



## **Registered Scientist (RSci)**

### **Requirements and Guidelines for Royal Society of Chemistry (RSC) Applicants**

**November 2013**

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## 1.0 Introduction

Under licence from the Science Council the RSC can now award two new professional designations: Registered Scientist (RSci) and Registered Science Technician (RSciTech). Entry standards are based on a combination of knowledge and understanding, professional competence and commitment to professional ethics, conduct and continuing professional development (CPD).

Application to Registered Scientist (RSci) through the RSC is open to Associate Members (AMRSC) and Members (MRSC) who can demonstrate that they satisfy the required competencies set out by the Science Council (see Section 5.0). In addition scientists working in a chemical science environment that have considerable experience in the workplace, but have not previously had the opportunity to access AMRSC or MRSC, may still qualify if they can demonstrate appropriate work-based learning. Such applicants must be, or become, Affiliates of the RSC; see <http://www.rsc.org/membership/join/> for details of how to join.

RSC Affiliates that do not hold the required qualifications or experience may be eligible to apply for Registered Science Technician (RSciTech) while Members (MRSC) may also be encouraged to register for Chartered Chemist (CChem) or Chartered Scientist (CSci) status.

## 2.0 What is RSci?

The RSci register is owned by the Science Council and is a new professional qualification providing recognition for those working in technical scientist roles. The RSci designation provides recognition in its own right but can also be a springboard to recognition as a Chartered Scientist (CSci).

Professional registration can benefit individuals by:

- providing recognition for the role you're in now, as well as a framework to support your future career development.
- providing wider recognition for skills gained through work.
- demonstrating your commitment to your career to employers, colleagues and clients.

More information is available online: <http://www.professionalregisters.org>

## 3.0 Eligibility requirements

To be eligible for the award of RSci, candidates will typically be qualified to at least level 5 of the Qualification and Credit Framework (QCF; see Appendix A) – for example holding a Foundation Degree or equivalent in a science subject – and will be applying this knowledge to their roles. Experienced scientists that do not satisfy the typical education requirements may be eligible for RSci based on their experience and responsibilities in the workplace.

A quick check tool to help potential candidates determine if they are eligible based on education level and experience is available online: <http://www.professionalregisters.org/isthisforme>. You can also begin your application *via* that page.



#### 4.0 The application process and the role of the Mentor

Once a candidate has become an affiliate or associate member of the RSC, application for the award of RSci by the RSC is by completion of the *Registered Scientist Application Form* (available to download from the RSC website: [www.rsc.org/rsci-rscitech-registers](http://www.rsc.org/rsci-rscitech-registers)). The form lists the competencies set out by the Science Council that must be met for the award of RSci and the applicant should provide examples of how their day-to-day work and training satisfies these requirements (see Appendix B for further guidance). An applicant should provide one in-depth example of how they meet each particular competency as detailed on the form. It is recommended that a different example be used for each competency.

Each applicant for the award of RSci must identify a Mentor, who should be a senior colleague that is very familiar with the applicant's work (usually their line manager). The role of the Mentor is to provide guidance to the applicant in completing the form and to confirm that the applicant is meeting or exceeding the competencies. It is vital that the Mentor make a specific comment and sign against each competency before the completed application is returned to the RSC.

Guidance is available at any stage of the process, to both applicants and mentors, from a member of the RSC's Accreditation and Qualifications team.

Email: [registers@rsc.org](mailto:registers@rsc.org)

Phone: 01223 432197



## 5.0 The RSci competencies

The competencies set out by the Science Council that must be satisfied for the award of RSci are split into five categories as follows.

### **A: Application of knowledge and understanding:**

#### **Identify and use relevant scientific understanding, methods and skills to address broadly-defined, complex problems**

A1: Develop, maintain and extend a sound theoretical approach to application of science and technology in practice

A2: Apply underlying scientific concepts, principles and techniques in the context of new and different areas of work

A3: Analyse, interpret and evaluate relevant scientific information, concepts and ideas and to propose solutions to problems

### **B: Personal responsibility:**

#### **Exercise personal responsibility in planning and implementing tasks**

B1: Work autonomously while recognising limits of scope of practice

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

B3: Promote and ensure the application of quality standards

B4: Take responsibility for planning and developing courses of action as well as exercising autonomy and judgement within broad parameters

### **C: Interpersonal skills:**

#### **Demonstrate effective communication and interpersonal skills**

C1: Demonstrate effective and appropriate communication skills

C2: Demonstrate interpersonal and behavioural skills

C3: Demonstrate productive working relationships and an ability to resolve Problems

### **D: Professional practice:**

#### **Apply appropriate theoretical and practical methods**

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

D2: Contribute to the organisation of tasks and resources

D3: Participate in the design, development and implementation of solutions

D4: Contribute to continuous performance improvement

### **E: Professional standards:**

#### **Demonstrate a personal commitment to professional standards**

E1: Comply with relevant codes of conduct and practice

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

Applicants should try to use real-life examples of where they have met or exceeded each competency in the work place; some suggested types of example for each competency are listed in Appendix B.



