# General requirements for professional registration (CRST2)

**This guide provides you with the requirements for professional registration with the ASE**

Table of Contents

[General requirements for professional registration (CRST2) 1](#_Toc158104852)

[RSciTech – Registered Science Technician 2](#_Toc158104853)

[Competence report – advice to applicants 2](#_Toc158104854)

[The Competences 2](#_Toc158104855)

[RSci – Registered Scientist 7](#_Toc158104856)

[Competence report – advice to applicants 7](#_Toc158104857)

[The competences 7](#_Toc158104858)

[CSciTeach - Chartered Science Teacher 13](#_Toc158104859)

[Competence report – advice to applicants and mentors 13](#_Toc158104860)

[CSciTeach – The Standards 13](#_Toc158104861)

[Continuing Professional Development – CPD 16](#_Toc158104862)

[Equivalences 18](#_Toc158104863)

[For CSciTeach 18](#_Toc158104864)

[For RSci 19](#_Toc158104865)

[For RSciTech 20](#_Toc158104866)

# RSciTech – 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 competence 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 have given clear examples of the role that you play or the contribution you make to a task or activity.
* The examples must have sufficient depth, the assessor should be able to visualise what you did from your description.
* You can use the same task of activity more than once, but you should be clear on how it applies to the specific competence you are addressing.
* Most of the examples provided should be recent (in the last three years) but you can draw on relevant experience further back in your career.

## The Competences

**A: Application of knowledge and understanding**

Identify and use relevant scientific understanding, methods and skills to complete tasks and address well defined problems

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

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.

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.

**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 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.

**B: Personal Responsibility**

**Exercise personal responsibility in planning and implementing tasks according to prescribed protocols**

**B1: Work consistently and effectively with minimal supervision to appropriate standards and protocols and know when to escalate appropriately**.

We are looking for an example of how you carry out work with minimal input from your

supervisor for certain key tasks, experiments or procedures associated with your role and

completing them to the appropriate standards and time frame. We are also looking for evidence that you know when to escalate appropriately and that you are able to make a

judgement on when to escalate.

**B2: Demonstrate how you apply safe working practices.**

This means that you can explain the safe working practices applicable to your area of work

and describe how you follow them.

Your examples could include:

* risk assessments associated with your work
* relevant Health and Safety regulations, e.g. COSHH, Noise, Manual Handling
* relevant Home Office Licences
* safety training courses you have successfully completed for your laboratory role
* any monitoring of safety within your work, e.g. for radioactivity, chemical exposure
* safety equipment and control

**B3: Take responsibility for the quality of work and the impact on others.**

This means that you can describe how you take responsibility for the quality of the work that you undertake and its impact on others within defined parameters and timelines– including if an activity does not work in the way that you expect.

For instance, your example could include how you:

* ensure that an activity is carried out to the agreed standard or protocol (e.g. good laboratory/workshop/design practice) and your example should provide evidence for this.
* understand when something might not have been carried out quite correctly and what impact it could have on the quality and reliability of the outcome.
* point out ‘good experimental data’ and ‘bad experimental data’ and the reasons why the bad data might have occurred

**C: Interpersonal Skills**

**Demonstrate effective communication and interpersonal skills**

**C1: Demonstrate effective and appropriate communication skills.**

What we are looking for here is an example that you are an effective communicator. The

example can be through appropriate oral, written or electronic means.

Your examples should for instance include a description and details of:

* how you discuss and agree objectives with your supervisor
* how you discuss and agree objectives in team meetings
* how you describe or present your work or other aspects of lab, workshop, or section
* work (e.g. safety updates, method updates) to your supervisor or colleagues
* how you prepare written reports on your work
* how you train students or staff in the use of equipment or processes
* how you demonstrate the processes or systems
* the part that you play in induction of new staff or students

**C2: Demonstrate effective interpersonal and behavioural skills.**

This means that you can demonstrate skills that you use to interact with colleagues in a

constructive way within the work setting. In these situations, it may be appropriate to discuss these with your supervisor, as an external perspective is often very useful in this regard.

