



APPLICANT HANDBOOK

PROFESSIONAL REGISTRATION

A Practical Guide to Applying for RSciTech, RSci and CSci Registration

Supporting Professionalism, Innovation, and Technical Excellence

RSciTech
Registered
Science Technician

RSci
Registered
Scientist

CSci
Chartered
Scientist



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Foreword From The Registrar



Welcome to the Institute of Science & Technology Professional Registration Applicant Handbook.

Professional Registration provides an important opportunity to gain recognition for the knowledge, skills, experience and professionalism you demonstrate in your work every day.

Whether you are applying for Registered Science Technician (RSciTech), Registered Scientist (RSci) or Chartered Scientist (CSci), registration demonstrates your commitment to excellence and to the advancement of science and technology.

This handbook has been created to bring together the guidance, advice and resources most commonly used by applicants throughout the registration process. By combining these materials into a single reference document, we hope to make the application journey clearer, more accessible and easier to navigate. Many applicants already possess the experience and competence required for registration but can find it challenging to translate that experience into a strong application.

The guidance contained within these pages is intended to help you understand what assessors are looking for and how best to demonstrate your achievements through your competence report.

As you work through this handbook, I encourage you to make full use of the planning tools, examples and practical advice provided. Take time to reflect on your achievements, your professional development and the impact of your work. Professional registration is as much about recognising your professional journey as it is about achieving the award itself.

Please remember that support is available throughout the process. If you have any questions, need clarification, or would like guidance on any aspect of your application, the IST team is here to help.

I wish you every success with your application and look forward to welcoming you as a registered professional.

Dr Michelle Jackson *CSci FIScT*

IST Registrar

1. Introduction: How to Use This Handbook

Professional registration demonstrates your commitment to high standards of competence, professionalism and continuing development within the scientific and technical community.

This handbook brings together the key guidance, resources and advice used throughout the professional registration process for:

- **Registered Science Technician (RSciTech)**
- **Registered Scientist (RSci)**
- **Chartered Scientist (CSci)**

Whether you are considering registration for the first time or actively preparing your application, this handbook is designed to help you understand the requirements, select the appropriate register, prepare a strong competence report and avoid common pitfalls.

The guidance contained within this handbook has been developed from Science Council approved documentation and supporting advice provided by the Institute of Science & Technology (IST). It should be used alongside the relevant registration standards and any additional guidance provided by the IST.

Throughout the handbook you will find practical tips, assessor insights and application guidance designed to help you present your experience and achievements clearly and effectively. Make use of these.

Professional registration is not about producing the perfect application; it is about demonstrating your competence and impact through clear examples drawn from your own experience.

We encourage you to use this handbook as a working resource throughout your application journey and to revisit it whenever you need guidance or reassurance.

If you require support at any stage of the process, please contact the IST Registration Team who will be happy to help.

IST Registration Team: registrations@istonline.org.uk

2. Understanding Professional Registration

Before beginning your application, it is important to understand how the Science Council professional registration standards are structured and how the expectations develop across the three registration levels: Registered Science Technician (RSciTech), Registered Scientist (RSci) and Chartered Scientist (CSci).

The Competency Matrix provides a high-level overview of the knowledge, skills, behaviours and professional responsibilities expected at each level. While all three registers are based around the same five competency areas, the depth, complexity and level of responsibility expected increases significantly as you progress through the registers.

The five competency areas are:

A – Application of Knowledge and Understanding: How you apply scientific knowledge, understanding and technical expertise within your role.

B – Personal Responsibility: How you work independently, take responsibility for your work and contribute to safe, effective and sustainable practice.

C – Interpersonal Skills: How you communicate, collaborate, influence and work effectively with others.

D – Professional Practice: How you apply scientific methods, solve problems, manage resources and contribute to improvement and innovation.

E – Professional Standards: How you demonstrate professionalism, ethical practice and commitment to Continuing Professional Development (CPD).

The matrix can be used in several ways throughout your application journey:

- To help identify the most appropriate register for your current level of responsibility and experience.
- To understand the differences between RSciTech, RSci and CSci.
- To support discussions with mentors, managers or supporters about your readiness for registration.
- To help you identify examples that demonstrate the level of competence expected for your chosen register.

As you review the matrix, remember that professional registration is not based on job title alone. Assessors are interested in the level at which you are working, the responsibilities you hold, the decisions you make and the impact of your work.

Once you have reviewed the matrix and identified the most appropriate register, you should then read the full standards for that register and begin planning your competence report using the guidance provided throughout this handbook.

TOP TIP: Do not focus solely on your qualifications or job title when deciding which register to apply for. The strongest indicator is the level of responsibility, autonomy and professional impact demonstrated in your day-to-day work.

The matrix on the following page illustrates how these expectations develop from RSciTech through to CSci.

For example, an RSciTech applicant may demonstrate the ability to apply scientific knowledge and work effectively within established procedures, whereas a Chartered Scientist is expected to demonstrate leadership, exercise judgement in complex situations and develop innovative solutions to scientific challenges.

2.1 Choosing The Right Register

One of the first questions applicants ask is: “ *Which professional register is right for me?* ”

Professional registration is not determined solely by your job title or qualifications. It is based on a combination of your knowledge, experience, responsibilities and professional practice.

The three registers recognise different levels of scientific and technical practice:



RSciTech is designed for individuals working in technical roles who apply scientific knowledge and practical skills within defined procedures and protocols.

Typically, RSciTech applicants:

- Apply scientific or technical knowledge in their day-to-day work.
- Work with a degree of autonomy while understanding when to seek guidance.
- Follow established procedures and contribute to maintaining standards.
- Support scientific activities through technical expertise.
- Have responsibility for the quality of their own work.



RSci is designed for individuals who apply scientific knowledge independently and take responsibility for more complex activities, projects, processes or teams.

Typically, RSci applicants:

- Work with minimal supervision.
- Make decisions based on scientific understanding and evidence.
- Contribute to improving processes and practices.
- Supervise, mentor or support others.
- Apply scientific knowledge to solve complex problems.



CSci recognises experienced professionals who demonstrate a high level of scientific expertise, leadership, innovation and independent judgement.

Typically, CSci applicants:

- Lead scientific activities, projects or programmes.
- Influence strategy, policy or professional practice.
- Make decisions in complex or uncertain situations.
- Develop innovative solutions and improvements.
- Demonstrate leadership and professional influence within their organisation or profession.

Remember that registration is based on what you do, not simply what your job title says.

Many applicants underestimate their level of responsibility and capability.

If you are unsure which register is most appropriate, the IST Registration Team will be happy to discuss your experience and help you identify the most suitable route.

