

## Remote Professional Registration Workshop: Competency & CPD Part II: **RSciTech & RSci**

**RSciTech**  
Registered  
Science Technician

**RSci**  
Registered  
Scientist

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## Survey Monkey Apply!

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## ABOUT ME

- ❑ 30 years experience in Biomedical Sciences
- ❑ Experienced molecular & cell biologist
- ❑ Experienced protein biochemist
- ❑ Experienced in Assay design & drug discovery
- ❑ Experienced with DNA Sequencing platforms & genomics
- ❑ Author, review Editor, instructor

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## My Science Council Hat

### 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](mailto:enquiries@sciencecouncil.org)

➤ **Rob Butler CSciTech, 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**

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## My Registration Credentials



## Part II Objectives

- ☐ Applying for Registration
- ☐ Register summary
- ☐ Competency form (A\_D)
- ☐ CPD & Registration renewal (E)

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## What is professional registration?

**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** Engineering Council

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

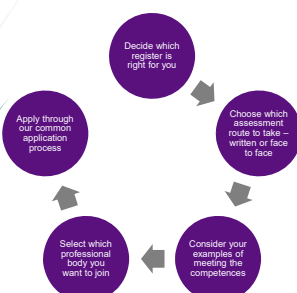
RSciTech  
Registered  
Science Technician

RSci  
Registered  
Scientist

CSci  
Chartered  
Scientist



## Applying for Registration: 5 Steps



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## Practice is equivalent to Qualifications

### Qualifications

Completed - Mar 2 2020

### Qualifications

The following academic criteria is required for each register:

1. RSciTech applicants must have a level 3 qualification or equivalent\* learning and achievement.
2. RSci applicants must have a level 5 qualification or equivalent\* learning and achievement.
3. CSci and CSciTech applicants must have a level 7 qualification or equivalent\* learning and achievement.

\*Equivalent refers to the QAA (Quality Assurance Agency for Education) descriptors. (Note: All round professional competence will be the deciding factor, and there are several other ways in which the required knowledge, understanding and skills can be demonstrated for applicants without the relevant qualifications.)



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## Synopsis of each register

**Science Council Registers**

<b>CSci</b> Chartered Scientist	<i>Chartered Scientists demonstrate effective leadership using their</i> <b>5+ Years. Management duties</b> planning and managing multi-staged projects.
<b>RSci</b> Registered Scientist	<b>2+ years Years. Training</b>
<b>RSciTech</b> Registered Science Technician	<b>1+ years Years. Supervised</b> workplaces

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## Completing your Competency Report

**Updates for registrants & applicants**  
RSciTech | RSci | CSci | CSciTech


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](#)

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## Science Council Video



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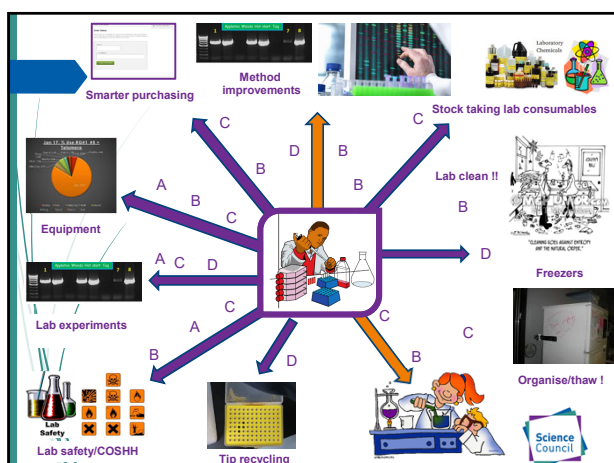
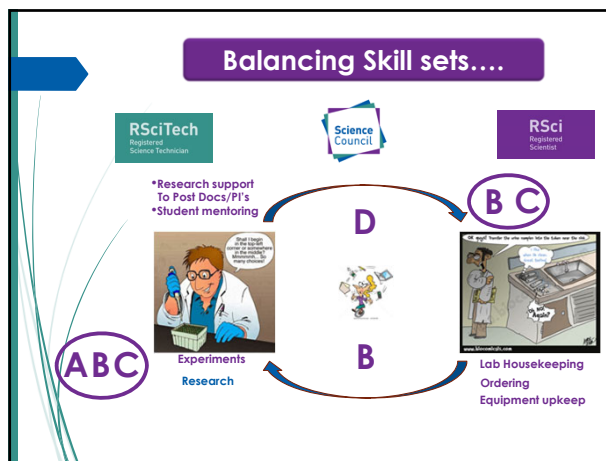
## What are the competencies?