Your example should also describe how you ensure your method of interaction is appropriate for:

* interacting with researchers, technicians or other members of staff
* interacting with students or trainees face to face
* interacting with external colleagues (such as suppliers, couriers etc)

**C3: Demonstrate an ability to work effectively with others.**

This means ‘team work’, which can be in a large team or on a 1:1 basis. Your example

should illustrate how you worked collectively with others, what your specific role was within

the team, and what the outcome was.

For instance, this might include:

* how you work with researchers, technicians or other members of staff
* how you work with students or trainees face to face
* how you work as part of a team, working group, or committee

**D: Professional Practice**

**Apply appropriate theoretical and practical methods according to protocol**

**D1: Recognise problems and apply appropriate scientific methods to identify causes**

**and achieve solutions.**

What we are looking for here is an example of where you have problem solved or attempted to problem solve.

**D2: Demonstrate how you use resources effectively.**

This means that you can give examples of work that you have undertaken where the

method, procedure, programme, equipment, or materials used was chosen as the best (or

most relevant) to use. Your example should describe how you planned and organised these to complete the task, and how you reviewed choices – why the one you selected was the

best compared to others that are available.

This might include:

* cost effectiveness
* time taken
* IT considerations
* machine tool time

**D3: Participate in continuous process improvement.**

What we are looking for is an example of how you have improved the efficiency of a way of

working, for example this could include maintenance of stock levels, improved methods, new ways to increase throughput, health and safety or ways to increase cost-effectiveness.

Examples might be your role in:

* looking for cheaper resources
* buying equipment or consumables
* reviewing procedures
* taking part in staff reviews

**E: Professional Standards**

**Demonstrate a personal commitment to professional standards**

**E1: Comply with relevant codes of conduct and practice.**

This means that you can give examples of how you comply with a code of conduct (e.g. of

your professional Body) or how you work within all relevant legislative, regulatory and local

requirements.

This means that you can give examples of how you, for instance:

* comply with your professional body’s code of conduct
* manage your work within all relevant legislative, regulatory and local requirements, frameworks such as Health and Safety Legislation, Home Office Regulations, Good Laboratory Practice (GLP), local Codes of Practice, etc.

**E2: Maintain and enhance competence in own area of practice through professional development activity.**

This means that you can give an example of an activity you have undertaken to enhance

your competence in your own area of practice i.e. Continuing Professional Development

(CPD) and reflect on its impact on themselves and others. We are not looking for a list of

courses here but evidence of how your CPD benefits your practice and benefits others. Your

CPD may include work-based learning, professional activity, formal/educational, self-directed learning.

(Note registrants will need to comply with the Science Council CPD Standards)

(Approved by Science Council Board, Sept 2020)

# RSci – Registered Scientist

## Competence report – advice to applicants

Applicants for RSci will need to demonstrate competence across five areas. Guidance

on what the assessors will be looking for under each competence 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 have given clear examples of the role that you play or the contribution you make to a task or activity.
* The examples must have sufficient depth, the assessor should be able to visualise what you did from your description.
* You can use the same task of activity more than once, but you should be clear on how it applies to the specific competence you are addressing.
* Most of the examples provided should be recent (in the last three years) but you can draw on relevant experience further back in your career.

## The competences

**Application of knowledge and understanding**

Identify and use relevant scientific understanding, methods and skills to complete tasks and address well defined problems

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

We are looking for an example of how you have used your extended knowledge within the area in which you work. This will include developments within your field and the ability to understand and apply new developments to your area of work.

For instance you may describe how you:

* Take part in a journal/publication review group within the workplace;
* Suggest updates to the way in which designs, prototypes, processes, programmes, experiments or procedures are approached and carried out based upon new knowledge of technology or underlying theoretical principles;
* Undertake further academic/vocational/self-study or technical training in your current or advancing field of work.

**A2: Review, evaluate and apply underlying scientific concepts, principles and techniques in the context of new and different areas of work.**

What we are looking for here is how you have taken techniques/principles and reviewed, evaluated and applied them in a new area of work.

