

Northern Ireland

Social

Care

Council

**PROFESSIONAL IN PRACTICE
INDIVIDUAL ASSESSMENT ROUTE**

**METHOD FOR SUBMISSION:
IN-SERVICE TRAINING SCHEDULE
HANDBOOK**

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In-Service Training Schedule Submission

Eligibility Criteria

- Candidates must be enrolled with the Professional in Practice Framework.
- Candidates must be registered with the NISCC (on Part 1 of the Social Care Register).

Word count for **Consolidation** and **Specialist** Awards are as follows:

1 Requirement	1,000 – 1,500
2 Requirements	2,000 – 3,000
3 Requirements	3,000 – 4,500

Maximum words limit of 6,000 words (in total) for 3 **Leadership and Strategic** Requirements.

1 Requirement	2,000 – 3,000
2 Requirements	3,000 – 4,500
3 Requirements	5,000 - 6,000

A word count must be included on the submission.

In-Service Training Schedule Guidance

The Social Care Council is committed to ensuring that the Professional in Practice is accessible to all social workers and therefore recognises all training in which they engage throughout their careers. Most of this is provided in-house within specific organisational contexts and contributes to meeting ongoing professional development needs.

This method of submission has been developed to enable social workers to achieve professional recognition within the Professional in Practice Framework for the learning achieved through training programmes which are not already PiP-accredited.

NB: The In-Service Training Schedule does not offer academic credits as part of the MSc in Professional Development at Ulster University.

Candidates may use this method for any Requirement/combination of Requirements alongside an assignment submission to complete a full award. This may mean you could submit this method for 3 Requirements and an assignment for the remaining 3 Requirements for a Consolidation Award.

It is important for candidates to consider in the first instance which Requirements and Award their learning from training best demonstrates. The agency PiP Representative will be able to guide candidates with those decisions.

Submissions may be based on an individual substantive training programme or on a cluster of shorter training inputs which are thematically linked. To be eligible to make a submission using this method, candidates must have attended a minimum of 5 days or 30 hours of training. This must be verified by their line manager.

The focus of the submission should relate specifically to the learning achieved and its application to practice and must be delivered from a critical and reflective perspective, drawing on an evidence base and knowledge.

Candidates must ensure that the professional Requirement(s) being claimed are explicitly addressed within the schedule.

Candidates will be required to demonstrate application of learning to **one case example or a practice theme**. A practice theme can be direct practice or project focused (however, cases must not be referred to directly) and can include management, education and training or a combination of these areas.

Candidates must ensure that their submission is consistent with postgraduate level requirements as follows:

- The submission should contain a wide repertoire of current and up-to-date knowledge drawn from a range of sources, including research;
- There should be demonstration of creativity and originality in application of knowledge;
- There should be demonstration of critical thinking skills;
- The submission should evidence the ability to plan and implement strategies to deal with complex situations;
- The submission should evidence the ability to communicate conclusions clearly.

Before you begin to complete the Schedule it is important to consider which PiP Requirements you are planning to meet and outline how the work meets those Requirements. Your agency PiP Representative will be able to guide you with your decision regarding choice of Requirements.

In- Service Training Schedule Guidance

Carefully examine each Requirement you are claiming. Each Requirement will be marked separately. Therefore consideration should be given to ensure there is sufficient critical review of the knowledge, skills and values to meet each Requirement being claimed.

Look at the language within the Requirement being claimed. Highlight the key terms. Ensure relevant research is being referred to in order to examine the key terms within the case study, practice theme or piece of work you have chosen. Knowledge should therefore enable you to understand the concepts within the Requirement and explore how this knowledge has been applied in practice.

If you have a selection of training activities, you should draw those together via a common theme(s) to facilitate more in-depth discussion.

Consider the training you have attended. Why did you attend in the first place? Were there learning or skills needs you sought to address? How has the training helped you understand the issues, improved your practice, highlighted areas for further development?

Explore how you have been able to apply your learning from the training attended, to your practice. What have been the outcomes for you, your service users/carers, the team, the service, your profession?