2.2 Competency Matrix - RSciTech, RSci and CSci Comparison



	RSciTech Registered Science Technician	RSci Registered Scientist	CSci Chartered Scientist
A Application of knowledge & understanding	<ul style="list-style-type: none"> Applies knowledge. Interprets and evaluates data. 	<ul style="list-style-type: none"> Applies knowledge in the context of new areas. Analyses, interprets and evaluates information, concepts and ideas. 	<ul style="list-style-type: none"> Uses specialist knowledge and broader understanding. Exercises sound judgement in the absence of complete information. Demonstrates critical evaluation and proposes original solutions.
B Personal responsibility	<ul style="list-style-type: none"> Works with minimal supervision and knows when to escalate. Maintains quality and applies safe working practices. 	<ul style="list-style-type: none"> Works autonomously while recognising limits and knows when to escalate. Takes responsibility for quality, safe and sustainable working practices, contributing to their evaluation and improvement. 	<ul style="list-style-type: none"> Exercises responsibility for self and others. Develops and implements policies and protocols relating to quality, health, safety and sustainability. Implements solutions with due regard to impact of work on organisation & wider environment.
C Interpersonal skills	<ul style="list-style-type: none"> Demonstrates effective communication, interpersonal and behavioural skills. Works effectively with others. 	<ul style="list-style-type: none"> Demonstrates effective communication, interpersonal and behavioural skills. Demonstrates productive working relationships and an ability to resolve problems. 	<ul style="list-style-type: none"> Communicates effectively with specialist and non-specialist audiences. Mediates and develops positive working relationships. Demonstrates effective leadership.
D Professional practice	<ul style="list-style-type: none"> Recognises problems and applies appropriate scientific methods. Participates in continuous process improvement. 	<ul style="list-style-type: none"> Identifies, reviews and selects scientific techniques, procedures and methods. Contributes to continuous process improvement. 	<ul style="list-style-type: none"> Scopes, plans and manages projects. Takes responsibility for continuous performance and process improvement.
E Professionalism	<ul style="list-style-type: none"> Maintains and enhances competence within a structured environment. Complies with relevant Code of Conduct 	<ul style="list-style-type: none"> Maintains and enhances competence. Complies and promotes relevant Code of Conduct 	<ul style="list-style-type: none"> Demonstrates a commitment to professional development by continuing to advance knowledge, understanding and competence. Complies and promotes relevant Code of Conduct

3. Understanding the Professional Registration Standards

Professional registration is awarded through demonstration of competence against standards set by the Science Council.

The standards describe the knowledge, skills, responsibility, professionalism and behaviours expected at each registration level. They provide the framework against which applications are assessed and ensure consistency across all Licensed Bodies.

The Institute of Science and Technology is a Science Council Licensed Body.

Although the three registers share common themes, the expectations increase as applicants progress from RSciTech to RSci and then to CSci.

As you move through the registers, assessors will expect to see increasing levels of:

- Scientific understanding
- Professional responsibility
- Independence and autonomy
- Leadership and influence
- Problem-solving and decision-making
- Strategic thinking
- Professional impact

Applicants should carefully review the standards for the register they intend to apply for before beginning their competence report.

The full Science Council standards are included in the appendices which can be found at the end of this document:

Appendix A – RSciTech Standards

Appendix B – RSci Standards

Appendix C – CSci Standards

When writing your competence report, refer regularly to the standards to ensure your examples clearly demonstrate the level of competence expected.

TOP TIP: You do not need to start with Section A – begin with the section that feels most natural or where you already have strong examples to draw upon.

4. Qualification Requirements

1. England, Wales, Northern Ireland

For applicants with qualifications awarded from England, Wales and Northern Ireland, there is the minimum requirement of:

Registered Science Technician (RSciTech) – Level 3 qualification* or equivalent** learning and achievement

Level 3 refers to any of the below qualifications:

- A level
- Access to higher education diploma
- Advanced apprenticeship
- Applied general
- AS level
- International Baccalaureate diploma
- Level 3 award
- Level 3 certificate
- Level 3 diploma
- Level 3 ESOL
- Level 3 national certificate
- Level 3 national diploma
- Level 3 NVQ
- T Level
- Tech level

Registered Scientist (RSci) – Level 5 qualification* or equivalent** learning and achievement

Level 5 refers to any of the below qualifications:

- Diploma of higher education (DipHE)
- Foundation degree
- Higher national diploma (HND)
- Level 5 award
- Level 5 certificate
- Level 5 diploma
- Level 5 NVQ

Chartered Scientist (CSci) – Level 7 qualification* or equivalent** learning and achievement

Level 7 refers to any of the below qualifications:

- Integrated master's degree, for example master of engineering (MEng)
- Level 7 award
- Level 7 certificate
- Level 7 diploma
- Level 7 NVQ
- Master's degree, for example, Master of Science (MSc)
- Postgraduate certificate
- Postgraduate certificate in education (PGCE)
- Postgraduate diploma

Scotland

For applicants with qualifications awarded from Scotland, there is the minimum requirement of:

Registered Science Technician (RSciTech) – Level 6 qualification* or equivalent** learning and achievement

Level 6 refers to any of the below qualifications:

- Higher awards, skills for work higher
- National certificate
- Professional development award
- National progression award
- Modern apprenticeship
- Foundation apprenticeship
- SVQ

Registered Scientist (RSci) – Level 8 qualification* or equivalent** learning and achievement

Level 8 refers to any of the below qualifications:

- Higher national diploma
- Advanced diploma
- Professional development award
- Diploma of higher education
- Higher apprenticeship
- Technical apprenticeship
- SVQ

Chartered Scientist (CSci) – Level 11 qualification* or equivalent** learning and achievement

Level 11 refers to any of the below qualifications:

- Professional development award
- Masters degree
- Integrated masters degree
- Post graduate certificate
- Graduate apprenticeship
- Professional apprenticeship
- SVQ

**Qualifications need to be within a scientific discipline or relevant practice.*

***Equivalence refers to the QAA (Quality Assurance Agency for Education) descriptors for CSci and the Ofqual descriptors for RSci and RSciTech.*

Outside of the UK

You can compare European qualifications by following [this link](#).

You can also contact the [UK National Information Centre](#) (UK ENIC) to compare a UK qualification with any non-UK qualification - there's a fee for this.

5. What Are Equivalency Reports?

“Do I need to complete an Equivalency Report?”

Most applicants will not need to complete an equivalency report.

If you hold the required qualification level for the register you are applying for, you do not need to complete an equivalency report, you simply need to submit a copy of your qualification certificate as part of your application.

For example:

- RSciTech applicants normally provide evidence of a Level 3 qualification (Level 6 in Scotland) or higher.
- RSci applicants normally provide evidence of a Level 5 qualification (Level 8 in Scotland) or higher.
- CSci applicants normally provide evidence of a Master's level qualification (Level 7 in England, Wales and Northern Ireland, or Level 11 in Scotland) or higher.

If you hold the required qualification, you can proceed directly to completing your competence report and application.

You may need to complete an equivalency report if:

- You do not hold the minimum qualification required for the register.
- Your qualification is not in a scientific discipline or relevant area of practice.
- You have developed your knowledge and expertise primarily through professional experience, workplace learning, training and Continuing Professional Development.

An equivalency report allows you to demonstrate that your learning and achievement are equivalent to the qualification level normally required for registration.

If you are unsure whether you need to complete an equivalency report, please contact the IST Registration Team before starting your application. They can help determine whether your qualifications meet the requirements or whether the equivalency route is appropriate for you.

5.1 Understanding Equivalence

Professional Registration normally requires applicants to demonstrate a minimum level of academic achievement alongside the required competencies.

However, many highly capable professionals develop equivalent knowledge and understanding through workplace experience, professional development, training and practical application rather than through formal qualifications.