Your example may for instance describe how you:

* Work in a new subject, in a different discipline area all with new material. You should be able to explain and describe in technical terms for main components/elements/tools/material etc involved and why you are carrying out a new work.
* Are involved in carrying out a new procedure, process, or design; You should be able to explain from a technical perspective why are you seeing this and why it is relevant for new area of work.
* Are involved in using different or new design or experimental model; you should be able to explain why you are using that model, how you are using it, and what the results might mean

**A3: Analyse, interpret and evaluate data, concepts and ideas to propose solutions to problems.**

We are looking for an example of how you observe and interpret the results from your data to draw conclusions and inform your next steps.

Your example could show how you:

* Enable others to be able to analyse and interpret your work and advise on how you may overcome problems
* review a number of relevant literature/manuals/designs and present your findings to others
* develop new methods/approach based on information or outcomes from previous work by others or themselves.

**B: Personal Responsibility**

Exercise personal responsibility in planning and implementing tasks according to prescribed protocols.

**B1: Work autonomously while knowing when to escalate appropriately and recognising limits of scope of practice.**

We are looking for an example of how you work with no supervision for certain key tasks, experiments or procedures associated with your role within required timeframes. You will also be able to demonstrate your understanding of when you need to seek input from either your supervisor or others and when to escalate.

**B2: Take responsibility for safe and sustainable working practices and contribute to their evaluation and improvement.**

We are looking for an example of how you have taken responsibility for working safely and sustainably.

Your example could include:

* Identification of potential safety issues and recommending solutions
* risk assessments associated with your work
* relevant health and safety regulations for example noise, manual handling, COSHH
* relevant Home Office licences
* safety training course that you have successfully completed for your laboratory role
* any monitoring of safety within your work for example radioactivity or chemical exposure
* safety equipment and control measures necessary to work safely and protect others
* carrying out safety inspections of premises and equipment, producing reports and making recommendations

you may also be responsible for an aspect of safety monitoring or training and if relevant a description of this could be included

**B3: Take responsibility for the quality of your work and also enable others to work to high standards.**

This means that you can show how you are aware of the quality standards necessary for the work being carried out by you and others. You should be able to describe an example of how you enable these standards and ensure that they are applied.

You may for example

* Produce and communicate protocol standards (such as good laboratory/workshop/ design practice)
* Train overs to recognise when something has not been carried out correctly and explain the impact this could have.
* contribute to the analysis of your own and others’ work an explain the impact of good or bad data and outcomes
* recognise when your own and others work need to be repeated over methodology updated and can communicate the reasons for this in terms of reproducibility or quality standards for example.

**C: Interpersonal Skills**

Demonstrate effective communication and interpersonal skills.

**C1: Demonstrate effective and appropriate communication skills.**

What we are looking for here is an example that you are an effective communicator. The example can be through appropriate oral, written or electronic means.

This may include examples of:

* Discussing and agreeing objectives with your supervisor
* discussing and agreeing objectives in team meetings
* giving presentations of your work or other aspects of lab work (for example safety updates, method updates) to your supervisor and team
* preparing written reports on your work
* train, demonstrate or teach others in procedures or protocols
* play a part in staff development for example carrying out appraisals or staff reviews
* carry out induction training

**C2: Demonstrate effective interpersonal and behavioural skills.**

This means that you can give an example that demonstrates the skills that you use to interact with colleagues in a constructive way within the work setting. In these situations it may be appropriate to discuss these with your supervisor, as an external perspective is often very useful in this regard.

**C3: Demonstrate productive working relationships and an ability to resolve problems.**

This means that you should be able to describe how, when working with others, you are able to demonstrate that you developed positive working relationships and resolved the problem. Your example should demonstrate how those working relationships were effective in resolving problems.

For instance you may:

* Be a member of a committee/group that is tasked with the safety aspect of the job and can demonstrate that together you made a difference that was useful and effective in the workplace.
* liaise with other groups within your organisation to effectively deal with problems (for example lack of demand for training in a particular area)
* be part of a working group tasked with addressing specific problems or the need for change.

**D: Professional Practice**

Apply appropriate theoretical and practical methods.

