

**Guidance for applicants trained overseas:**  
**how to tell us about your post-qualifying learning**  
**(SVQ 4 Social Services and Healthcare at SCQF level 9)**

SVQ 4 Social Services and Healthcare is the benchmark practice qualification required for the following register parts.

- Managers in Care Home Services for Adults
- Managers in Care at Home Services
- Managers in Housing Support Services
- Managers in Adult Day Care Services

Please note that managers must also gain the benchmark management qualification, which is SVQ 4 Care Services Leadership and Management at SCQF level 10.

When carrying out an assessment, we must assess against the standards for SVQ 4 Social Services and Healthcare at SCQF level 9. These are called National Occupational Standards (NOS). You can find these on our website at [http://workforcesolutions.sssc.uk.com/nos/hsc\\_svq4.html](http://workforcesolutions.sssc.uk.com/nos/hsc_svq4.html). Click on 'SVQ 4' 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 four 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.

## 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**

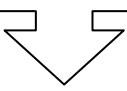
- reading journal articles / relevant literature
- reviewing books or articles
- updating knowledge through the media

You must show a reflective style in your work.

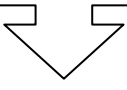
### 3. Writing reflective accounts

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

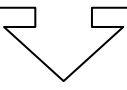
**Choose a piece of your post-qualification learning/training**, for example:

- 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**

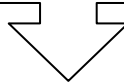
- how your learning and training have helped you to develop your professional knowledge, skills and understanding
  - how you have applied your learning and training in practical contexts
- 

**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 a reflective approach.

The manager of a number of small units for people with learning disabilities, who live in community settings scattered throughout the west side of a large city is trying to develop the best way to support her staff through a transition from working in larger more closely managed units. She writes about her experience.

(Choose a piece of post-qualification learning)

*I have been looking at the new structure of our organisation, where service users are living in smaller groups in houses within community settings. Some of the staff are finding the transition to more independent work with fewer people to be quite a challenge. I thought I would use a reflective approach to examine my practice and to see if I could come up with some ideas for helping the staff to enable service users to get the most out of their lives.*

(Think)

*I quite recently attended a seminar on team leadership skills and realised that a lot of the learning from that could be applied to the current situation. I have a professional responsibility to contribute to the personal and professional development of my staff and as a team leader I want to optimise the skills of all team members. This means that I have to get to know team members, be unobtrusively present when they are working with service users, talk to them and listen to their concerns. I need to provide opportunities for supervision on a reliable and regular basis, and also provide opportunities for the team to develop as a team even though they are working in different houses. This last issue was one I needed to give some thought to. I decided that I would use some of our resources to pay staff to attend a group seminar where I could get their suggestions about how we could best work together for the benefit of the service users. They came up with some really interesting suggestions. One person suggested we have a monthly cinema trip where as many of the staff and service users as possible meet for an evening out; another staff member suggested that we have an annual evaluation event presented as a fun evening with lots of food and drink (not alcohol... of course) that the service users like and where we have quizzes and games to elicit views about the service. There was a variety of suggestions and in this way the team felt ownership for taking the team forward in the future.*

(Theory / research)

*The thinking utilised theory from a number of sources which I learned about on my team leadership skills course. I have been inspired by the leadership thinking of people like Warren Bennis where the leader is seen as a catalyst of change, and others who see the leader as a strategic visionary such as Peter Senge. One of Bennis' sayings is that 'conventionalists wear a metaphorical hard hat; leaders must be different and wear sombreros. I like that. However I am also influenced by management theory which emphasises a more task-centred approach to getting things done. It is getting a good combination of these that led to my plan for the team seminar as a way of visioning the way forward for the team. I also utilised thinking about 'self-direction' to include staff in looking at ways forward for the team rather than just doing the thinking myself.*

(Evaluate)

*I think what I gained most from my team leadership training was confidence and a change of attitude. I have to take responsibility for making this team work; it's my job; I have to have the confidence that I can do it; and I have to involve team members as much as possible in the way forward so that they feel ownership for the direction in which we travel.*

(Future Practice)

*Future practice will utilise leadership skills to maximise team involvement in how the team works. In the future, instead of thinking that I have to make all the decisions, I now recognise and have the confidence to practise an approach that emphasises that actions by the team are decided by the team. I act as catalyst and support but we are all in this together.*

(References)

- van Maurik, J. (2001) *Writers on Leadership*. London: Penguin Books.  
[www.workforceinitiative.co.uk](http://www.workforceinitiative.co.uk)

## **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 12<sup>th</sup> 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 6<sup>th</sup> 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.