RSciTech
Registered
Science Technician

Science Council

Becoming a Registered Science Technician

Competence report – advice to applicants

Applicants for RSciTech will need to demonstrate competence across five areas. Guidance on what the assessors will be looking for under each competency is provided below but the examples are just indicative – there will be many other valid examples you can choose.

Here are some tips you should bear in mind when compiling your application:

- For each competence statement, you will need to give clear examples of the role that **you** play or the contribution that **you** make to a particular task or activity.
- The examples must have sufficient depth that the assessor should be able to visualise what you did from your description. To achieve this, it might be useful to explain what you did, how you went about it and why you did it. Or consider using the STAR format to draft each competency, focusing on describing the **Situation, Task, Action and Result.**
- You may use the same task or activity more than once, but you should ensure you are clear on how it applies to the specific competency you are addressing.
- Some of your competency answers may seem fuller or easier to complete than others – this is normal and is illustrative of the wide spectrum of scientists and technicians who wish to become professionally registered.
- Most of the examples you provide should be fairly recent (within the last three years) but you can also draw on relevant experience further back in your career.

Word Limit

Please aim to write around **300 words per competence** - too few words may not give the assessors enough detail to fully understand your strengths, while too many could make your key points less focused and harder for the assessors to follow.

Aim to be concise yet comprehensive, providing clear examples of how you meet the standard without unnecessary detail.

The guidance below is not specific to any Science Council Licensed Body. Each Licenced Body will have their own guidance to which applicants can refer. This document is intended

to advise applicants using the Common Application Process or those exploring Science Council registration. It can be used by Licenced Bodies as a basis for their own guidance if required.

A: Application of knowledge and understanding

This competency grouping is looking at how you: Identify and use relevant scientific understanding, methods and skills to complete tasks and address well defined problems.

The A competencies are your opportunity to demonstrate your scientific knowledge and understanding and how you apply it in the workplace; what knowledge you have gained and how you translate it. There are 3 competencies within the A group which each have a different focus, try and think of ways you can evidence these competencies. They could include:

- Investigating new techniques
- Scientific reports
- Data analysis
- Devising, reviewing, selecting, adapting or improving a method
- Optimising a process or equipment using prior knowledge

This is about demonstrating that you understand the science behind what you do and why the method selected is appropriate for your task and how you interpret if the data output is high quality.

In this document the text in green is the competence statement itself. This will be documented in the application form and must be evidenced in your answer. The black text is guidance about what you might want to consider in your evidence but is not intended to be an exhaustive list.

A1: Apply knowledge of underlying concepts and principles associated with area of work.

This competency can be used to describe your routine scientific duties and responsibilities.

What we are looking for here is an example of how you apply your knowledge in your day-to-day work.

This means that you can explain the major reasons for undertaking your work. You may be, for example:

- working in a subject discipline in an applied science area. You should name and describe in technical detail how you use the main components, elements, materials, or designs involved in your work and why you are carrying it out.

- involved in carrying out a procedure or process. You should explain in technical detail why you are using that procedure or process and why it is relevant to that specific work.
- involved in using an experimental model or computer programme. You should explain why you are using that specific model or programme and describe in technical detail how you are using it and what the results might contribute to.

A2: Review and select appropriate scientific techniques, procedures and methods to undertake tasks.

This means that you can explain the underlying reasons for undertaking tasks and why a particular procedure, technique, or process is appropriate. You could describe a specific task or procedure and why you do it that way. What is the outcome using that method and why is this a good thing?

Your example may for instance describe:

- the principles behind the activity that you are undertaking and any associated technology.
- the reasons behind the choice of method used to carry out the activity and the criteria which form the basis of what you need to achieve the end result.

Your answer to this competency could be expanded on in the next competency – this competency is looking at the stated problem, A3 at how you solve it.

A3: Interpret and evaluate data and make sound judgements in relation to scientific concepts.

This means you can explain how you recognise when your activity appears to have been successfully carried out, or not, and what data, observations, or measurements you are evaluating mean, relating it to the underlying principles. You should also be able describe how you present information (e.g. a report, tables, meetings, presentations) in an appropriate manner to explain your judgement.

Examples may include where you have stated whether the activity has worked well or not:

- if successful, your example should describe the rationale/scientific basis behind this conclusion and why the data, observations, or measurements might mean this.
- if not, how you gave reasons why the activity 'failed' and what you proposed to do next time to address this. Your example should also include how you explained/demonstrated the results of the activity. This could include comparing it with results from a number of different activities.

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You may find that your answer to A3 is an extension of A2 - demonstrating how you solved the problem described in A2.