**D1: Identify, review and select scientific techniques, procedures and methods to undertake tasks.**

This means you can give an example of work that you have undertaken showing where and why the method/procedure used was chosen as the best [or most relevant] to use.

This might include:

* Review of method - why is this one the best compared to others that are available
* cost effectiveness
* Time taken
* IT considerations

**D2: Contribute to the organisation of tasks and resources.**

This means that you can give examples of how you have contributed to the running of the laboratory/workshop/section or other types of working environment.

For instance, this might mean:

* Organisation of safety checks and inspections
* ordering equipment, software and materials
* organisation of a rota for cleaning, maintenance, or machine time
* organisation of human and physical resource is when an issue arises
* organisation of statutory inspections, internal/external servicing, and maintenance of equipment or infrastructure

**D3: Contribute to continuous process improvement.**

This means that you can give an example which shows how you are aware of progress in your area and seek ways of improving the efficiency of your work. It should describe how you seek to discuss with your supervisor the strategy for achieving this. For instance this could include new and improved methods, new ways to increase throughput, or ways to increase cost-effectiveness.

Examples might be in your role in:

* Taking part in staff reviews
* Working within timeframes and using SMART objectives
* Contributing to operational plans
* looking for cheaper resources
* working within a budget
* playing a role in procurement management

**E: Professional Standards**

Demonstrate a personal commitment to professional standards.

**E1: Comply with and promote relevant codes of conduct and practice.**

This means that you can give an example of how you comply with a code of conduct [e.g. of your professional Body] or how you work within and promote all relevant legislative, regulatory and local requirements.

This means that you can give examples of how you, for instance:

* comply with your professional body’s code of conduct
* manage your work within all relevant legislative, regulatory and local requirements, frameworks such as Health And Safety Legislation, Home Office Regulations, Good Laboratory Practice (GLP), local Codes Of Practice etc

**E2: Maintain and enhance competence in own area of practice through professional development activity.**

This means that you undertake activities to enhance your competence in your own area of practice i.e. Continuing Professional Development [CPD] and reflect on its impact on you and others. We are not looking for a list of courses here but evidence of how your CPD benefits your practice and benefits others. Your CPD may include work-based learning, professional activity, formal/educational, self-directed learning.

# CSciTeach - Chartered Science Teacher

## Competence report – advice to applicants and mentors

Applicants for CSciTeach will need to demonstrate competence across a variety of areas. Guidance on what the assessors will be looking for under each competence 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.
* To provide your examples with sufficient depth, it might be useful to explain what you did, how you went about it and why you did it.
* 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 competence you are addressing.
* Most of the examples you provide should be fairly recent [in the last three years] but you can also draw on relevant experience further back in your career.

## CSciTeach – The Standards

By providing evidence through a combination of recognised qualifications, acknowledged achievements and other supporting material, each candidate qualifying for CSciTeach should:

**A) Meet the qualification standards;**

* By demonstrating the skills of an **M** level qualification in education
* Have an honours degree in science

Those without these formal qualifications can demonstrate meeting the standards through science teaching experience.

**B) Be able to provide evidence of their professional expertise and competence in relation to:**

**1) Professional Knowledge and Understanding:**

**a) broad and up to date knowledge and understanding of science and its impact on their work;**

Typically this may include:

* Using information from current developments in science to extend the learning of others.

**b) A broad and up to date knowledge and understanding of teaching, learning and assessment specifically related to science education;**

Typically this may include:

* Evaluating and implementing different approaches to teaching and learning.

**c) Knowledge and understanding of students and how different contextual factors can impact on their learning in science.**

Typically this may include:

* How a learning issue was identified and what steps were taken to mitigate its impact on science learning.

**2) Professional Practice which includes:**

**a) Planning coherent programmes of teaching in science that develop investigative skills and are intellectually challenging, emotionally supportive and physically safe;**

Typically this may include:

* Developing, monitoring and evaluating the schemes of work appropriate to the students that are being taught;
* Maintaining a knowledge of health and safety requirements and enable students to develop the ability to assess risks involved in experimental work;
* Introducing activities and ideas which challenge the students' understanding of scientific concepts and evaluate their impact;
* Creating an inclusive and supportive learning environment.