## 6.0 The assessment process

Once an application is received it will initially be reviewed by professionally qualified staff of the Accreditation and Qualifications team at the RSC. Additional examples or further detail may be requested at this stage if it is needed. Final review of an application will then be carried out by panel of members of the RSC's Admissions Committee. The Admissions Committee is made up of experienced chemists from a wide range of disciplines covering various areas of the chemical science professions and they are very active in their working area.

The Admissions Committee will together make a final decision as to whether to admit the candidate to the RSci register. Successful candidates receive a certificate and covering letter and may then use the designatory letters RSci after their name. If assessment determines that an applicant is not yet at the required level for RSci, they may be encouraged to apply to the Registered Science Technician (RSciTech) register instead.

The Accreditation and Qualifications team at the RSC is committed to developing the RSci register for the benefit of scientists in the chemical science professions. Any current or potential applicant, or mentor, that would like additional support or advice should contact a member of staff.

## 7.0 Contact Details

Further details about the award of RSci by the RSC, and additional support for applicants, may be sought by contacting the Accreditation and Qualifications team.

Email: [registers@rsc.org](mailto:registers@rsc.org)

Phone: 01223 432197



## Appendix A

*Qualifications can cross boundaries leaflet (overleaf)*

How to use this leaflet:

This leaflet provides information that allows you to look at the ways qualifications are organised in Ireland and the UK. On one side of the table you will find the main stages of education or employment - you can find where you are in these stages. The next column shows the qualifications framework for your country. To the right of this you can see the nearest levels and similar kinds of qualifications that are used in the other countries. This makes it possible to draw broad comparisons between qualifications and their levels, rather than direct equivalences, for each country.

Qualifications are different in different countries. However, they are remarkably similar in what they tell someone about the person who has achieved them, for example that he or she is ready for a college/higher education course, or for a first skilled job. There are some clear stages people move through in education, training and work that are common to most countries. Primary education is followed by secondary education and initial entry into employment and/or further and higher education or training. Some people move on to more skilled employment. Some choose to go into higher education and many take part in specialist training in their work place. People graduating from a higher education institution may enter employment and those who complete professional or postgraduate education may also enter employment.

The table gives an indication of how you can compare qualifications across national boundaries. Examples of major qualifications at each level are provided. For more detail of the qualifications in another country, you will need to consult the website given at the head of each column. All these frameworks of qualifications change from time to time and you need to check these websites for the latest versions. Entry requirements for jobs and courses often vary within a country. This means you will need to check specific requirements with the employer or institution for the job or course that you are interested in.

This leaflet is designed to give some information to help you begin this process, for example, by telling you what your qualification or qualifications you are interested in studying, are broadly comparable to in other countries.

Thinking of working or studying in Ireland or the UK? You may be interested in the answer to one or more of these questions.

- What do they call the qualification which matches mine most closely?
- Will my qualification get me into college or a job?
- Will I get some recognition for the qualifications I have?
- What kind of job or course can I apply for with my current qualification?

Recruiting people with Irish qualifications in the UK or people with UK qualifications in Ireland? You may be interested in the answer to these questions.

- How do I know what a qualification from another country means in terms of level?
- Which national qualification should I compare this qualification to?
- Where can I find more detailed information about the content and level of qualifications?

This leaflet helps you explore these questions.



