# **Royal Society Of Chemistry: Application for Accreditation of your Training and Development**

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| **Employer name, address and sites covered by accreditation** |  | | | | | |
| **Awards covered by the scheme** | **Registration award** | | | | | |
|  | **MRSC** | **RSciTech** | **RSci** | **CChem** | **CEnv** |
| *Eligibility* |  |  |  |  |  |
| *Equivalence* |  |  |  |  |  |
| *Award* |  |  |  |  |  |
| **Scheme Coordinator** (include job role and contact details) | *(delete)* CChem CEnv CSci RSci RSciTech other | | | | | |
| **Scheme Sponsor** (include job role) | *(delete)* CChem CEnv CSci RSci RSciTech other | | | | | |
| **Accreditation team** (if applicable)   * Name and location of deputy(s) * Name of mentee representative * Name of mentor representative | *(delete)* CChem CEnv CSci RSci RSciTech other | | | | | |

**Instruction to employer seeking accreditation:** Please complete all the areas indicated by a pen symbol, please provide comprehensive answers. Please ensure that you have discussed your accreditation with the Professional Standards Specialist.

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| **About the employer seeking accreditation**  Please give details about the nature of your business and its connection to the chemical sciences.  **Pencil with solid fill** |
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| **Aims and goals for the accreditation**  What are the aims of the accreditation and how will you meet them?  *(e.g. what do you hope to achieve through being accredited?)*  What are your objectives for the proportion or number of awardees over the five-year term?  *(per team, per area or per site, broken down per award, number of mentors)*  **Pencil with solid fill** |
| Provide an organogram for the scheme including Scheme Coordinator and supporting team, mentors, mentees  **Pencil with solid fill** |
| **Structure and scope of the scheme**  What scientific roles or levels, teams and functions, sites and countries participate in the scheme and how do they align with the awards? Include the development routes through the awards and typical timeframes (i.e. route into each award or development routes through to CChem or CEnv for new hires, experienced hires and current employees).  *You may include a diagram to show this.*  **Pencil with solid fill** |
| **Training and development practices**  What are your training and development practices for new and current employees relevant to the scope of the accreditation?  *You can include diagrams and images such as screen grabs, and information about any learning facilities and resources available to scheme participants*  **Pencil with solid fill** |
| **Mapping**  Provide clear, easy to understand mapping of all relevant role descriptors, job families, corporate values and beliefs and training and/or development activities against appropriate attributes and competences of applicable awards (indicate: AMRSC to MRSC, RSciTech, RSci, CChem and CEnv).  *Either include your own mapping tables here or append the RSC mapping tables at the end of this form.*  **Pencil with solid fill** |
| Provide details for how the areas which have not been mapped (e.g. CChem attribute E1) can be met by candidates in their role or what the expectation is to fulfil these gaps from outside the role?  **Pencil with solid fill** |
| **Eligibility**  In the table below, indicate how eligibility and equivalence is determine for each award.  Please provide additional comment if assessment for eligibility and equivalence is different between standard and non-standard routes.  Descriptors for each award: [MRSC](#_MRSC), [RSciTech](#_RSciTech), [RSci](#_RSci), [CChem](#_CChem)   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **Registration award** | | | | | | **Eligibility and equivalence** | **MRSC (upgrade from AMRSC only)** | **RSciTech** | **RSci** | **CChem** | **CEnv** | | *List the job roles, grades, or levels of competence these awards are associated with.* |  |  |  |  |  | | *Is eligibility / equivalence linked to job role, no independent assessment of eligibility or equivalence conducted (this usually would not apply to non-standard routes)* |  |  |  |  |  | | *Is eligibility / equivalence assessed by scheme. Please give details of how (e.g. interview with Scheme Coordinator or panel, review of equivalence report by Scheme Coordinator etc)* |  |  |  |  |  | | *Is eligibility / equivalence assessed by the RSC* |  |  |  |  |  |   Please provide additional comment if assessment for eligibility and equivalence is different between standard and non-standard routes.  **Pencil with solid fill** |
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| **Scheme operation**  Outline how the scheme management team will operate, monitor, review the scheme  Covering:   * How the scheme management team are recruited, inducted and operate (c*overing* *Coordinators, deputies or site representatives, mentee representatives, senior mentors or mentor representatives).* * How you recruit and support your internal assessors (if applicable). Please include your plans for training, which will be conducted by the RSC or Science Council. * How you recruit, support and pair mentors. Please indicate what training is available for mentors. * How you recruit and induct mentees onto the scheme, and support them whilst they are on the scheme (including how you monitor progress). * Disseminate information to scheme participants * Recognise success or achievements   Please include a draft calendar of activities.  **Pencil with solid fill** |
