it in. For example:

NHS Scotland (2007) *Better Health, Better Care: Action Plan*, Edinburgh: The Scottish Government.

5. Journals and newspaper articles

5.1 Printed journal articles

Discussion by Brown and Morrison (2009) of the work undertaken by play specialists in a theatre setting highlights the diversity of the role of the Hospital Play Specialist.

In your reference list at the end of your work, you would then provide full details of the source you read it in. For example:

Brown, B. and Morrison, C. (2009) Theatre Made Fun The Journal of the National Association of Hospital Play Staff Issue 46, Autumn 09, p13-15

5.2 E-journal articles

Walker (2014) suggests that poor planning has failed our children.

In your reference list at the end of your work, you would then provide full details of the source you read it in. For example:

Walker, C. (2014) Nursing Children and Young People Vol 26, no 1. pp.5 [Online] available at <http://www.nursingchildrenandyoungpeople.com> (accessed 12th February 2014).

5.3 Websites

The most obvious differences from other referencing conventions are:

- the use of the term "accessed";
- the crucial importance of getting every detail (letters, symbols and no spaces) of a website address

For example:

When considering aspects of discrimination that many disabled people face (DDA, 1995) includes a section on children with disabilities which can help inform the professional practice of a Hospital Play Specialist.

In your reference list at the end of your work, you would then provide full details of the source you read it in. For example:

DDA The Disability Discrimination Act (1995)

Accessed 6th May 2010

<http://www.direct.gov.uk/en/disabledpeople/rightsandobligations/disabilityrights/dgl>

6. Referencing to Legislation

The Statute (Great Britain Data Protection Act 1998) laid down....

In your reference list at the end of your work, you would then provide full details of the source you read it in. For example:

Great Britain (1998) *Data Protection Act 1998*. Chapter 29. London: HMSO.

7. CD-ROMs

Author, Date, Title of item, Title of CD Rom, Place, Publication of the CD Rom, Publisher of the CD-ROM

Shaw, P. Cancer/Leukemia Interactive CD Edinburgh, The Sick Kids Friends Foundation. CD-ROM.