

Guidance for applicants trained overseas:

how to tell us about your post-qualifying learning

(SVQ 3 Social Services (Children and Young People) at SCQF level 7)

(Day care of children)

SVQ 3 Social Services (Children and Young People) is the benchmark qualification required for Practitioners in Day Care of Children Services.

When carrying out an assessment, we must assess against the standards for SVQ 3 Social Services (Children and Young People) at SCQF level 7. These are called National Occupational Standards (NOS). You can find these on our website at http://workforcesolutions.sssc.uk.com/nos/ccld_svg3.html. 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.

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

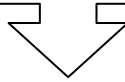
You must show a reflective style in your work.

3. Writing reflective accounts

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

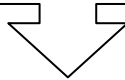
Choose a piece of your post-qualification learning/training, for example:

- 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



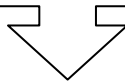
Think

- 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



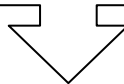
Theory / research. Link your learning/training with:

- 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)

Casey, T. (2010, p. 82) suggests that 'if inclusive play is to become a regular, natural part of the setting, then it is vital that staff and other adults work together'. I work with a number of children with disabilities. Inclusive play is of particular interest to me. I have been asked by my manager to look at updating our inclusive play policy. As part of my research on the subject I read the publication written by Casey. I particularly enjoyed chapter six 'working together'. As a room supervisor I see it as part of my role to engage with staff, children, families and others to ensure everyone is included in play, in a way that accommodates the individual. It is often assumed that, in order to offer a fully inclusive play environment, some children will need one-to-one assistance, requiring extra staff, or the play environment will not lend itself to positive play opportunities. Casey discusses the adult role and suggests that this is not always the case. She goes on to say that, in order to change practice, a more questioning attitude, as well as reflection on current practice, need to be adopted. Casey sets out practical ways on how to gather information from children.

(Think)

At a recent meeting I shared these ideas with my colleagues. The team was keen to be involved. Consideration was given to working with the children to gain an understanding from them of how they view the adult's role. This included:

- using a small world model, showing indoor and outdoor space to identify different areas that children use*
- drawing around an adult to create a life-size figure. Children to draw or write their thoughts about the role of adults onto this.*
- small play figures given to the children to represent how they see, or would like to see, the role of adults. The information gained from this activity to be recorded for evaluation purposes.*

The adult's role is only one aspect of inclusive play and so this is seen as an ongoing project. The first part of the project, 'looking at the views of children', was expected to take three months. This included setting up the activities, carrying out the activities and evaluating the findings.

(Theory / research)

As a childcare practitioner I work within the guidelines of the UNCRC. Particularly relevant to inclusive play is article 31 'the right to play' and article 23 'the right of disabled children to enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community'. Unicef (2013). The work of Casey highlights the importance of inclusive play and I am fortunate to work in an organisation that pays great a deal of attention to children's rights and to the 'voice of the child.

(Evaluate)

The project went well. Most children were actively involved in all the activities. There was particular enthusiasm for voice recording of ideas. The children were keen to share this experience and approached a number of visitors to the setting to ask if they would like to talk into the machine. One child in particular, who can be quite shy at times, became very animated when sharing his views. It became apparent that the novelty of a recording machine allowed him the ability to express his view more fluently and with more confidence. This was something that the staff had not considered before and it made us aware that we need to consider an innovative approach in allowing children to communicate in a variety of ways. The children began taking responsibility for the machine, which allowed them to work in groups, take turns and learn the basics of using it successfully. It was an opportunity for staff to observe children in a fun and relaxed way. What we observed was that the quieter children in the group were keen to participate and, in doing so, were able to socialise more effectively with others. The small world model was not so successful. This was in part due to the fact that it took time to build. It was difficult for the children to fully understand the purpose of the model and therefore they lost interest quickly when participating in its construction. In order to better facilitate this in the future, staff members decided that a different approach should be taken and that the model should have been part-made and then finished off by the children. This would have held their interest better and would perhaps have given them a better understanding of what the model was to be used for. As this is an ongoing project, we will continually evaluate what we are doing, to make sure that the project is fully-inclusive.

(Future Practice)

Reading the work by Casey gave me a better understanding of inclusive play. The practical examples given allowed me to share ideas with my colleagues. These ideas were introduced to our setting, which allowed us all as practitioners to share our thoughts and best practice. The children benefitted in ways that, at first, we did not anticipate. Families enjoyed hearing about the activities and children enjoyed sharing their experiences. Our settings inclusive play policy is being updated and is more succinct in its guidance to staff. It has given the staff the opportunity to look at other aspects of inclusiveness. As a result of our findings a working party has been set up to look at this particular area of practice.

(References)

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

Unicef (2013) available:<http://www.unicef.org/crc/> last accessed 20 February 2014.

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.