QAA  
Southgate House, Southgate Street,  
Gloucester GL1 1UB  
Tel: +44 (0)1452 557000  
Fax: +44 (0)1452 557070  
Email: [comms@qaa.ac.uk](mailto:comms@qaa.ac.uk)



SCQF  
scottish credit and  
qualifications framework  
Scottish Credit and Qualifications  
Framework Partnership  
39 St Vincent Place, Glasgow  
G1 2ER  
[info@scqf.org.uk](mailto:info@scqf.org.uk)



CCEA  
29 Clarendon Road, Clarendon Dock,  
Belfast BT1 3BG  
Tel: +44 (0)28 9026 1200  
Email [info@ccea.org.uk](mailto:info@ccea.org.uk)  
[www.ccea.org.uk](http://www.ccea.org.uk)



Ofqual  
Office of the Qualifications and  
Examinations Regulator  
Spring Place, Coventry Business Park,  
Herald Avenue, Coventry  
CV5 6UB  
Tel: +44 (0)300 303 3344  
Fax: +44 (0)300 303 3348  
Email: [info@ofqual.gov.uk](mailto:info@ofqual.gov.uk)  
[www.ofqual.gov.uk](http://www.ofqual.gov.uk)



CREDIT & QUALIFICATIONS  
FRAMEWORK FOR WALES  
CQFW  
FFRAMWAITH CREDYDAU  
A CHYMWYSTERAU CYMRU  
CQFW  
Ty'r Afon, Bedwas Road, Bedwas,  
Caerphilly CF83 8WT  
Email: [cqfwenquiries@wales.gsi.gov.uk](mailto:cqfwenquiries@wales.gsi.gov.uk)  
E-mail: [info@cqfw.net](mailto:info@cqfw.net)



Údarás Náisiúnta  
Cáilíochtaí na hÉireann  
National Qualifications  
Authority of Ireland  
The National Qualifications Authority  
of Ireland  
5th Floor, Jervis House, Jervis Street,  
Dublin 1  
Tel: +353 (0) 1 887 1500  
Fax: + 353 (0) 1 887 1595  
E-mail: [info@nqai.ie](mailto:info@nqai.ie)

Qualifications can cross boundaries  
– a rough guide to comparing qualifications  
in the UK and Ireland