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

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	RSciTech	RSci
<b>A</b>	Work independently according to an SOP Maintain equipment	Troubleshoot methods to find solution to technical problems Devise equipment protocols
<b>B</b>	Plan experiments to meet lab supervisor deadlines Follow COSHH	Plan own bench work & student training Devise COSHH
<b>C</b>	Communicate findings to supervisor Liaise with engineers	Communicate findings at internal forums or external conferences Train students
<b>D</b>	Devise personal lab housekeeping rotors Work to other standards	Lab management duties Work to e.g. HTA standards Work with other Techs



	RSciTech Registered Science Technician	RSci Registered Scientist	CSci Chartered Scientist
<b>A</b> Application of knowledge & understanding	<ul style="list-style-type: none"> <li>Applies knowledge</li> <li>Interprets and evaluates data</li> </ul>	<ul style="list-style-type: none"> <li>Applies knowledge in the context of new areas</li> <li>Analyses, interprets and evaluates information, concepts and ideas</li> </ul>	<ul style="list-style-type: none"> <li>Uses specialist knowledge and broader understanding</li> <li>Exercises judgement in the absence of complete information</li> <li>Demonstrates critical evaluation and proposes original solutions</li> </ul>
<b>B</b> Personal responsibility	<ul style="list-style-type: none"> <li>Works with minimal supervision</li> <li>Manages and applies safe working practices</li> </ul>	<ul style="list-style-type: none"> <li>Works autonomously while recognising limits</li> <li>Takes responsibility for safe working practices, contributing to their evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Exercises responsibility for self and others</li> <li>Develops and implements policies and protocols relating to health, safety and security</li> <li>Implements solutions with due regard to wider environmental and broader context</li> </ul>
<b>C</b> Interpersonal skills	<ul style="list-style-type: none"> <li>Demonstrates effective communication, interpersonal and behavioural skills</li> <li>Works effectively with others</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates effective communication, interpersonal and behavioural skills</li> <li>Demonstrates productive working relationships and an ability to resolve problems</li> </ul>	<ul style="list-style-type: none"> <li>Communicates effectively with specialist and non-specialist audiences</li> <li>Mediates and develops positive working relationships</li> <li>Demonstrates effective leadership</li> </ul>
<b>D</b> Professional practice	<ul style="list-style-type: none"> <li>Recognises problems and applies appropriate scientific methods</li> <li>Participates in continuous performance improvement</li> </ul>	<ul style="list-style-type: none"> <li>Identifies, reviews and selects techniques, procedures and methods</li> <li>Contributes to continuous performance improvement</li> </ul>	<ul style="list-style-type: none"> <li>Scopes, plans and manages multifaceted projects</li> <li>Takes responsibility for continuous performance improvement</li> </ul>
<b>E</b> Professionalism	<ul style="list-style-type: none"> <li>Maintains and enhances competence within a structured environment</li> </ul>	<ul style="list-style-type: none"> <li>Maintains and enhances competence</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a commitment to professional development by continuing to advance knowledge, understanding and competence</li> </ul>

## Competency Report

- **5 key skill sets or competencies (A-E)**
  - 3-4 Skill sub categories (16 total)
  - 300-500 words per category
  - 3000-5000 words in total
- **1-3 case studies per category: Reflective practice**
- **1-3 case studies taken from the last 5 years**

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## Structuring your answer



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

**Did your solution resolve/solve the issue? Outputs !!**

## In other words...



**'I' NOT 'WE'**



**'STAR'** : 'Situation, Task, Action, Result'



## Anatomy of a good answer



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

**Draw on different experiences** for different competencies,

**Better to provide 1 experience in detail** than multiple summaries

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

## Matching answers against Referees

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.

