

IST Guidance for admission the CSci Register

Non-standard Qualifications and Work-Related Learning

Applicants who do not hold a relevant qualification at level 7 will be required to provide an equivalency report that demonstrates clearly that they have achieved a comparable standard by learning through work, other qualifications or a combination of both. Further details of the equivalency report layout/requirements can be viewed in the CSci Equivalency Report document.

Background

Level 7 qualifications from the Framework for Higher Education (FHE) / National Qualifications Framework (NQF) / Qualifications and Credit Framework (QCF) include:

- Masters degrees
- Postgraduate certificates and diplomas
- BTEC advanced professional awards, certificates and diplomas
- Fellowships and fellowship diplomas
- NVQs at level 5
- Advanced professional awards, certificates and diplomas

A master's degree programme typically consists of a period of study at level 7 equivalent to at least one full-time academic year.

Integrated master's degree programmes typically include study equivalent to at least four full-time academic years, of which study equivalent to at least one full-time academic year is at level 7.

Note: Definition of full-time academic year: A minimum of 24 weeks of study or placement requiring an average of at least 21 hours of study a week, per academic year. (York St John University, 2009, DEFINITION OF FULL-TIME AND PART-TIME MODES OF STUDY, based on HEFCE criteria)

Master's degrees are awarded to students who have demonstrated:

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship •
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
- conceptual understanding that enables the student:
 - to evaluate critically current research and advanced scholarship in the discipline
 - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.



Typically, holders of the qualification will be able to:

- 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
- 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 to develop new skills to a high level

And holders will have the qualities and transferable skills necessary for employment requiring:

- the exercise of initiative and personal responsibility
- decision-making in complex and unpredictable situations
- the independent learning ability required for continuing professional development.

Source: The framework for higher education qualifications in England, Wales and Northern Ireland, August 2008 Published by: The Quality Assurance Agency for Higher Education

Non-standard qualifications

The applicant will be asked to provide one, some or all of the following:

- Title, any reference number and description of any qualifications gained
- The syllabus of all courses and their constituent modules or units, with grades/marks/scores if possible
- An extended CV

The IST's Education Board will evaluate the information provided, using NARIC (National Academic Recognition Information Centre) and other reference sources as necessary, in order to determine the level of the qualification/s.

Work-related learning

It is recognised that an applicant may have many years of experience in a demanding and highly technical field for which an academic qualification is not available or not relevant. In this situation, the applicant will be required to provide an equivalency report that provides details of the following –

- an organizational chart,
- a reflective assessment of your career progression pathway and
- a project report (see below).

You may also wish to include any of the following

- a list of peer reviewed publications,
- any professional links/contacts that might indicate academic level of other people doing the same or equivalent job in the same or similar organisations,



- a technical report describing knowledge and skills required for role

Further information in respect of the layout/requirements for report can be found in the separate CSci Equivalency Report document :

In addition, the IST will request details of qualifications held by the applicant's referees. The Registration Board may also request that the applicant attends an interview (face-to-face or remotely)

If the applicant does not satisfy the Registration Board as to her/his academic abilities, the Board may recommend that s/he applies for admission to one of the other Registers, using the information already provided.

If the applicant chooses not to supply information requested by the IST, with no explanation, the application will lapse for all registers.