**b) Engaging students in the collection, analysis and evaluation of evidence to extend their scientific knowledge;**

Typically this may include:

* enabling students to apply ideas to new situations and to suggest alternative interpretations of the evidence available;
* demonstrating ways in which scientific principals underpin new technologies.

**c) Developing students' confidence and their ability to understand and use scientific knowledge and processes in a range of scenarios;**

Typically this may include:

* Engaging students in debates about scientific ideas;
* Helping students to understand the application of science to their everyday life.

**d) Assessing students' learning and providing effective feedback.**

Typically this may include:

* Monitoring students' progress;
* Developing strategies using formative assessment to enhance student learning;
* Using the outcomes of assessment to inform the curriculum.

**3) Professional Attributes which includes:**

**a) Analysing, evaluating and refining teaching to improve student learning;**

Typically this may include:

* Selecting and interpreting evidence to identify ways of improving their own teaching.

**b) Collaborating with colleagues and the wider professional communities to improve the quality and effectiveness of science education;**

Typically this may include:

* Sharing and jointly evaluating teaching practices and methods;
* Supporting the development of others.

**c) Taking responsibility for leadership, management and development of science teaching.**

Typically this may include:

* Leading colleagues in the development of teaching;
* Acting as a mentor to newly qualified colleagues in order to help their professional development.

# Continuing Professional Development – CPD

In order to retain the RSciTech, RSci, CSci and CSciTeach status, all registrants who wish to renew their registration must make an annual declaration that they comply with the Science Council Continuing Professional Development (CPD) standards. This statement will normally be captured at the time of renewal and in any case, by 31st August each year.

There are 4 Standards for CPD revalidation:

**Standard 1**

**A registrant must maintain a continuous, up-to-date, accurate and reflective record of their CPD activities and be able to provide supporting evidence if requested.**

This standard is met if you have provided a record of CPD activities in which you describe and reflect upon those undertaken. You will be keeping this record continuously, but your Professional Body may ask to audit a 12 month period. You should be able to submit evidence which supports your participation in your CPD activities in circumstances where it is requested. Such evidence may include but is not limited to certificates, articles, training materials or feedback.

**Standard 2**

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

This standard is met if your CPD record includes activities in at least three (exceptionally two) of the following categories. Through your description of these activities you must demonstrate how they are relevant to your current or future practice.

S2.1. Work based learning (e.g. supervising staff / students, reflective practice)

S2.2. Professional activity (e.g. involvement in a professional body, mentoring)

S2.3. Formal / Educational (e.g. writing articles / papers, further education)

S2.4. Self-directed learning (e.g. reading journals, reviewing books / articles)

S2.5. Other (e.g. voluntary work, public service)

**Standard 3**

**A registrant must seek to ensure that their CPD has benefited the quality of their practice and reflect upon this.**

This standard is met if throughout your CPD record you reflect upon the ways in which your CPD activities have or will improve the quality of your work. Be sure to say why you think that your work has been or will be improved by your chosen CPD activities. There might be some cases where you had expected your CPD activities to improve your work but this did not happen as planned, you may discuss these circumstances also. How will you change your approach to planning CPD activities to reduce the chance of this happening in future?

**Standard 4**

**A registrant must seek to ensure that their CPD has benefited the users of their work (employee, customer, student etc.) and reflect upon this.**

This standard is met if throughout your CPD record you reflect upon the ways in which your CPD activities have or will benefit the users of your work. Be sure to say why you think that these activities have already or will provide this benefit. You can provide evidence of a direct benefit, for example feedback from a student. You may also describe indirect benefits, for example your enrolment on a training course may indirectly benefit clients through changes in your approach to interactions with them.

Full details of the CPD requirements and a selection of useful templates may be found on the Science Council website https://sciencecouncil.org/registrants/cpd/

# Equivalences

## For CSciTeach

**(G2) Please give details of your qualifications.**

To be considered for the award, you need to meet the qualifying educational standard of an M-level qualification or equivalent in pedagogy / education together with an honours level qualification in which there is a minimum of 50% of course content in science.