| **Internal assessment panel members**  If applicable, provide the names, job titles and professional designations of your assessment panel.  *You must include at least one member with CSci or RSci if your panel assesses candidates for the Registers; RSciTech and RSci.*  *You should keep the RSC informed of any changes to this panel over the duration of your accreditation.*  **Pencil with solid fill** |
| **Inclusive practice**  How will you ensure your scheme supports the aims of the RSC and is inclusive for all individuals (covering Scheme Coordinator, deputies, assessors, mentors and mentees)?  Provide detail about succession plans for the scheme management team (Scheme Sponsor, Scheme Coordinator, any deputies and representatives, assessors).  **Pencil with solid fill** |
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| **Documentation**  Append the registration form, candidate application forms or templates, assessor templates, and any scheme manual or handbook if created to this document. |
| **Candidate records**  The candidate application will comprise of:  *(Tick all that apply. You can edit the list or create new lists if this varies per award)*  *Employers may deviate from this when adjustments to suit the needs of the candidate.*  Application form  Full written statements  Summary statements (please give more detail)  Mentor comments  Full primary evidence portfolio (at least one piece per attribute)  Partial primary evidence portfolio (please give more detail)  Evidence pack compiled for other purpose repurposed for RSC awards (e.g a graduate development record, please give more detail)  Other – provide details  What information will you pass on to the RSC:  MANDATORY Approval from Scheme Coordinator  Candidate application pack (give details)  Assessment report per assessor  Assessment panel report  Other – provide details  **Pencil with solid fill** |
| **Audit trail**  Outline your approach to appropriately storing and handling candidate and assessment documentation, and assessment decisions including:   * How candidates store their documentation * How assessments are managed (including allocating assessors, collating, and communicating decisions)? * How you will let the RSC know about assessment outcomes   **Pencil with solid fill** |
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| **Assessment methods and quality assurance**  Outline the process for assessing candidate’s evidence packs or application documentation, explaining how each candidate will be assessed fairly and objectively.  Include comment on   * reasonable adjustments * who fulfils the role of assessor * managing conflicts of interest * specifying the mode of assessment for each award (for example electronic or by professional interview) and approach to post-interview evaluation (if by interview) * ensuring consistent assessment whatever the background of the candidate * handling disagreements between the assessors (if a panel is used)   **Pencil with solid fill** |
| Outline the process for candidate re-submission and or review of amended submissions.  *Schemes will defer to the RSC’s appeals process if an appeal is initiated by a candidate. Schemes must make candidates aware of how to do this.*  **Pencil with solid fill** |
| How will you review the overall quality of and make improvements to the   * Compliance with and effectiveness of your processes * Information about your scheme and documentation control * Candidate applications * Mentee-mentor interactions * Assessment methods and outcomes   **Pencil with solid fill** |
| **Roles and responsibilities**  Instruction to employer: Update the following responsibilities as required.  **Pencil with solid fill**  **Role of the RSC**  *Please outline what role you would like the RSC to take. Final form to be agreed with the RSC.*  **Scheme Sponsor**  Provides commitment and support towards professional development  Provides commitment and support in favour of the accredited scheme (may include authority to allocate resources to employees)  **Scheme Coordinator**  Set the technical and professional standards required to join the development programme  Gather information and works with us to prepare application  Promote participant achievements internally  Informs Royal Society of Chemistry contact of new registrants and successful assessments  Act as point of contact for scheme mentors, providing advice and support to mentors and mentees  Arrange participant assessments and audits in partnership with us  Join the cross-accredited organisation Scheme Coordinator group  **Mentor**  Meet with their mentee at least four times a year  Review the evidence the mentee gathers for award application  Help with development opportunities for the mentee  Liaise with the mentee’s manager  Continually challenge the mentee to meet the attributes/competencies  Supports the mentee’s application for chartership or registration  **Mentee**  Maintain communication with their mentor and Scheme Coordinator  Meet with their mentor at least four times a year  Drive their own development  Compile their application documentation  Submit their application documentation to agreed timescales  *An information note about escalating or resolving issues is included in the Appendix* [*here*](#_Resolving_or_escalating)*.* |