My notes

My notes

## What Happens when I Finish my report ?

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 'plug 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 !

## FAQ

My Job Title is "Technician": Can I become RSci or CSci?

Yes

If I Fail to attain say CSci, will I be awarded RSci?

No

I am an experienced Tech but not managerial.  
Can I apply for CSci?

Yes

Do I need to repeat my registration in full to renew ?

No

Do I need to join a professional body before CAP?

No



## 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](#)

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[Linked In Profile](#)

[Registrant Profile](#)

[Mentoring CV](#)



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## Code of professional conduct and CPD

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## CPD versus Competency E

**CPD & 'E'** is a *mixture of vocational activities* that must be qualified to say how the activity has enhanced your performance

**CPD is submitted and updated every year** to retain registration whereas CPD enunciated via competency E is submitted just once

Annual **CPD submissions are procured via the licenced body**

Annual CPD submissions incur no cost but membership **renewal via the LB does incur a cost annually**



## CPD: Registration Renewal



### 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)

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## CPD: Extant Categories



- 1 **Work based** (e.g. acquiring new skills, refining existing skills, devising/delivering training programmes, writing articles/papers, reflective practice)
- 2 **Professional activity** (e.g. involvement in a professional body, mentoring)
- 3 **Formal / Educational** (e.g. attending conferences, obtaining qualifications)
- 4 **Self-directed learning** (e.g. reading journals, reviewing books / articles, researching topics)
- 5 **Other** (e.g. voluntary work, public service, non-work-related studies)

## The Science Council standards for registrants



### 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.

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## Resources



[www.sciencecouncil.org/apply](http://www.sciencecouncil.org/apply)

**RSciTech guidance:** [sciencecouncil.org/web/wp-content/uploads/2016/04/RSciTech-Competence-report-guidance-edited.pdf](http://sciencecouncil.org/web/wp-content/uploads/2016/04/RSciTech-Competence-report-guidance-edited.pdf)

**RSci guidance:** [sciencecouncil.org/web/wp-content/uploads/2016/04/RSci-Competence-report-guidance-edited.pdf](http://sciencecouncil.org/web/wp-content/uploads/2016/04/RSci-Competence-report-guidance-edited.pdf)

**Email:** [registration@sciencecouncil.org](mailto:registration@sciencecouncil.org)

[www.sciencecouncil.org](http://www.sciencecouncil.org)



Thank you and  
good luck!



	RBioTech	RBio	CBio	CBioTeach	CBio	ICB	UKBT
Guideline no of years/ work experience required in relevant field	1 year	1-2 years	6-8 years (incl. 1-2 years in a senior role)	4-6 years (incl. 2 years in a senior role)	6-8 years (incl. 1- 2 years in a senior role)	6+ years	5+ years
Qualification level or Equivalence to	Level 3	Level 5	Level 7	Level 7	Level 7	Level 7	Level 6
Competency by Application/Interview/Exam	Application or Interview	Application or Interview	Application or Interview	Application	Application	Application and Exam	Application
Competence section in application	Y	Y	Y	Y	Y	Y	N
CPD record required to maintain registration	Y	Y	Y	Y	Y	N	Y
CPD record required to gain registration	N	N	N	N	Only if applying via 2 years MRSB CPD route	N	Y
RSB membership required	Affiliate (minimum)	Affiliate (minimum)	MRSB/FRSB	MRSB/FRSB	MRSB/FRSB	N	N
Application fee required	£15	£20	£45	£45	£50	£450	£100
Annual retention fee required	£15	£20	£45	£45	£25	N/A	£50
Election cycle	Quarterly	Quarterly	Quarterly	Quarterly	Quarterly	Annual	3 times a year
Renewal required	Yearly	Yearly	Yearly	Yearly	Yearly	N	Yearly (1-5 yearly re- registrations)

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