Remote Professional Registration Workshop: Competency & CPD

Part II

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Survey Monkey Apply!

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Applicant Support Mentors

Science Council Applicant Support Mentors facilitate workshops aimed at supporting individuals to understand the process for professional registration and the requirements to completing an application. For further information email enquiries@sciencecouncil.org.

Rob Butler CSciTeach, Applicant Support Mentor

Laurence Dawkins-Hall FIScT(Reg), CSci, CBiol, Applicant Support Mentor

Laurence is a Chartered Scientist and has 30 years’ experience of working, as a technician, in higher education and life science research institutes, throughout the UK and in the USA. During his career he has been engaged with scientific research and communicated science via outreach activities, teaching, training and publishing. He completed a degree in Biomedical sciences and his technical expertise pertains to molecular and cell biology, protein biochemistry & clinical genomics. He is currently a Registrant Assessor for the Institute of Science & Technology (IST) and runs registration workshops at the University of Leicester and nationally for the IST. He holds a Fellowship with the IST (FIScT).

Stephen Franey CSci, Applicant Support Mentor
Part II Objectives

- Applying for Registration
- Competency form
- CPD
Professional registration with the Science Council provides independent recognition of your achievements and maintaining the exact standards required to join the global community of professional scientists.

Much like Historically, especially in academic settings, there has been an absence of accreditation for technicians translating into a substantive career pathway.

What is professional registration?
Applying for Registration: 5 Steps

1. Decide which register is right for you
2. Choose which assessment route to take – written or face to face
3. Consider your examples of meeting the competences
4. Select which professional body you want to join
5. Apply through our common application process

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## Levels

<table>
<thead>
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<th>Level</th>
<th>Qualification Equivalent</th>
</tr>
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<tbody>
<tr>
<td>3</td>
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<td>Certificate of higher education (CertHE)&lt;br&gt;Higher apprenticeship&lt;br&gt;Higher National Certificate (HNC)&lt;br&gt;Level 4 Award&lt;br&gt;Level 4 Certificate&lt;br&gt;Level 4 Diploma&lt;br&gt;Level 4 NVQ</td>
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<tr>
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<td>Degree Apprenticeship&lt;br&gt;Degree with Honours&lt;br&gt;Graduate Certificate&lt;br&gt;Graduate Diploma&lt;br&gt;Level 6 Award&lt;br&gt;Level 6 Certificate&lt;br&gt;Level 6 Diploma&lt;br&gt;Level 6 NVQ</td>
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<tr>
<td>7</td>
<td>Integrated Masters Degree&lt;br&gt;Level 7 Award&lt;br&gt;Level 7 Certificate&lt;br&gt;Level 7 Diploma&lt;br&gt;Level 7 NVQ&lt;br&gt;Masters Degree&lt;br&gt;Postgraduate certificate&lt;br&gt;Postgraduate Diploma</td>
</tr>
<tr>
<td>8</td>
<td>Doctorate&lt;br&gt;Level 8 Award&lt;br&gt;Level 8 Certificate&lt;br&gt;Level 8 Diploma</td>
</tr>
</tbody>
</table>

Have you heard of Chartered Scientist #CSci? Did you know that we also have three other professional registration awards - Registered Science Technician, Registered Scientist and Chartered Science Teacher?

Find out which is right for you: [https://linkd.in/gqcMK48](https://linkd.in/gqcMK48)
Synopsis of each register

Science Council Registers

**CSci**
Chartered Scientists demonstrate effective leadership, using their specialist knowledge and broader scientific understanding to develop and improve the application of science and technology by scoping, planning and managing multifaceted projects.

**RSci**
Registered Scientists apply their skills and knowledge whilst working autonomously and have the ability to resolve problems and identify, review and select appropriate techniques, procedures and methods.

**RSciTech**
Registered Science Technicians work with minimal supervision in technical roles, delivering essential scientific services and support within laboratories, schools and universities, hospitals and in many other workplaces.

