

Guidance for applicants trained overseas:
how to tell us about your post-qualifying learning
(SVQ 2 Social Services and Healthcare at SCQF level 6)

SVQ 2 Social Services and Healthcare is the benchmark qualification required for the following register parts.

- Support Workers in Care Home Services for Adults
- Worker in a Housing Support Service
- Worker in a Care at Home Service

When carrying out an assessment, we must assess against the standards for SVQ 2 Social Services and Healthcare 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/hsc_svg2.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.

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

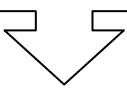
- reading journal articles / relevant literature
- reviewing books or articles
- updating knowledge through the media

You must show a reflective style in your work.

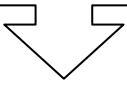
3. Writing reflective accounts

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

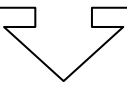
Choose a piece of your post-qualification learning/training, for example:

- 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

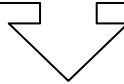
- how your learning and training have helped you to develop your professional knowledge, skills and understanding
 - how you have applied your learning and training in practical contexts
- 

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 support worker in the residential care for older people writes about her work with George, a recently admitted resident. She has been allocated key worker duties in relation to George and is concerned about his withdrawn behaviour and occasional outbursts of temper. She is determined that his residence in the home will be as positive as it can be.

(Choose a piece of post-qualification learning)

I have chosen to reflect on my learning during the first three weeks I worked with George. I wanted to get to the bottom of why he seemed so unhappy and I wanted to work on a care plan with him and in collaboration with my colleagues that would give him a positive experience in the home and optimise his well-being.

(Think)

When I thought about how I could help George towards a positive care plan I considered what I already knew and whether there were areas where I might need a bit more knowledge or some new skills to be able to help him. From my care training in my own country I already knew that communicating and developing a trusting relationship with George were important foundations to moving forward. To do this I set aside time every morning when I was on shift to have a chat with him and walk with him down the corridor to lunch. I also found that assisting with the practical task of dressing, which George was finding difficult, gave us a chance for a bit more chat. I used humour, acceptance and quite a lot of patience to go at George's rather slow pace, and George responded to this one to one attention. It was when he got with the other residents that he seemed to withdraw, but he did show a spark of humour in response to a good-natured approach. In my breaks I took the opportunity to look for books or articles that may be of use in expanding my knowledge about older people since most of my experience before had been with people with learning disabilities. I also wanted to improve my abilities in care planning and expand my knowledge of this. I discussed George with my supervisor in a supervision session and this enabled me to make a plan for my own development as well as a plan for helping George.

The main areas I needed to develop were:

- understanding the impact of admission to the home on George*
- developing a care plan*
- conditions common in older people in residential care e.g. dementia*

(Theory / research)

I'll focus this discussion on care planning since this is where I needed to develop most.

The theory I found most helpful was a really good book suggested by my supervisor about person-centred care planning called 'People, plans and possibilities'. It made me realise how important it is to work with a person to develop THEIR care plan, that it's not the worker's

plan but that person's; also that a care plan isn't just about getting practical things done but can let the person dream about what things they would like in their life. It turned out that there were lots of things George was really worried about and was really missing. He loved plants and didn't have any in his room or to look after. He also missed animals as he'd always had a dog, he missed his wife who had died the year before, he missed his house and he missed having the good health he'd always had before. So when we made a plan about what we were going to do we included how we could best deal with these things. In the first three weeks it wasn't possible to achieve everything but we had a plan: we would choose some plants for George's room, we would communicate with George's nephew to see if there were any more belongings he could bring from his house, we would get a medical assessment organised to follow up George's health concerns and I would make sure that George was around when we had a weekly visit from a large and friendly dog. It was only a start but just that one piece of learning about person-centred planning had provided a launch pad.

Other theory I drew on related to my reading about dementia and illnesses of old age, and about transition explaining some of George's difficulties with the change in his circumstances.

(Evaluate)

I have been able to take forward my learning about person-centred planning into all of my work and it makes a great difference to how I practise. I always enjoyed my care work before but I think I approached it from a rather practical point of view of having tasks to perform and getting them done. Person-centred planning uses communication skills and valuing people's dignity whilst also pushing your thinking beyond the everyday practical tasks of a caring job. My supervisor was a great help in pointing me in the direction of good reading material and enabling me to make suggestions in a supportive environment.

(Future Practice)

In my workplace I will now feel confident to work with people to develop their care plans in a person-centred way. This has huge benefits for service users who feel more valued and listened to. Often improvements can be made in their lives that only require quite small changes that can have a big impact on how they feel about being in a home.

(References)

Sanderson, H. et al (1997) People, Plans and Possibilities. Edinburgh. SHS.

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.