| Main stages of education / employment                                                          | The Scottish Credit and Qualifications Framework<br>www.scqf.org.uk |                                                                                                                                                | Qualifications and Credit Framework/National Qualifications Framework for England, Wales and Northern Ireland*<br>www.ofqual.gov.uk |                                                                                                                                                                       | Credit and Qualification Framework for Wales<br>www.cqfw.net |                                                                                                                                                      | National Framework of Qualifications for Ireland<br>www.nfq.ie |                                          | Framework for higher education qualifications in England, Wales and Northern Ireland<br>www.qaa.ac.uk/academicinfrastructure/fheq                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                      |
|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                | LEVEL                                                               |                                                                                                                                                | LEVEL                                                                                                                               |                                                                                                                                                                       | LEVEL                                                        |                                                                                                                                                      | LEVEL                                                          |                                          | LEVEL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                      |
| Professional or postgraduate education, research or employment                                 | 12                                                                  | Professional Development Awards, Doctoral Degrees                                                                                              | 8                                                                                                                                   | Vocational Qualifications Level 8                                                                                                                                     | 8                                                            | Doctoral Degrees                                                                                                                                     | 10                                                             | Doctoral Degree, Higher Doctorate        | 8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Doctoral Degrees                                                                                                                                     |
|                                                                                                | 11                                                                  | SVQ Level 5, Professional Development Awards, Postgraduate Diplomas, Master's Degrees, Integrated Master's Degrees, Postgraduate Certificates, | 7                                                                                                                                   | Fellowships, NVQ Level 5, Vocational Qualifications Level 7                                                                                                           | 7                                                            | Master's Degrees, Integrated Master's Degrees, Postgraduate Diplomas, Postgraduate Certificate in Education (PGCE), Postgraduate Certificates        | 9                                                              | Master's Degree, Post-graduate Diploma   | 7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Master's Degrees, Integrated Master's Degrees, Postgraduate Diplomas, Postgraduate Certificate in Education (PGCE), Postgraduate Certificates        |
| Higher education<br>Advanced skills training                                                   | 10                                                                  | Bachelor's Degrees with Honours, Professional Development Awards, Graduate Diplomas, Graduate Certificates                                     | 6                                                                                                                                   | Vocational Qualifications Level 6                                                                                                                                     | 6                                                            | Bachelor's Degrees with Honours, Bachelor's Degrees, Professional Graduate Certificate in Education (PGCE), Graduate Diplomas, Graduate Certificates | 8                                                              | Honours Bachelor Degree, Higher Diploma  | 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Bachelor's Degrees with Honours, Bachelor's Degrees, Professional Graduate Certificate in Education (PGCE), Graduate Diplomas, Graduate Certificates |
| Entry to professional graduate employment                                                      | 9                                                                   | Bachelor's/Ordinary Degrees, Professional Development Awards, SVQ Level 4, Graduate Diplomas, Graduate Certificates                            | 5                                                                                                                                   | NVQ Level 4, Higher National Diplomas, (HND), Higher National Certificates (HNC), Vocational Qualifications Level 5                                                   | 5                                                            | Foundation Degrees, Diplomas of Higher Education (DipHE), Higher National Diplomas (HND)                                                             | 7                                                              | Ordinary Bachelor Degree                 | 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Foundation Degrees, Diplomas of Higher Education (DipHE), Higher National Diplomas (HND)                                                             |
|                                                                                                | 8                                                                   | Higher National Diplomas, SVQ Level 4, Professional Development Awards, Diplomas of Higher Education (DipHE)                                   | 4                                                                                                                                   | Vocational Qualifications Level 4                                                                                                                                     | 4                                                            | Higher National Certificates (HNC), Certificates of Higher Education (CertHE)                                                                        | 6                                                              | Advanced Certificate, Higher Certificate | 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Higher National Certificates (HNC), Certificates of Higher Education (CertHE)                                                                        |
| Specialised education and training                                                             | 7                                                                   | Professional Development Awards, Higher National Certificates (HNC), Certificates of Higher Education (CertHE) SVQ Level 3, Advanced Highers,  | 3                                                                                                                                   | NVQ Level 3, Vocational Qualifications Level 3, GCE AS and A Level, Advanced Diplomas                                                                                 | 3                                                            | NVQ Level 3, Vocational Qualifications Level 3, GCE AS and A Level, Welsh Baccalaureate Qualification Advanced                                       | 5                                                              | Level 5 Certificate, Leaving Certificate | The table gives an indication of how you can compare qualifications across national boundaries. Examples of major qualifications at each level are provided. For more detail of the qualifications in another country, you will need to consult the website given at the head of each column.<br><br>This leaflet is designed to give some information to help you begin this process, for example, by telling you what your qualification, or qualifications you are interested in studying, are broadly comparable to in other countries.<br><br><b>Qualifications can cross boundaries</b><br>– a rough guide to comparing qualifications in the UK and Ireland. July 2009. |                                                                                                                                                      |
| Qualified/Skilled worker<br>Entry to higher education<br>Completion of secondary education     | 6                                                                   | Highers, SVQ Level 3, Professional Development Awards, National Progression Awards, National Certificates                                      | 2                                                                                                                                   | NVQ Level 2, Vocational Qualifications Level 2, GCSEs at grade A*–C, ESOL skills for life, Higher Diplomas, functional skills Level 2 (English, mathematics & ICT)    | 2                                                            | NVQ Level 2, Vocational Qualifications Level 2, Welsh Baccalaureate Qualification Intermediate, GCSEs grade A*–C                                     | 4                                                              | Level 4 Certificate, Leaving Certificate |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                      |
| Progression to skilled employment.<br>Continuation of secondary education.                     | 5                                                                   | Intermediate 2, Credit Standard Grade, SVQ 2, National Progression Awards, National Certificates                                               | 1                                                                                                                                   | NVQ Level 1, Vocational Qualifications Level 1, GCSEs at grade D–G, ESOL skills for life, Foundation Diplomas, functional skills Level 1 (English, mathematics & ICT) | 1                                                            | NVQ Level 1, Vocational Qualifications Level 1, GCSEs at grade D–G, Welsh Baccalaureate Qualification Foundation                                     | 3                                                              | Level 3 Certificate, Junior Certificate  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                      |
| Secondary education Initial entry into employment or further education                         | 4                                                                   | Intermediate 1, General Standard Grade, Scottish Vocational Qualifications (SVQ) 1, National Progression Awards, National Certificates         | Entry Level                                                                                                                         | Entry Level Certificates (sub levels 1–3), ESOL skills for life, functional skills Entry Level (English, mathematics & ICT)                                           | Entry Level                                                  | Entry Level Certificate (sub levels 1–3)                                                                                                             | 2                                                              | Level 2 Certificate                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                      |
|                                                                                                | 3                                                                   | Access 3, Foundation Standard Grades, National Progression Awards, National Certificates                                                       |                                                                                                                                     |                                                                                                                                                                       |                                                              |                                                                                                                                                      | 1                                                              | Level 1 Certificate                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                      |
|                                                                                                | 2                                                                   | Access 2, National Progression Awards, National Certificates                                                                                   |                                                                                                                                     |                                                                                                                                                                       |                                                              |                                                                                                                                                      |                                                                |                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                      |
| Qualifications can be taken at any age in order to continue or return to education or training | 1                                                                   | Access 1                                                                                                                                       |                                                                                                                                     |                                                                                                                                                                       |                                                              |                                                                                                                                                      |                                                                |                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                      |

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\* The Qualifications and Credit Framework (QCF) will eventually replace the National Qualifications Framework (NQF).