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Completing your Competency Report

Updates for registrants & applicants
RSciTech | RSci | CSci | CSciTeach

The Science Council is open for applications

The Science Council’s Common Application Process (CAP) has now reopened, and we are accepting applications. Find the new online application system here.
Competence means you have a sufficiency of knowledge and skills that enable you to act in a wide variety of situations. Simply put, you have the skills that enable you to do all aspects of your job effectively. At the Science Council, we break that down into five areas.

A. Application of knowledge and understanding
B. Personal Responsibility
C. Interpersonal Skills
D. Professional Practice
E. Professionalism
How to use this handbook

There are five sections, broken down into sixteen competences, which cover the five areas of professional standards.

1. Interpersonal and Communication Skills
   - Can you communicate effectively within the workplace?
   - Do you demonstrate good interpersonal skills?
   - Do you demonstrate an ability to resolve problems?

2. Responsibility
   - Can you work individually but recognise your limits?
   - Do you take responsibility for working safely?
   - Do you make sure quality standards are upheld?
   - Can you take responsibility for planning a course of action?

3. Knowledge and Understanding
   - Do you maintain a strong scientific knowledge?
   - Can you adapt your scientific knowledge to new areas?
   - Do you use pre-existing scientific theories to propose solutions?

4. Professional Practice
   - Why do you carry out certain tasks in a specific manner?
   - How do you contribute to helping your workplace run efficiently?
   - How do you help identify problems and implement solutions?
   - How do you attempt to work more efficiently?

5. Professionalism
   - Do you comply with professional codes of conduct?
   - How do you enhance your own professional development?

There is no correct order to fill in the book! As you gain more experience you will be able to successfully fulfil the different requirements.

This handbook may take you a while to complete, as you will not have developed all the necessary skills from your time at university.

Therefore, use this book to note down your thoughts and experiences throughout the year.

You will be required to write prose when you fill in the final competence report as part of your online application.

Throughout this handbook we have provided various examples for you. Some of these take the form of bullet point entries, whilst others are longer prose. These longer answers are what we will be looking for when you complete your competence report.
Competency Report

• 5 key skill sets or competencies (A-E)
  • 3 to 5 Skill sub categories (16 total)
    • 300-500 words per category
    • 3000-5000 words in total

• 2-3 case studies per category: Reflective practice

• 2-3 case studies taken from the last 5 years

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Your opening few lines **outline the problem** or situation, and talk about the specifics of what happened. Here, you would say what the problem is, or give an overview of the task you’re going to describe for the assessors.

**What solutions you posed**, or what you do to make your task work?. You won’t be telling us just what you did, you will be telling us why you did it, and relating it back to the subject heading.
In other words...

- *I* NOT *WE*

- Structure by *STAR*: 'Situation, Task, Action, Result'
Material to Include…

- Keep your answers **detailed but concise**. Try not to include too much superfluous detail. In particular, **keep background information to a minimum** providing context to personal endeavours. Focus on latter.

- Try to **include 2 examples** from the last 5 years **per competency**.

- It is permissible to use the same example multiple times, contextualised to a particular competency multiple times but **do not use the same examples every time**. Mix and match.

- **If you use technical acronym(s), define** at least once. The Assessor(s) might not have your technical background.

- Try to **include supporting information** to validate a claim but if supporting material is attached to your CAP make sure you **make specific and explicit reference to particular materials (attached) in the body of each answer**.
I use X technique on a daily basis – which enables Y to be delivered on time to the client.

I mentor more junior members of staff – which helps keep my team cohesive, happy and getting results.

I went on a course teaching me about Z – and I used this knowledge to improve my protocol which gives me more accurate results.
If you have *changed positions* in the last 5 years, *make reference to both jobs* in terms of mixing and matching competencies and also *validate* those separate skill sets by *utilizing references from both positions*. 
The Competence Report: 5 most-common mistakes

1. **We, not I**
   Now’s your time to shine! We are awarding registration to you, not your team, so in all your explanations, you need to be clear on what your individual role was. If your entire answer references “us” and “we” with no “I” or “me,” then you will need to reformulate what you’ve written.