To ensure these individuals are not disadvantaged, the Science Council provides routes for applicants to demonstrate equivalence.

An equivalency report allows applicants to evidence that their knowledge, understanding and professional capability are comparable to the qualification level normally required for registration.

The purpose of an equivalency report is not to repeat your competence report. Instead, it demonstrates that your learning and achievement are equivalent to the academic level expected for registration.

The requirements differ for RSciTech, RSci and CSci. Detailed guidance for each route is provided over the next few pages in this handbook.

5.2 RSciTech – Equivalency Guidance for Applicants and Assessors

Introduction

This document provides guidance for applicants submitting a RSciTech Equivalency report and assessors assessing a RSciTech equivalency report.

An Equivalency Report

The Equivalency report provides a way for applicants that do not hold at least a Level 3* Qualification to show that they have the knowledge and skills to work at that level.

**(Level 3 in England, Wales and Northern Ireland, Level 6 in Scotland)*

RSciTech Level

RSciTech is for individuals working largely under direction in technical roles with limited supervisory responsibilities.

However, they are expected to have sound technical knowledge, undertake routine but complex tasks and be able to make decisions within organisational guidelines.

The equivalency report is expected to give specific examples showing the applicants theoretical understanding of the technical knowledge and skill required at this level, and how they have been applied to improve technical processes and / or solve technical problems.

Science Council Equivalency Descriptors

Many of the expected competencies are covered in the RSciTech descriptors. The additional competences required for a RSciTech Equivalency report are:

Level 3 Skills Criteria	Example Evidence
Demonstrate how you 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.	<ul style="list-style-type: none"> A detailed example of the applicant using their technical knowledge and understanding to troubleshoot or improve a scientific process.
Demonstrate how you use appropriate investigation to inform actions.	<ul style="list-style-type: none"> A detailed example of how they have used research and analytical techniques to help them make a decision.

Level 3 Knowledge Criteria	Example Evidence
Demonstrate how you 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.	<ul style="list-style-type: none"> A description of a theory and practice of a scientific technique or process the applicant uses in their work. A description of a theory and practice of a scientific techniques the applicant has used to troubleshoot a process.
Demonstrate how you are aware of the nature of the area of study or work within your organisation.	<ul style="list-style-type: none"> A description the applicant's work area, its objectives, and how it relates to the overall objectives of the wider organisation.
Demonstrate how you are aware of different perspectives or approaches within the area of study or work.	<ul style="list-style-type: none"> A description of at least two different perspectives or approaches to a problem or analysis in the applicants area of work, and why the one they work with was chosen.

5.3 RSci – Equivalency Guidance for Applicants and Assessors

Introduction

This document provides guidance for applicants submitting a RSci Equivalency report and assessors assessing a RSci equivalency report.

An Equivalency Report

The Equivalency report provides a way for applicants that do not hold at least a Level 5 (Level 5 in England, Wales and Northern Ireland, Level 8 in Scotland). Qualification to show that they have the technical knowledge and skills to work at that level.

RSci Level

RSci is for individuals working with minimal direction in technical roles while having a level of supervisory or management responsibility.

In addition to having sound technical knowledge, they are expected to undertake more complex or non-routine tasks, understand how to work with others effectively and give guidance and support to others.

The equivalency report is expected to give specific examples showing the applicants theoretical understanding of the technical knowledge and skill required at this level, and how they have been applied to improve technical processes and / or solve technical problems.

Science Council Equivalency Descriptors

Many of the expected competencies are covered in the RSci descriptors. The additional technical competences required for a RSci Equivalency report are given below.

The evidence examples given are not prescriptive and the assessor may consider other evidence which they feel meets a criterion.

Level 5 Skills Criteria	Example Evidence
Demonstrate how you determine, adapt, and use appropriate methods, cognitive and practical skills to address broadly defined, complex problems.	<ul style="list-style-type: none">▪ A detailed example of the applicant troubleshooting or improving a scientific process.
Demonstrate how you use relevant research or development to inform actions.	<ul style="list-style-type: none">▪ A detailed example of how they have used research and analytical techniques to help them make a decision.

Level 5 Knowledge Criteria	Example Evidence
Demonstrate how you have practical, theoretical, or technological knowledge and understanding of a subject or field of work to find ways forward in broadly defined, complex contexts.	<ul style="list-style-type: none"> ▪ A description of a scientific technique or process the applicant has improved or adapted in their work ▪ A description of a management process or technique the applicant has used to improve organisational efficiency.
Demonstrate how you are aware of the nature and scope of the area of study or work within your organisation.	<ul style="list-style-type: none"> ▪ A description the applicant's work area, its objectives, and how it relates to the overall objectives of the wider organisation.
Understands different perspectives, approaches or schools of thought and the reasoning behind them.	<ul style="list-style-type: none"> ▪ A description of at least two technical perspectives, approaches or schools of thought that apply to the applicants area of work, and why the one they work with was chosen.

5.4 Demonstrating Master's Level Equivalence in Your Competence Report

Chartered Scientist applicants must have a master's level qualification **or equivalent learning and achievement**.

(Level 7 in England, Wales and Northern Ireland, Level 11 in Scotland).

As part of a new way to demonstrate equivalence for Chartered Scientist applications we are trialling a new approach. Instead of writing a separate equivalence report, we are asking applicants to instead demonstrate master's level *thinking / understanding / learning* in their competence report – the examples you provide to demonstrate the competencies required for CSci registration. This will save duplicating examples in a separate report, but means that you will have to consider how you demonstrate these master's level outcomes in your competency examples.

Below are some tips to help you demonstrate master's level equivalence in your competence report, and should be read alongside the general guidance for completing a competence report.

1. Align examples with technical and behavioural indicators of master's level work

Technical Indicators

These reflect your knowledge, skills and application in your scientific discipline.

Examples include:

- Applying complex scientific concepts to solve real-world problem
- Managing and analysing data critically
- Understanding and complying with regulations and standards
- Innovating or improving technical processes
- Managing risk in scientific projects

Behavioural Indicators

These show your attitudes, behaviours and interpersonal skills in a professional context.

Examples include:

- Taking responsibility and showing leadership
- Making sound judgements under uncertainty
- Communicating complex ideas clearly to various audiences
- Collaborating effectively and resolving conflicts
- Reflecting on experiences to drive self-improvement

2. Use the STAR structure

Situation – Brief context

Task / Challenge – What was expected or needed

Action – What you did (focus on *your* contribution)

Result – What was achieved and what you learned

Be concise with context and rich in detail about your actions and outcomes.

3. Demonstrate critical thinking

Master's level responses should go beyond describing what you did – explain *why* you did it, *what alternatives* you considered, and *how* you evaluated the evidence or options.

4. Emphasise reflection and learning

Show how you learned from the experience and how it influenced your future decisions or practice.

“From this, I learned to...” “On reflection, I would now...”

5. Show complexity and uncertainty

Don't shy away from describing challenging or unpredictable situations. Explain how you handled incomplete data, conflicting opinions, or high-stakes decisions.

6. Quantify impact where possible

Where possible, use evidence or data to support your claims:

- Cost or time savings
- Measurable improvements (efficiency, safety, quality)
- KPIs, feedback, or audit outcomes

7. Use clear, professional language

Write confidently, avoiding jargon unless it's relevant and explained. Aim for clarity and authority, but don't overcomplicate.