## Appendix B

### *Further guidance on providing examples satisfying the competencies*

For each of the competencies, it is important that clear examples of the individual's experiences and contributions are provided. Some further guidance as to the types of examples that would be suitable is given below. When describing how each competency is met it is useful to consider what is done, how it is done and why it is done to provide your examples with sufficient depth.

#### **A1: Develop, maintain and extend a sound theoretical approach to application of science and technology in practice**

Please provide one example e.g.

- where you have taken theoretical knowledge learnt at college and applied it to a work situation;
- where you have learnt a process at work (HPLC, GC etc) and applied it to work based problems.

#### **A2: Apply underlying scientific concepts, principles and techniques in the context of new and different areas of work**

Please provide one example e.g.

- where you have applied a known technique (analytical, preparing standards, sampling etc.) learnt at college or at work in a new or different area of work.

#### **A3: Analyse, interpret and evaluate relevant scientific information, concepts and ideas and to propose solutions to problems new and different areas of work**

Please provide one example e.g.

- where you have reviewed scientific data or information to solve a problem by sound scientific judgement and to decide the next course of action.

#### **B1: Work autonomously while recognising limits of scope of practice**

Please provide one example e.g.

- where you have worked independently to follow and/or improve existing methods and procedures;
- where you have made suggestions for a new or different way of completing particular tasks.

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

Please provide one example e.g.

- where you have carried out risk analyses or have improved existing safety procedures;
- where you have discussed safe working practices with colleagues and suggest improvements.

#### **B3: Promote and ensure the application of quality standards**

Please provide one example e.g.

- where you have applied good working practices related to quality control or quality assurance.

#### **B4: Take responsibility for planning and developing courses of action as well as exercising autonomy and judgement within broad parameters**

Please provide one example e.g.



- where you have planned your working day or week and adapted this plan as unexpected results occur or new priorities emerge;
- where you have independently completed a task and used results to determine the next phase of work (may be similar to B1).

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

Please provide one example e.g.

- where you have delivered an oral presentation or communicated effectively in meetings;
- where you have provided information for the next shift etc;
- where you have written a report.

**C2: Demonstrate interpersonal and behavioural skills**

Please provide one example e.g.

- where you have communicated well to highlight a problem or suggest a change in procedure;
- where you have shown respect towards colleagues or customers.
- where you have demonstrated good work ethics and professional working practices.

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

Please provide one example e.g.

- where you have collaborated with others in a team to suggest improvements to procedures or solutions to problems;
- where you have used good behaviours to suggest an improvement to another's work.

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

Please provide one example e.g.

- where you have independently chosen a technique for a particular piece of work;
- where you have reviewed a procedure for accuracy or efficiency.

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

Please provide one example e.g.

- where you have helped to organise equipment or people to get the best results in the workplace;

**D3: Participate in the design, development and implementation of solutions**

Please provide one example e.g.

- where you have helped design a procedure or process that was applied to solve a problem (can be part of a team effort);
- where you have developed a solution based on your own idea or that of a co-worker.

**D4: Contribute to continuous performance improvement**

Please provide one example e.g.

- where you have improved your own knowledge and skills by attending training courses (internal/external) and have fed this back to your team;
- where you have suggested and/or implemented efficiency improvements in your workplace.

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

Please provide one example e.g.



- where you have followed a code of conduct in the workplace or at college.
- NB: Most workplaces have a code of conduct which is part of a starter pack at initiation of employment.*

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

Please provide one example e.g.

- where you have improved your own knowledge of a technique – could include learning a technique at college and furthering knowledge at work (or vice versa);
- where you have attended internal talks or lectures and/or participating in regular continuing professional development (CPD) sessions with a mentor or role model;
- where you have used a technique and you independently read text books or scientific papers to further your knowledge;
- where you have attended training courses or studied part-time for an additional qualification.