2. **Being too brief**
   After you’ve written your response, read it back and think about whether an assessor would be able to visualise what your role was. If they can’t, you have not provided enough detail.

3. **Lacking depth**
   It isn’t just about what you did, it’s about how and why you did it. You can only be awarded registration when our assessors are sure you know the impetus behind, and results from your work.

4. **No outcomes**
   You need to demonstrate that you understand the difference that your work makes long-term. If you have improved a procedure, what does that mean in real terms? How do your colleagues benefit? What happens to the standard of your results?

5. **Not referencing the heading**
   The competence report is broken into 5 sections. Read the section heading thoroughly before you write your response. You need to make sure you have fully absorbed what it is asking.

These are not just “top tips”, they are what you need to follow to get your competence report to a high enough standard for it to be assessed.

Arm yourself with these pieces of advice, read the standards for RSciTech, RSci and CSci, utilise our competence report planner, explore the Resource Centre, and get it right first time. [Continue with your application here.](#)
Competencies in Real time

Working towards Registered Scientist (RSci) Handbook

Example
- Agreed aims with supervisor during 1:1 meetings
- End of year poster presentation
- Shared and reflected on the work that I completed this year through written reports
- Presented in department meetings
- Worked interdepartmentally, with both the Chemistry and Geology departments
- Trained my colleagues on the work I had completed

Example
I supervised an A-Level student on work experience at Pfizer for a whole week, which required arranging activities for her and preparing for time spent as a mentor. This included time spent working in the lab, tours of different areas, and career-type discussions. I mentored two other work experience students at different times for a day each. This was very valuable, as I had to alter my approach to discussing science with an audience who do not have the same experience as my colleagues. I had to learn how to engage these younger students appropriately.
In order to gain professional registration you will need to complete a **competence report** which will then **be assessed by 2 assessors** who are registered scientists themselves.

- The process to render **a decision can take anything from 3 weeks to 2 months**

- It is **rare for somebody to fail outright:** Licencing bodies will work with registrants to ‘plus the holes’ in their competency answers & they can then resubmit (at no extra cost)

- Please note: If for example **you apply for CSci** and your application is deemed to not meet registration standards, **you will not be awarded an RSci as a ‘consolation prize’**

- In short **take your time** to make the best application possible!
Further information?

Video guiding you through competency report

Reference Material
How to apply for Professional Registration: SC
IST Materials on Professional registration
Cost of Professional registration

Laurence Dawkins-Hall
Ish11@le.ac.uk
Linked In Profile
Registrant Profile
Mentoring CV

www.sciencecouncil.org
Code of professional conduct and CPD
CPD: Competency ‘E’

- CPD is evaluated in Competency ‘E’

- It is also required on the society application form

- To renew your Professional registration annually you do not need to resubmit another competency form

- You do however require a CPD audit submitted every year

- Fill this on as you accomplish activities

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Amelia Lesiuk, RSci:

**Step outside our comfort zone.** American author, Neale Donal Walsch said “Life begins at the end of your comfort zone. You won’t find glory at the centre of safety but at its ages [...] You have to not only pick up the dice but roll them. So go ahead, take the gamble”. We need to be brave, overcome our fears and keep repeating ourselves “I can do it”.

**Have a conversation with your line manager** about how you feel in your role, whether you are struggling with something, you need to learn something new or improve existing skills. Our line managers help us to identify our skill gaps and advise on how to fulfill those gaps. Maybe you are interested in attending an events/workshop/conference? You can explain why you would like to attend it and what you and your organisation will benefit from it.

Sarah Littler, CSci:

**Don’t see CPD as a box-ticking exercise**, see it as an active opportunity to build confidence, identify areas of growth and enhance your reputation.