Avoid: "I might have contributed to improving..."

Use: "I led an initiative that resulted in a 15% improvement..."

8. Tailor examples to each competency

Choose examples that clearly align with the **specific intent** of each competency. Avoid using the same example too many times unless it's especially rich and relevant across areas.

9. Demonstrate independence and leadership

At master's level, evidence of autonomy, methodical decision-making, and influence is crucial. Even if you worked in a team, focus on *your* responsibility and role.

Equivalency Report for CSci - Further Guidance

Please find below more guidance that may help you complete your Chartered Scientist Equivalency Report.

1) How have you developed and maintained your systematic understanding of knowledge, and critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice?

The term "systematic understanding" relates to a structured (systematic) approach to learning and use of knowledge. In this section you will need to demonstrate, with supporting evidence, how you have developed your knowledge across your speciality, field of practice or equivalent professional area and how you have kept up to date with advances

in your field of study or areas of practice. Don't forget it is very much about producing or referring to evidence wherever possible to substantiate your statements.

Examples of evidence here might include:

- Detail of research undertaken in producing a technical report, research publication or other form of output.
- Details of reading or research that have helped you develop your professional practice, the methods or techniques that you use.
- Any training you have received as part of your role, position or responsibilities. For example: short courses, workshops, training, briefings, etc.
- Details of new methodology or approaches that have come out since your degree and that you have adopted or used in your practice.
- Online forums used to solicit technical information, e.g. Research Gate. If you provide this as evidence, please provide appropriate hyperlinks.

You also need to demonstrate how you have maintained your understanding, for example through independent learning, continuous CPD, on-going research, personal targets set in any annual performance/career reviews, etc.

2) How have you developed and maintained a comprehensive understanding of techniques applicable to your own research or advanced scholarship?

You will have used a range of different techniques, approaches and methodologies since graduating and you will need to give detail of these here. You will also need to demonstrate your understanding of how such methods work. This can also include methodologies such as those involved in analysis, survey, design, etc. It can also include literature and database searching and use of relevant software such as modelling software, control software, programming, computer graphics, IT skills, etc.

Your career may be more related to methodologies, than the application of theoretical knowledge, which you may have then applied in different subject specialities or fields as your career has progressed. In which case you might find it useful to describe, using examples or case studies, how you have, when progressing from one position to the next, updated your skills and understanding in line with current developments and adapted your methodology to your new field of practice. Please note, such examples do not have to be recent, but must be at some time in your career since graduating.

You also need to demonstrate how you maintain and develop your understanding, for example through independent learning, continuous CPD, on-going research, personal targets set in any annual performance/career reviews, etc.

3) How you have used 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 your discipline?

This may at first seem a bit daunting. However, what is looked for here are descriptions of your approach to using research methodology to gain more information, such as the use of molecular biology, big-data or other databases, literature searches, journals, archives, books, etc. It would be useful to give one or more examples of how, at some time in your career since graduating, you have carried out interrogation of existing data and knowledge, in order to gain information that you have then applied in your work or professional practice. This could be an answer to a scientific or technical question, a new lecture or talk, original written document, a modification to improve an existing method or practice, survey, etc. It can include quite simple hands-on experimentation to in-depth research.

Alternatively, it may be a piece of work, research or investigation that you directed, rather than doing yourself. However, it has to contain some element of originality, i.e. the creation of something new or novel. This can be conceptual or material.

The examples you give do not have to be something that you do every day, or even something very recent, just since you graduated.

4) Demonstrate that you have developed an understanding of concepts to a level that enable you to critically evaluate current research, new methodologies and, where appropriate, to propose new hypotheses, improvements or ideas.

In this section you need to demonstrate that, at some time in your career since graduating, you have achieved a level of understanding of the scientific principles or professional practice that allow you to critically assess new ideas and methods. You also need to demonstrate that when you do so, you are able to come up with new ideas, methods, hypothesis, and solutions to problems or improvements to existing methods or approaches.

For example, you may have been involved in a piece of research that has required you to research background literature and recent publications reports and evaluate these within the context of the current understanding of the relevant science or professional practice.

You may then have carried out some form of research or analysis based on this work which led to new investigations, findings, conclusions, etc. It may, though, only have confirmed an existing finding. Or, for example, you may have carried out research to find the most appropriate methods to tackle a problem and adapt it to your specific needs. It can include work that you have undertaken yourself and, or, work that you have directed and been responsible for.

Some of the examples, e.g. research, that you have used in the sections above might also cover aspects of this criteria here. You will need to clearly identify how such examples meet this specific criteria though and how you measured the success of your strategy against expected metrics or outcomes.

5a) Demonstrate clearly how you deal with complex issues both systematically and creatively, making sound judgements in the absence of complete data and in complex and unpredictable situations.

This is about how you approach complex issues, making sound decisions and judgements, when you may not have a complete picture of information and where the outcomes are not certain or predictable. One example might be an explanation of experimental work and data evaluation you have undertaken where the outcomes have been surprising, or not as expected. How did you react to the unexpected outcome? Another scenario might be a situation where solutions or data could not be obtained with standard means or methodology. How did you go about selecting, modifying, improving or improvising standard approach to tackle this situation?

Other examples might include where you have dealt with issues that have arisen when you are managing staff. You might be able to describe a piece of work, project or situation that you have undertaken in an unusual, flexible or novel way.

Some of the examples that you have detailed in the sections above might also cover aspects of this criteria here. You will need to clearly identify how such examples, meet this specific criteria though and how you measured the success of your strategy against expected metrics or outcomes.

5b) Demonstrate clearly how you communicate conclusions from complex issues clearly to specialist and non-specialist audiences.

You need to demonstrate here, giving several different examples, how you communicate effectively with people working both within and outside your particular area of expertise.

Such communication can be public lectures or tours, lectures to students, training sessions, email and other form of communication to administrative, support and other non-specialist staff. Other examples could be where you have led on, or taken part in, group discussions or meetings. These could be written, such as papers, conference presentations, reports, policies, procedures etc. It can include face-to-face communication, such as in group or one-to-one meetings, or event telephone conversations, interviews, etc. You might want to talk about how you deal with training, lecturing or explaining knowledge, especially to those whose first language is not English, or who have other perceptual disabilities in lectures, tours, meetings, etc. You might also like to give examples of how, if relevant, you use different forms of media, e.g. verbal, written & pictorial, to reinforce your communication of a concept, idea, message, etc.

Similarly, how do you gauge audience understanding to assess how effective you are? This could be supported by an example or two as to how you use such information to improve future communications. An example could be describing how you alter your mode or style of deliver to communicate to adapt to different audiences.

6) Demonstrate self-direction and originality in tackling and solving problems, describing how you act autonomously, exercise personal responsibility and use your own initiative in planning and implementing tasks at a professional or equivalent level.

This is about showing that you are demonstrating that you are able to work on your own (autonomously), without supervision for extended periods of time, i.e. more than a day or two, making decisions and solving problems on your own, taking the initiative or lead as required. You need to describe how you manage your own work load, i.e. planning and prioritising.

