Guidance for applicants trained overseas:

how to tell us about your post-qualifying learning

(SVQ 3 Social Services and Healthcare at SCQF level 7)

SVQ 3 Social Services and Healthcare is the benchmark practice qualification required for the following register parts.

- Practitioners in Care Home Services for Adults

- Supervisors in Care Home Services for Adults *

- Supervisors in Housing Support Services *

- Supervisors in Care at Home Services *

(*Supervisors must also gain an additional supervisory or management qualification containing supervision or management theory and practice suitable for a supervisor of a care service with a minimum of 15 credits at SCQF level 7 or above.)

When carrying out an assessment, we must assess against the standards for SVQ 3 Social Services and Healthcare 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/hsc_svq3.html. Click on 'SVQ 3' 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
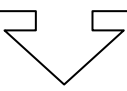- distance learning

Self-Directed Learning

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

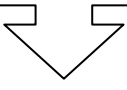You must show a reflective style in your work.

3. Writing reflective accounts

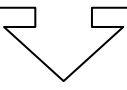The suggested process for writing a reflective account is as follows:

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
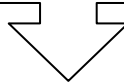
Think

- 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.

A practitioner in the residential care of adults attends a training session entitled Adult Support and Protection presented by the local authority. This example relates especially to the SVQ units 'Promote effective communication' and 'Promote the Safeguarding of Individuals'.

 (Choose a piece of post-qualification learning)

I attended a training day sponsored by the local authority which focused on the risk of harm (which includes abuse) to adults at risk through an examination of the provisions of the Adult Support and Protection (Scotland) Act 2007. The day provided opportunities to examine the meaning of the Act and its implications for practice through the use of informational slides, examples and case studies. One of the aims of the training day was that workers attending it would go back to their workplaces and share their learning with colleagues.

(Think)

In one part of the training day we were presented with different scenarios and had to determine whether they presented a risk and whether harm had actually occurred. This gave me an opportunity to evaluate information and ideas about risk and harm and to examine a range of approaches if harm is suspected or witnessed. It also provided practice guidance and materials for the application of protection measures under the 2007 Act

(Theory / research)

The training day focussed on a particular piece of legislation: the Adult Support and Protection (Scotland) Act 2007. It provided an overall knowledge and appreciation of The Act, which is built upon a body of research and experience in the health and care sectors in Scotland. It was initially triggered by a situation in the Scottish Borders where a young woman with learning difficulties was abused over a number of years in her own home.

The National Centre for Social Research on behalf of Comic Relief and the Department of Health also conducted research in 2007 indicating especially the vulnerability of older men living at home.

(Evaluate)

The training day broadened my knowledge and understanding and gave me the opportunity for discussion with people from different settings. My own practice in a residential home for older adults has benefitted in terms of awareness, vigilance and a knowledge of the actions that can be taken. I can apply the knowledge, skills and understanding gained so that my practice is as safe as possible and so that those on whose behalf I work are protected from harm as much as possible. The day has given me the knowledge and understanding to exercise initiative and independence as well as the confidence to work with other members of my team to protect individuals from harm. I think before this I may have been wary, for example, of reporting a family member or colleague in case I was wrong, but now that I know what to look out for and that there are positive actions that can be taken, I will be

confident to act in situations where I think that harm may have taken place or where I think there is the potential for harm.

The day was almost entirely positive, but I found the expectation that after this I would be able to go back to my workplace and share what I had gained with my colleagues to be rather daunting. I don't think I'm ready to take the lead in this at the moment even though we were provided with all the slides and training materials from the day. This will require quite a lot more work and absorbing the content of the day on my part. I plan to use supervision time to explore further this new area of work.

(Future Practice)

These are the measures I plan to take forward from the training day.

- *In my workplace I will now feel confident to act if I have any concerns about harm to the people I work with.*

- *I am going to work with my colleagues to ensure that our policies and procedures and their implementation provide maximum support and protection to the people we work with.*

- *In spite of my reservations, I am going to use supervision and develop my communications skills to work towards facilitating a series of discussions about harm, support and protection in my workplace.*

(References)

- *Adult Support and Protection (Scotland) Act 2007*

  http://www.legislation.gov.uk/asp/2007/10/contents

- *National Centre for Social Research on behalf of Comic Relief and the Department of Health (2007) UK Study of Abuse and Neglect of Older People: Qualitative Findings. London: University of London*

- *Scottish Government (2012) Adult Protection Training Framework.*

  http://www.scotland.gov.uk/Topics/Health/Support-Social-Care/Adult-Support-Protection/Training-Material/onedayslides

- *Workforce Initiative (2009) Tell Someone: Promoting the Care and Protection of Adults in Scotland's Care Services*

  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 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.