# Documents to append:

* Mapping tables
* Scheme handbook or manual
* Applicant registration form
* Applicant equivalence form
* Applicant matrix
  + Or RSC Application forms (if not using matrix)
* Assessor form (if self-assessing)
* Science Council checklist

END OF FORM

## Appendix 1: Information

### MRSC

Full membership regulations are provided [here](https://www.rsc.org/membership-and-community/join/membership-regulations/#mrsc).

On scheme the usual duration of time served whilst undertaking professional development is reduced by one year. All candidates must be AMRSC before starting on the scheme route to MRSC.

### RSciTech

Candidates for RSciTech are required to hold a relevant a science qualification at Regulated Qualifications Framework (RQF) level 3 or Scottish Credit and Qualifications Framework (SCQF) level 6, or above (e.g. A-Level or Scottish Highers, T-Level, BTEC, NVQ Level 3 or an Advanced Apprenticeship in a science subject) or demonstrate equivalence through a combination of other qualifications, work-based training and professional experience in science roles.

Demonstrating equivalent experience:

•Candidates have factual, procedural, and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine

• Are aware of the nature of the area of study or work

• Are aware of different perspectives or approaches within the area of study or work

• Can identify, select, and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine

• Can use appropriate investigation to inform actions

### RSci

Candidates for RSci are required to hold a relevant science qualification at Regulated Qualifications Framework (RQF) level 5 or Scottish Credit and Qualifications Framework (SCQF) level 8 or above (e.g. HNC, Certificate of Higher Education, HND, FdSc, degree apprenticeship or BSc). However, equivalence may be demonstrated through a combination of other qualifications, work-based training and professional experience in science roles.

Demonstrating equivalent experience:

• Candidates have practical, theoretical or technological knowledge and understanding of a subject or field of work to find ways forward in broadly defined, complex contexts

• can analyse, interpret and evaluate relevant information, concepts and ideas

• are aware of the nature and scope of the area of study or work

• understand different perspectives, approaches or schools of thought and the reasoning behind them

• can determine, adapt and use appropriate methods, cognitive and practical skills to address broadly defined, complex problems

• can use relevant research or development to inform actions

• can evaluate actions, methods and results

### CChem

Candidates are required to hold a chemical science qualification at Regulated Qualifications Framework (RQF) level 7 or Scottish Credit and Qualifications Framework (SCQF) level 11 or above in the chemical sciences (e.g MChem, MSc, MSci or PhD). However, equivalence may be demonstrated through a combination of other qualifications, work-based training and professional experience in a chemical science role.

Demonstrating equivalent experience:

• Candidates knowledge base extends to a systematic understanding and critical awareness of current research in the subject (breadth and depth of chemical science knowledge)

• professional skills are developed appropriately for the workplace

• deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences

• experimental work is carried out independently, with some evidence of originality, and with appropriate risk assessments

• demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level

• continue to advance their knowledge and understanding, and develop new skills to a high level

### Resolving or escalating issues to the RSC.

Your employees are covered by your organisation’s own internal policies.

* If an individual is not able to fulfil their role for the scheme as initially expected, the employer is permitted to make changes (this could include modifying the nature of the role to suit the individual needs or change who fulfils the role). Please make a note of changes to key scheme roles on this application. You may discuss any changes with the Professional Standards Specialist as required.
* Mentee/mentor matters: The best course of action may be for the Scheme Coordinator to informally speak with individuals, mediate any disagreements or help individuals put suitable plans in place. We encourage Coordinators to support individuals in their roles.

The RSC has a disciplinary procedure that can be triggered when a formal complaint is made to the RSC. Complaints may be made by members and non-members however this action can only apply to members only and can not be extended to non-members. More information [here](https://www.rsc.org/membership-and-community/join/membership-regulations/#code-of-conduct).