This section also asks you to demonstrate your own originality in solving problems. You may be able to refer back to examples and answers given in the sections above. Again, you will need to make it clear exactly what your contribution was. Other examples may refer to where you have come up with original proposals, approaches or solutions in your research, practice or day-to-day routine.

It is also about demonstrating taking personal responsibility for your own work, seeking guidance when you need it. If you manage others, examples of where you have delegated and managed tasks and responsibilities within a team would help here. In these examples you need to ensure that you make it clear what your own role was, what your contribution was and what you personally achieved.

Examples might include how you manage multiple responsibilities in terms of your time. This could be project based work, budgeting etc. You could explain how you plan meetings to summarise key findings and make suggestions to your superiors where you might progress in your work.

You could provide specific case studies pertaining to one or more projects. In addition, if your autonomy has included giving public progress reports, in the form of speaking at internal team meetings, e.g. in a group or departmental seminar, then how do you summarise the key findings, progress and follow on activities? You may also be responsible for more junior staff and thus can explain how you plan, or prepare, for supervisory meetings, set and measure objectives, etc.

6. Planning Your Competence Report

6.1 Getting Started

Many applicants find it difficult to begin writing their competence report because they underestimate their own achievements or try to write each section from scratch.

A more effective approach is to start by identifying examples from your work and then map those examples against the competencies.

Before writing anything, spend time reflecting on:

- Projects you have led or contributed to.
- Problems you have solved.
- Improvements you have introduced.
- Training or mentoring you have provided.
- Decisions you have made.
- Challenges you have overcome.
- Examples where your work had a measurable impact.

Aim to identify between five and ten strong examples from the last three years.

6.2 Selecting Examples

The strongest examples are usually those where:

- You made a decision.
- You solved a problem.
- You improved something.
- You influenced others.
- You applied specialist knowledge.
- There was a measurable outcome.

Avoid examples that simply describe routine activities unless you can demonstrate why your contribution was important.

A good question to ask yourself is:

“What would I talk about if an assessor asked me what I am most proud of professionally?”

Those examples are often the strongest.

6.3 Breaking Down Examples

Applicants often make the mistake of describing events rather than demonstrating competence.

For each example, ask yourself:

- What was the situation?
- What was my role?
- What decisions did I make?
- What knowledge did I apply?
- What challenges did I overcome?
- What was the outcome?
- What did I learn?

This process often reveals evidence for multiple competencies from a single example.

6.4 Using the STAR Approach

A useful way to structure responses is the STAR model:

Situation: Provide brief background information.

Task: Explain your role and responsibilities.

Action: Describe specifically what you did. This should be the largest section.

Result: Explain the outcome and impact.

For example:

Situation: Equipment failure was causing delays in laboratory testing.

Task: I was responsible for identifying the cause and restoring service.

Action: I reviewed maintenance records, investigated potential causes, liaised with suppliers and implemented a revised maintenance schedule.

Result: Downtime was reduced by 40%, testing capacity improved and future failures were minimised.

The STAR approach helps ensure your examples contain the detail assessors need to make an informed judgement.

6.5 Competence Report Planner

1. Think of 5 – 10 examples of things you have done in your job in the past 3 years

- They can be standout, standalone things, or examples of the work you do every day. Try and think of things of which you are especially proud. Make them varied.
- Include times when you have taken a lead on things, when you have been a troubleshooter, when you have used your knowledge to help and support the knowledge of others, when you know your contribution has had a significant outcome, etc.
- The majority should be individual examples, rather than times you did something as part of a team.

2. Break your examples down

- For each of these instances, think of how you applied your knowledge and personal responsibility, used your interpersonal skills and professional practice, and adhered to standards.
- For example, if you were using a machine or a method and it wasn't working correctly, don't just think about what protocol you followed – think about how you knew which protocol would work.

Why did you select it, how did your skills dictate your choices, and what was the outcome? It isn't enough to just describe what happened.

3. Tackle the sections methodically

- Use the key words of each section to help you. If a question asks you how you “review” or “select” something, make notes under both these words. Stay away from being too general.
- Flesh out your answers using the notes you made above your examples. Take into consideration the categories, for example second D is all about personal responsibility, so talk about this aspect.

TOP TIP: Start Early! Set yourself a realistic timetable for completing your competence report. Aim to complete at least one competence section each week, or create a plan that allocates sufficient time to each section.

7. Writing Your Competence Report

7.1 Competence Standards – Advice For Applicants

The competence report is the most important part of your professional registration application. It is your opportunity to demonstrate how your knowledge, skills, experience and professional behaviours align with the standards required for registration.

Assessors are not looking for perfect answers or academic essays. They are looking for evidence that you consistently apply scientific knowledge and professional judgement in your role and that you meet the standards required for your chosen register.

The competence report should focus on your own contribution. Assessors need to understand what you did, why you did it, how you approached the situation and what the outcome was.

When writing your report:

- Use specific examples from your own experience.
- Focus on your role and contribution rather than that of the wider team.
- Explain your decision-making and thought processes.
- Demonstrate the impact and outcomes of your actions.
- Provide sufficient detail to allow an assessor to understand the situation and visualise your involvement.
- Avoid simply listing duties from a job description.

The strongest competence reports show not only what an applicant did, but also why they did it, what challenges they faced, how they overcame them and what was achieved as a result.

Remember that professional registration is based on evidence of competence. Your examples should demonstrate how you meet the required standard through your day-to-day practice.

TOP TIP: Before submitting your application, read each example and ask yourself: “Would someone unfamiliar with my workplace understand exactly what I did and why it was important?” If the answer is no, consider adding more detail.

7.2 Competence Areas A – E

The Science Council registration standards are organised into five competency areas. Together, these areas provide a holistic assessment of your professional practice.

Area A – Application of Knowledge and Understanding

This section focuses on how you apply scientific knowledge, technical expertise and professional understanding within your role. Assessors are looking for evidence that you understand the principles behind your work and can apply that knowledge effectively.

Area B – Personal Responsibility

This section considers how you take responsibility for your work, make decisions, work safely and sustainably, and recognise the limits of your authority and expertise. It also includes how you contribute to quality and continuous improvement.

Area C – Interpersonal Skills

Scientific and technical work rarely takes place in isolation. This section focuses on communication, teamwork, leadership, influencing skills and the ability to develop productive working relationships.

Area D – Professional Practice

This section explores how you apply scientific methods, solve problems, manage resources, improve processes and contribute to the effective delivery of projects, services or scientific activities.

Area E – Professional Standards

This section focuses on professionalism, ethics and Continuing Professional Development (CPD). It is about demonstrating a commitment to maintaining and enhancing your competence while promoting professional standards and good practice.

While each competency area has a distinct focus, many workplace examples will demonstrate evidence across multiple areas. Applicants are encouraged to use examples strategically, adapting them to show how they meet the specific requirements of each competency.

TOP TIP: A single strong example can often provide evidence for several competency areas. The key is to explain how the example demonstrates the specific competency you are addressing, rather than simply repeating the same answer.

7.3 What Assessors Are Looking For

Assessors are experienced professionals who review applications against the published registration standards. Their role is to determine whether an applicant has demonstrated the required level of competence for the register they are applying for.