Has the training highlighted any value conflicts or issues that you need to consider either for yourself or your team in your area of work?

Remember that you have a word limit so try to discuss some of the above under each heading to avoid repetition.

Content of Submission

Each submission must use the Individual Assessment Route Booklet format which is available on the Learning Zone. This booklet contains the: Front Sheet, Candidate Checklist, Statement of Consent, Statement of Confidentiality and Line Manager Verification. You should completed your written submission using the In Service Training Schedule proforma available on the Learning Zone.

Where part of your submission is in a PDF format (for example: evidence in an APL submission or Assessor Report for a Direct Observation), these can be uploaded to the NISCC Portal as a separate document / documents.

Marking Grid

% Range	Content* (must include professional ethics) 30	Application of theory and research 20	Knowledge and understanding 20	Evidence of reading 15	Referencing (Harvard) 5	Presentation, grammar and spelling 10
70 – 100	Critical insightful evaluation and synthesis of complex issues and materials. A high level of originality and reflection. Demonstrates the ability to pursue research at Doctoral level. Originality. (21 – 30)	Extensive evidence of advanced applications and/or empirical data, where applicable, informed extensively by current research and practice in the area. Innovative and original use of knowledge. (14 – 20)	Exceptional knowledge and conceptual understanding of complex and/or specialised principles and concepts and the development and advancement of ideas and practice. High level critical judgement and confident grasp of complex issues. (14 – 20)	Extensive evidence of integrating current supplementary sources. (12 – 15)	Outstanding referencing with current sources. (5)	Outstanding, well-directed presentation, logically and coherently structured, using correct grammar, spelling and referencing. (8 – 10)
60 – 69	Critical evaluation and synthesis of complex issues and materials which includes some originality and a reflective approach. Well argued. (18 –20)	Clear evidence of relevant applications and/or empirical data, where applicable, informed by current research and practice in the area. Critical judgement and a grasp of complex issues. (12 –13)	Wide knowledge and depth of understanding of complex and/or specialised principles and concepts and the development of ideas and practice. (12 –13)	Evidence of extensive reading of current supplementary sources. (9 –10)	Comprehensive referencing with current sources. (4)	Very good presentation, logically structured, using correct grammar, spelling and referencing. (7)
50 – 59	Some critical evaluation and synthesis of key issues and material. Reasonably well argued. Largely descriptive. (15 –17)	Evidence of relevant applications and/or empirical data, where applicable, with some links to current research in the area. (10 – 11)	Good and appropriate knowledge and depth of understanding of key principles and concepts with some understanding of the development of ideas and practice. (10 – 11)	Evidence of reading supplementary sources. (7 – 8)	Adequate referencing. Some current sources. (3)	Orderly presentation, clear structure and acceptable grammar, spelling and referencing. (6)
COMPETENT						
REQUIRING FURTHER WORK						
45 – 49	Some evaluation and synthesis of issues and material. (12 – 14)	Occasional relevant applications and/or empirical data, where applicable. (8 – 9)	Basic knowledge and depth of understanding of key principles and concepts only. (8 – 9)	Limited evidence of current reading. (6)	Limited referencing. Sources not up to date. (2)	Weak presentation and structure, grammar, spelling and referencing. (5)
31 – 44	Limited evaluation and synthesis of issues and material. (11)	Limited applications and/or empirical data, where applicable. (7)	Limited and/or superficial knowledge of key principles and concepts. (7)	Minimal evidence of current reading. (5)	Inadequate referencing. (1)	Poor presentation and structure, grammar, spelling and referencing. (4)
0 – 30	Little or no evaluation and synthesis of issues and material. (0 – 10)	Little or no evidence of relevant application and/or empirical data. (0 – 6)	Virtually devoid of any evidence of knowledge and understanding. (0 – 6)	Little or no evidence of reading. (0 – 4)	Inadequate referencing. (0 – 1)	Inadequate presentation, structure, grammar, spelling and referencing. (0 – 3)