**Equivalence: (R1)** If you do not meet the above criteria, you will normally need ten years relevant and demonstrable experience.

**Equivalence: (R2)** Those with a degree either without honours, or with less than 50% course content in science, are required to typically have at least six years relevant and demonstrable experience.

**(G3) Please give the date you were awarded QTS and brief details of your current role in your institution or school**

To be awarded CSciTeach you need to have a minimum of four years experience of teaching science following QTS (or equivalent) of which two should involve an appropriate level of responsibility. Please give the date you achieved QTS where appropriate and provide an outline of your recent teaching experience, school (s) and your position of responsibility. Please include your GTC/DCSF Number.

**Equivalence: (R3 and R4)** For teachers in the independent sector or those working in other settings, who do not have QTS, you will normally need six years relevant and demonstrable experience.

**Principal Supporter**

The applicant for the award of CSciTeach must be supported by a principal supporter. Please give the name and contact details of your principal supporter, including email address. Further guidance for supporters can be found at **CRST5 Supporter Information**.

**Equivalence: (R5)** The requirement for chartered status is waived when the principal supporter is the applicant’s headteacher.

**Please provide details of an additional supporter for your application for CSciTeach**

*Please provide 2 names and contact details (schools/college/institution and email address) of those who will act as additional supporters.*

**Equivalence: (R5)** If additional supporters are not chartered, then a Science Advisor or someone of equivalent standing, can act as an additional supporter.

## For RSci

**(G2) Please give details of your qualifications.**

The exemplifying educational requirement for **RSci** is a relevant qualification at QCF level 5 (NVQ level 4, Higher National Diplomas (HND), Higher National Certificates (HNC) and Vocational qualifications level 5).

**Equivalence: (R2)** Those without a qualification at QCF level 5, or with less than 50% course content in science, are required to typically have at least two years relevant and demonstrable experience.

**Equivalence: (R1)** If you do not meet the above criteria, you will normally need four years relevant and demonstrable experience.

**(G3) Please give brief details of your current role in your institution or school**

To be awarded **RSci** you also need to have QTS (or equivalent).

**Equivalence: (R3 and R4)** For teachers in the independent sector or those working in other settings, who do not have QTS, you will normally need two years relevant and demonstrable experience.

**Principal Supporter**

The applicant for the award of CSciTeach must be supported by a principal supporter. Please give the name and contact details of your principal supporter, including email address. Further guidance for supporters can be found at **CRST5 Supporter Information**.

**Equivalence: (R5)** The requirement for the supporter to have chartered or registered status is waived when the principal supporter is the applicant’s headteacher.

**Please provide details of up to two additional supporters for your application for RSciTech (optional)**

Please provide 2 names and contact details (schools/college/institution and email address) of those who will act as additional supporters.

**Equivalence: (R6)** If additional supporters are not chartered or registered, then a Science Advisor or someone of equivalent standing, can act as an additional supporter.

For RSci the entry into the profession through degree, PGCE and other routes to Qualified Teacher Status (QTS) requires a certain level of qualification. So in terms of G2 the basic level 5 requirement will have been met. ASE takes evidence that an individual has QTS that they have met the standard required of the teaching profession. Where QTS has not been awarded we follow the following equivalence statement:

**Equivalence: (R3 and R4)** For teachers in the independent sector or those working in other settings, who do not have QTS, you will normally need two years relevant and demonstrable experience.

## For RSciTech

**(G2) Please give details of your qualifications.**

The exemplifying educational requirement for RSciTech is a relevant qualification at QCF level 3 (NVQ level 3, Vocational qualifications Level 3, GCE AS and A level and Advanced Diplomas).

**Equivalence: (R2)** Those with a qualification at QCF level 3, or with less than 50% course content in science, are required to typically have at least two years relevant and demonstrable experience.

**Equivalence: (R1)** If you do not meet the above criteria, you will normally need four years relevant and demonstrable experience. Please give details here.

**Principal Supporter**

The applicant for the award of RSciTech must be supported by a principal supporter.

**Equivalence: (R5)** The requirement for the supporter to have registered or chartered status is waived when the principal supporter is the applicant’s headteacher.