**Keep a log of activities** and keep it up-to-date – an ongoing record will reduce the administrative burden of tracking CPD and will facilitate reflection and monitoring of your progress.

**Recognise the multifaceted nature of CPD**, it’s not only about technical knowledge, but wider skills (consultancy skills, communication, leadership, staff management, project management, application area knowledge, and so on).
**Maintaining professional recognition**

Annual submission of CPD is a requirement to maintain a professional award.

Each individual can retain complete control over their professional development and almost all activities that advance skills as a life science employee will qualify under the programme.

We provide all the tools needed to record and evaluate professional development activities, and individuals can manage and record their CPD online in the members’ area of our website.

As candidates progress through the scheme they will build up a CPD portfolio which can be used to demonstrate professional development to others.

**CPD requirements**

Candidates are required to attain at least 50 points from activities in three of five key areas:

1. Work based learning
2. Professional activity
3. Formal/educational
4. Self-directed learning
5. Other (skills obtained outside the workplace)
# CPD: Extant Categories

<table>
<thead>
<tr>
<th></th>
<th><strong>Category</strong></th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Work based</td>
<td>Acquiring new skills, refining existing skills, devising/delivering training programmes, writing articles/papers, reflective practice</td>
</tr>
<tr>
<td>2</td>
<td>Professional activity</td>
<td>Involvement in a professional body, mentoring</td>
</tr>
<tr>
<td>3</td>
<td>Formal / Educational</td>
<td>Attending conferences, obtaining qualifications</td>
</tr>
<tr>
<td>4</td>
<td>Self-directed learning</td>
<td>Reading journals, reviewing books/articles, researching topics</td>
</tr>
<tr>
<td>5</td>
<td>Other</td>
<td>Voluntary work, public service, non-work-related studies</td>
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</tbody>
</table>
Examples of CPD...

Many kinds of activities may enhance skills and knowledge whilst others will trigger the desire to change/improve/develop working practices and procedures - or even try something completely different! **If you are able to describe how you, and the users of the service you provide, have benefited from a particular activity, then it’s likely to be CPD.**

Activities that are carried out as part of your normal working life will not, however, count as CPD.

**Examples of potential CPD activities:**

- Learning by doing new work, outside your normal work activities
- Updating your scientific / technical / supervisory skills by study, secondment, job shadowing, etc.
- Researching / testing new resources for your own work or for others
- Researching / trialing new techniques / methods for your own work or for others
- Technical discussions with colleagues within the team and outside
- Reading / writing / reviewing technical literature and case studies
- Contributing to the work of the IST (or other professional organisations)
- Membership of / contributing to a special-interest group in the workplace
- Reading / evaluating / discussing articles in technical and management journals
- Attending / contributing to conferences and technical meetings
- Planning / running a training course for colleagues, other staff or external delegates
- Updating knowledge through the Internet and other sources
- Writing a report on new / updated equipment or technique
- Contributing to / leading a team of volunteers / community project
- Improving coaching / mentoring / counselling skills by study, practice, etc.
- Volunteering to assist in national STEAM projects
- Contributing to / creating making presentations for delivery to clients, regulators, managers, etc.
The five stages for CPD revalidation

**Standard S1:** A registrant must maintain a continuous, up-to-date and accurate record of their CPD activities.

**Standard S2:** A registrant must demonstrate that their CPD activities are a mixture of learning activities relevant to current or future practice.

**Standard S3:** A registrant must seek to ensure that their CPD has contributed to the quality of their practice.

**Standard S4:** A registrant must seek to ensure that their CPD benefits the users of the service (employee, customer, student etc).

**Standard S5:** A registrant must present a written profile containing evidence of their CPD upon request.
- www.sciencecouncil.org/apply


- Email: registration@sciencecouncil.org
Thank you and good luck!

<table>
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<tr>
<th></th>
<th>RSciTech</th>
<th>RSci</th>
<th>CSci</th>
<th>CSciTeach</th>
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