Assessors are looking for clear, evidence-based examples that demonstrate:

Knowledge and Understanding:

Can you explain not only what you do, but also the scientific principles, technical knowledge or professional understanding that underpin your work?

Personal Contribution:

Is it clear what your role was? Can the assessor distinguish your contribution from that of colleagues, supervisors or team members?

Decision-Making:

Do your examples demonstrate professional judgement, problem-solving and the ability to make informed decisions?

Responsibility and Accountability:

Do you take responsibility for your work, understand its impact and recognise when to seek support or escalate issues?

Communication and Collaboration:

Can you communicate effectively, work productively with others and contribute positively to your organisation and profession?

Impact and Outcomes:

Have you explained the results of your actions? What difference did your work make to colleagues, customers, students, projects, processes or the wider organisation?

Professionalism:

Do you demonstrate ethical behaviour, a commitment to professional standards and a willingness to continually develop your knowledge and skills?

Assessors are not looking for perfection. They are looking for authentic examples that demonstrate competence at the appropriate level.

TOP TIP: Think like an assessor – Could someone unfamiliar with your work visualise exactly what you did?

8. Using Artificial Intelligence Responsibly

8.1 Use of AI in Competency Reports

Generative AI Statement

Within the context of that Competencies Report, the IST acknowledges that Artificial Intelligence (AI) tools or large language models (such as ChatGPT) can be appropriately and ethically used to assist in composing a registration application.

For instance, it can aid with translation, spelling, grammar, and restructuring.

However, applicants remain responsible for the originality, validity, and integrity of the content in their application, even when utilising AI tools for specific elements.

Any unethical use of AI, such as generating generic or inaccurate evidence statements that do not detail (or directly relate to) the applicant's personal experiences, will be deemed inadmissible, and may lead to a misconduct investigation.

This guidance has been reviewed and approved by the Institute of Science & Technology and reflects the current position of the IST regarding the appropriate and ethical use of Artificial Intelligence tools in the preparation of professional registration applications.

Approved by:

Terry Croft *MBE CSci FScT*
IST Chair & CEO

Dr Michelle Jackson *CSci FScT*
IST Registrar

8.2 Guidance on the Use of AI

Good Uses of AI

AI tools may help you:

- Improve spelling and grammar.
- Improve readability.
- Reorganise draft text.
- Check clarity and structure.
- Convert notes into draft paragraphs.
- Assist where English is not your first language.

Inappropriate Uses of AI

AI should not:

- Invent examples.
- Create experiences you have not had.
- Generate generic competency statements.
- Replace your own professional reflection.
- Produce content that cannot be verified by you.

Remember: assessors are experienced professionals and can often identify responses that are generic, overly polished or lacking personal authenticity.

The most successful applications are those that clearly reflect the applicant's own experience, voice and professional judgement.

TOP TIP: Many applicants focus heavily on describing activities. Strong applications focus on outcomes. Wherever possible, explain what you changed, what you improved, and what was achieved or was learned as a result of your actions.

9. Top Tips for Success

9.1 Do's and Don'ts

Need help with your competence report? Read our top tips for success when you apply for professional registration. Some of these tips have been mentioned earlier.

- 1. Do find a mentor:** Speak to someone who has recently gone through the process of becoming professionally registered. Seek out a mentor and ask them to read and provide feedback on your competence report. Your supporter should also be able to provide you with support and read through your application before you submit.
- 2. Do sell yourself:** Sell yourself, use it as an opportunity to reflect on your skills and experience, and make your achievements clear.
- 3. Do provide enough detail:** Approximately five sentences may be enough to give the assessors an idea of how to structure a discussion for a face to face, but will not be enough for the online assessment route.
- 4. Do use a CPD log:** If you have any sort of log for your professional development, use it to help jog your memory about recent achievements and potential examples.
- 5. Don't ignore the assessment route:** Should you require a face to face assessment due to special circumstances we can arrange a face to face assessment.
- 6. Don't rely on general statements:** Don't just list the things you do; you will need to provide evidence of your competence in the form of specific examples. Consider using the STAR technique – Situation, Task, Action, Result.
- 7. Don't Use 'we' when you mean 'I':** We want to hear about you, ensure you use 'I' rather than talking in terms of 'we' otherwise the assessors will struggle to judge your competence.
- 8. Don't use the same example without adapting it:** You don't need to use a new example for each competence, but you do need to make it clear how the example demonstrates that particular competence.

9.2 Practical Advice from Assessors

The following observations are based on common feedback from professional registration assessors.

Show Us What You Did

Assessors need to understand your contribution, not your team's. One of the most common issues is the overuse of “we” rather than “I”. While teamwork is important, registration is awarded to individuals. Choose examples that clearly demonstrate your role, decisions and impact.

Explain Why

Strong applications explain not only what happened, but why particular decisions or approaches were taken. Demonstrating your reasoning helps assessors understand your knowledge, judgement and professionalism.

Tell the Whole Story

The strongest examples describe the challenge, your actions and the outcome achieved. Providing context helps assessors understand the significance of your contribution and the impact of your work.

Use Evidence

Where possible, support your examples with measurable outcomes such as figures, percentages, timescales or performance improvements. Clear evidence helps assessors understand the value and impact of your contribution.

Don't Assume Knowledge

Write for an audience that may not be familiar with your workplace, organisation or specialist area. Applications are typically reviewed by both a subject specialist and a non-specialist assessor, so clarity is essential.

Demonstrate Impact

Explain the difference your work made. Consider the impact on colleagues, customers, students, patients, research, the organisation or the wider community. Assessors are looking for evidence that your work delivers meaningful outcomes.

Reflect

Reflection demonstrates professional maturity and strengthens your examples. Explain what you learned, how the experience influenced your practice and what you might do differently in the future. Reflection is also a key component of effective Continuing Professional Development.

Read the Competency Carefully

Many applications contain strong examples that do not fully answer the competency being assessed. Take time to understand the wording of each competency and ensure your response addresses every aspect of the requirement.

10. The Five Most Common Mistakes

1. **We, not I – Now’s your time to shine!** We are awarding registration to you, not your team, so in all your explanations, you need to be clear on what your individual role was. If your entire answer references “us” and “we” with no “I” or “me,” then you will need to reformulate what you’ve written.
2. **Being too brief.** After you’ve written your response, read it back and think about whether an assessor would be able to visualise what your role was. If they can’t, you have not provided enough detail. Remember, be specific, it’s better to write too much than too little.
3. **Lacking depth.** It isn’t just about what you did, it’s about how and why you did it. You can only be awarded registration when our assessors are sure you know the impetus behind, and results from your work.
4. **No outcomes.** You need to demonstrate that you understand the difference that your work makes long-term. If you have improved a procedure, what does that mean in real terms? How do your colleagues benefit? What happens to the standard of your results?
5. **Not referencing the heading.** The competence report is broken into five sections. Read the section heading thoroughly before you write your response. You need to make sure you have fully absorbed what it is asking.

These are not just “top tips”, they are what you need to follow to get your competence report to a high enough standard for it to be assessed. Arm yourself with these pieces of advice, read the standards for RSciTech, RSci and CSci, utilise the competence report planner.

TOP TIP: Reuse Examples Strategically – One Strong example can often demonstrate several competencies when viewed from different perspectives.

