Demonstrating Master's Level Equivalence in Your Competence Report

Chartered Scientist applicants must have a master's level qualification **or equivalent learning and achievement**. (Level 7 in England, Wales and Northern Ireland, Level 11 in Scotland).

As part of a new way to demonstrate equivalence for Chartered Scientist applications we are trialling a new approach. Instead of writing a separate equivalence report, we are asking applicants to instead demonstrate master's level *thinking/understanding/learning* in their competence report – the examples you provide to demonstrate the competencies required for CSci registration. This will save duplicating examples in a separate report, but means that you will have to consider how you demonstrate these master's level outcomes in your competency examples.

Below are some tips to help you demonstrate master's level equivalence in your competence report, and should be read alongside the general guidance for completing a competence report.

1. Align examples with both technical and behavioural indicators of master's level work

Technical Indicators

These reflect your **knowledge, skills and application** in your scientific discipline.

Examples include:

- Applying complex scientific concepts to solve real-world problem
- Managing and analysing data critically
- Understanding and complying with regulations and standards
- Innovating or improving technical processes
- Managing risk in scientific projects

Behavioural Indicators

These show your **attitudes, behaviours and interpersonal skills** in a professional context.

Examples include:

- Taking responsibility and showing leadership
- Making sound judgements under uncertainty
- Communicating complex ideas clearly to various audiences
- Collaborating effectively and resolving conflicts
- Reflecting on experiences to drive self-improvement

2. Use the STAR structure

Situation – Brief context
Task / Challenge – What was expected or needed
Action – What you did (focus on *your* contribution)
Result – What was achieved and what you learned

Be concise with context and rich in detail about your actions and outcomes.

3. Demonstrate critical thinking

Master's level responses should go beyond describing what you did – explain *why* you did it, *what alternatives* you considered, and *how* you evaluated the evidence or options.

4. Emphasise reflection and learning

Show how you learned from the experience and how it influenced your future decisions or practice.

"From this, I learned to…"
"On reflection, I would now…"

5. Show complexity and uncertainty

Don't shy away from describing challenging or unpredictable situations. Explain how you handled incomplete data, conflicting opinions, or high-stakes decisions.

6. Quantify impact where possible

Where possible, use evidence or data to support your claims:

- Cost or time savings
- Measurable improvements (efficiency, safety, quality)
- KPIs, feedback, or audit outcomes

7. Use clear, professional language

Write confidently, avoiding jargon unless it's relevant and explained. Aim for clarity and authority, but don't overcomplicate.

Avoid: “I might have contributed to improving…”
Use: “I led an initiative that resulted in a 15% improvement…”

8. Tailor examples to each competency

Choose examples that clearly align with the **specific intent** of each competency. Avoid using the same example too many times unless it’s especially rich and relevant across areas.

9. Demonstrate independence and leadership

At master’s level, evidence of autonomy, methodical decision-making, and influence is crucial. Even if you worked in a team, focus on *your* responsibility and role.