11. After Registration

11.1 Science Council CPD Standards for Registrants

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 December each year.

The 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.

11.2 Maintaining Your Registration

Professional registration is renewed annually and requires registrants to continue meeting the Science Council CPD Standards.

Building Your Professional Profile

Registration can support:

- Career progression
- Professional recognition
- Leadership opportunities
- Increased credibility
- Mentoring and volunteering opportunities
- Progression to higher registration levels

Planning Your Next Step

Many registrants progress through the registers over time: **RSciTech → RSci → CSci**

Registration should be viewed as part of an ongoing professional development journey.

Getting Involved

Registrants are encouraged to:

- Maintain active CPD
- Participate in professional networks
- Support colleagues seeking registration
- Become mentors or assessors
- Contribute to the wider scientific community

This leaves applicants with a sense that registration is the beginning of professional recognition, not simply the completion of an application form.

11.3 Annual Renewal Requirements

Achieving professional registration is an important milestone, but maintaining your registration is equally important.

Professional registration demonstrates not only your competence at the point of application, but also your ongoing commitment to professional standards, ethical practice and continuing professional development throughout your career.

To retain your professional registration, you must:

Maintain Active IST Membership

Professional registration through the Institute of Science & Technology is linked to your membership. To remain registered, you must maintain your membership in good standing and ensure that your membership fees remain up to date.

Renew Your Registration Annually

Professional registration is renewed each year. As part of the renewal process, registrants are required to confirm that they continue to meet the standards expected of a professionally registered scientist or technician.

Maintain an Up-to-Date Professional Practice and Development (PPD) Record

You must keep a current and reflective record of your Continuing Professional Development (CPD) activities. Your PPD record should demonstrate how you are maintaining and enhancing your knowledge, skills and professional competence.

Demonstrate Continued Professional Practice

Registration is intended for individuals who remain actively engaged in scientific, technical, educational or professional practice. Registrants should continue to apply their knowledge and expertise within their professional role while maintaining the standards expected of their registration.

What Should Your PPD Record Demonstrate?

Your PPD record should provide evidence that you are actively developing your professional competence and reflecting on the impact of your learning activities.

Your record should demonstrate:

- A mixture of relevant learning and development activities, such as work-based learning, professional activities, formal training, self-directed learning or voluntary activities.
- How your learning has benefited your professional practice and contributed to your effectiveness in your role.
- An awareness of relevant professional standards, ethical requirements and codes of conduct.
- The ability to provide written evidence of your learning and development activities if requested as part of an audit or verification process.

Be Prepared for CPD Audit

The Science Council and Licensed Bodies may periodically audit registrants' CPD records. If selected, you will be asked to provide evidence that demonstrates compliance with the CPD Standards. Maintaining your PPD record throughout the year will make this process straightforward and help ensure continued compliance.

Top Tip: Don't wait until renewal time to update your PPD record. Recording activities and reflections regularly throughout the year will make renewal easier and help you gain greater value from your professional development.

Appendix A – Becoming a Registered Science Technician

Competence report – advice to applicants

Applicants for RSciTech will need to demonstrate competence across five areas. Guidance on what the assessors will be looking for under each 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 or 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.

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)

Appendix B – Becoming a 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 is provided below each competence, but the examples are just indicative – there will be many other valid examples you could choose.

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

- For each competence statement, you will need to provide 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 or 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.

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 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 or 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 or with new material. You should be able to explain and describe in technical terms the main components, elements, tools, material etc. involved and why you are carrying out the new work.
- Are involved in carrying out a new procedure, process or design; you should be able to explain from a technical perspective why you are using this and why it is relevant to the 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 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 analyse and interpret your work and advise on how you may overcome problems.
- Review a number of relevant literature, manuals or designs and present findings to others.
- Develop new methods or approaches 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.

Examples could include:

- Identification of potential safety issues and recommending solutions.

- Risk assessments associated with your work.
- Relevant Health and Safety regulations such as COSHH, Noise, Manual Handling and DSE.
- 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 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 standard necessary for the work being carried out by themselves and others. You should be able to describe an example of how you enable these standards and ensure that you are applied.

You may for example:

- Produce and communicate protocol standards (such as good laboratory, workshop, design practice).
- Train others 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 and explain the impact of good and bad data and outcomes.
- Recognise when your own and others’ work needs to be repeated or the 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.

Examples may include:

- Discussing and agreeing objectives with your supervisor.
- Discussing and agreeing objectives in team meetings.
- Giving presentations of your work or others aspects of lab work (e.g. 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 (e.g. carry 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 a 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 (e.g. lack of demand or 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, working 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 resources when an issue arises.
- Organisation of statutory inspections, external/internal servicing, and maintenance of equipment or infrastructure.

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

This means that you can give an example of ‘problem solving’ that describes your specific role in helping to overcome a specific problem. For instance, it might mean that a process, programme, design, assay, or method suddenly stops working and you are involved in finding out the reason why. Your example should show what your role was in understanding the problem and what your contribution achieved.

D4: 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 your role in:

- Taking part in staff reviews.
- Working within time frames 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 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)

Appendix C - Becoming a Chartered Scientist

Competence Report – Advice to Applicants and Mentors

Applicants for CSci 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 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.

A: Application of Knowledge and Understanding

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

A1: Demonstrate how you use knowledge, experience, skills and broader scientific understanding to optimise the application of existing and emerging science and technology.

You should provide sufficient detail here to show your deep understanding of your specialist scientific subject and how you have applied it. Further to this, include any examples of where your broader scientific understanding is applied to your area of practice.

Examples could include, but are not limited to:

- Writing and presenting internal papers, reports or standards.
- Conducting appropriate research to facilitate design and development of scientific processes.
- Writing primary journal articles and patents.

A2: Exercise sound judgement and understand principles of uncertainty in complex and unpredictable situations.

This competence is asking you to identify and be aware of the limit of your own knowledge and professional competence, to demonstrate an ability to manage your own strengths and weaknesses and to recognise the level of risks attached to your actions.

Examples could include, but are not limited to:

- When you have reacted and dealt with an unexpected outcome.
- When you have approached a piece of work or project flexibly and in a novel or different way.

A3: Demonstrate critical evaluation of relevant scientific information and concepts to propose solutions to problems.

You should think of this competence in terms of selecting the best methodology, the subsequent data analysis, evaluations and conclusions you draw, and how you overcome any barriers or issues.

Examples could include, but are not limited to:

- Engaging in experimental design and testing.
- Reviewing relevant literature, databases, manuals or designs.
- Statistical analysis and numerical modelling.

B: Personal Responsibility

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

B1: Work autonomously and take responsibility for the work of self and others.

It is important for this competency to ensure you describe your contribution, responsibility and impact on a certain task or project and make it clear what you personally have achieved, i.e. “I” not “we”.

In formulating your answers and giving relevant examples, you should consider the following:

- You will be expected to undertake your work without day-to-day supervision and so you should demonstrate that you are able to achieve this.
- You should demonstrate your understanding of when you may need to seek guidance from others and how you would obtain this guidance.
- If you are responsible for managing the work of others, you should clearly describe how you discharge those responsibilities.

B2: Promote, implement and take responsibility for robust policies and protocols relating to health, safety and sustainability.

You should demonstrate that you understand the policies and protocols related to health, safety and sustainability that apply to the work you are undertaking giving examples where you have implemented and promoted them and describe any responsibility that you have related to this.

In formulating your answers, you should consider the following:

- Demonstrate that you know where these policies and protocols are documented and that you are able to apply them in your practice.
- How your work contributes to the update and development of your department's or organisation's policies and procedures.
- How you "promote" the awareness and application of these policies and protocols with others, especially peers and more junior colleagues.

B3: Promote and ensure compliance with all relevant regulatory requirements and quality standards.

You should demonstrate that you understand which regulatory requirements and quality standards apply to your area of work, including data integrity and privacy.

In formulating your answers and giving examples, you should consider the following:

- Describe what you do to ensure these requirements and standards are being followed for those activities for which you are responsible.
- Describe how you "promote" the awareness of regulatory requirements and quality standards amongst peers and more junior colleagues.
- How you safely store and handle data in line with national and international data protection and cyber security regulations.

B4: Oversee the implementation of solutions and demonstrate an understanding of potential and actual impacts of your work on your organisation, on the profession and on the wider community.

You should demonstrate an understanding of the potential and actual impacts of your work on your organisation, on the profession, on the general public and on the physical environment.

Examples could include, but are not limited to:

- Indicating that you are aware of the sensitivity of your work and show how this understanding translates into the ways in which you carry out your work.
- Showing an awareness of how your profession is portrayed and viewed by the public at large, and how you take responsibility for recognising this in the work you do.
- Describing how you seek to avoid reputational damage related to the work you carry out.
- Explaining how you set a good example to others in the way you discharge the responsibilities related to the work you undertake and the benefits to the organisation.

C: Interpersonal Skills

Demonstrate effective communication and interpersonal skills

C1: Demonstrate the ability to communicate effectively with specialist and non-specialist audiences.

A non-specialist audience is anyone working outside your particular area of expertise, so it would not necessarily be a non-scientist. Your example(s) should indicate how you have communicated in a way that is effective to each type of audience.

In formulating your answers, you should consider:

- Not just the content of the message but also the mode or style of delivery that is adapted according to the audience.
- The feedback loop used to gauge the understanding and improve future communications.

C2: Demonstrate effective leadership through the ability to guide, influence, inspire and empathise with others.

This competence is about understanding your leadership skills and is not reserved for those in management roles; it is applicable to all.

Examples could include, but are not limited to:

- Experiences of mentoring or coaching you have had; you should consider how effective this was and the overall impact.
- Considering when you have managed change within your organisation or overseen the implementation of any new processes; you should consider how effective this was and the overall impact.

C3: Demonstrate the ability to mediate, develop and maintain positive working relationships.

You should describe or define the “working relationship” and provide at least one example which focuses on your handling of a challenging interpersonal situation and demonstrates your ability to mediate and achieve a positive outcome. You should consider how through your approach you have changed or modified the behaviour of attitudes of others to positive effect.

Examples could include, but are not limited to:

- How you have managed the merger or integration of different teams.
- Managing working relationships across different departments or organisations.
- Interactions with committees, working groups or other professional body activities.
- How you managed and resolved a difficult relationship situation between members of a team for which you are responsible.

D: Professional Practice

Apply appropriate theoretical and practical methods

D1: Demonstrate how you scope and plan and manage projects.

Describe an example where you have developed a project scope with clearly defined boundaries and project plans. Any problem solving techniques used should be highlighted along with potential benefits of the project to the business. You should make it clear the level of autonomy you had while working on the project, especially when the project is large covering multiple areas and a significant time span. You should show how you contributed to determining the resulting courses of action.

Examples could include, but are not limited to:

- Lead an operational project utilising resources across several disciplines.
- A change management project aligning processes across sites.
- An industry-wide project establishing guidance on technical standards and requirements.

D2: Demonstrate the achievement of desired outcomes with the effective management of resources and risks.

Using projects with which you have been involved as examples you should describe your roles and responsibilities in managing the activities to achieve the desired outcomes.

Examples could include, but are not limited to:

- Identifying the resources (people and/or money) needed to undertake the activities.
- Monitoring and surveillance of the progress of the activities.
- Identification, evaluation and implementation of changes that may be needed to ensure the activities are successfully completed.
- Identification and management of risks that could impact on the successful completion of the activities.

D3: Take responsibility for continuous improvement within a scientific or technical environment.

Your examples should indicate what actions you take to make improvements to your organisation as a whole. This could be through encouraging the continuous development of junior staff or through improvements to processes within the organisation.

Examples could include but are not limited to:

- Evaluation of the performance of specialist methods and tools used.
- Development of recommendations for future enhancements or modifications to procedures or working practices in order to achieve performance improvements.
- Description of examples where your actions have led to performance improvement by yourself or others
- Identification of lessons learned from activities undertaken by yourself or by others for whom you are responsible, such as what went well, went badly or was lacking.

E: Professional Standards

Demonstrate a personal commitment to professional standards

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

You should provide comprehensive examples of how you have applied and promoted the codes of conduct under which you practice and the outcome.

Examples you may wish to include but are not limited to equality, diversity and inclusion, reliability and integrity and ethical practices.

E2: Demonstrate a commitment to professional development through continuing advancement of your own knowledge, understanding and competence.

Your answer should provide specific examples of what you have already done in terms of Continuing Professional Development (CPD) and your plans for the coming year. In your examples, you must describe how your engagement in CPD has benefited your practice and the users of your work and reflect on its impact.

Examples can be taken from any of the five categories of activity (work based learning, professional activity, formal/educational, self-directed learning and other).

e.g.

- Application of knowledge acquired on an external course that benefited the business – how you acquired the knowledge of a new technology and how you planned, implemented and reviewed its success in your organisation.
- Your work to promote careers in the STEM area including the design of materials and reflection on success.

We are not looking for a list of courses here but evidence of how your CPD benefits your practice and benefits others.

(Note registrants will need to comply with the Science Council CPD Standards)
(Approved by Science Council Board, Sept 2020)

Appendix D – Useful Contacts and Resources

Professional Registration is a significant achievement and applicants are encouraged to make full use of the support and resources available throughout the application process.

The resources below provide additional guidance on completing your application, understanding the standards and maintaining your professional development.

1. Application Support

Science Council: Completing Your Application

This short video provides practical guidance on preparing and submitting a professional registration application and explains what assessors are looking for.

Watch here: <https://www.youtube.com/watch?v=ufXf4U4Jh54>

Professional Registration FAQs

Answers to frequently asked questions about eligibility, application requirements, assessments, supporters, CPD and registration maintenance.

Access the FAQs:

<https://istonline.org.uk/professional-registration/registration-faqs/>

Professional Registration Benefits

Find out more about the benefits of professional registration, including professional recognition, career development, credibility and progression opportunities.

Learn more:

<https://istonline.org.uk/professional-registration/benefits-of-professional-registration/>

2. Registration Information

Science Council Registers

Information about the Science Council professional registers and the standards required for registration.

Visit: <https://sciencecouncil.org/professional-registration/>

IST Professional Registration Pathways

Explore the registration routes available through the Institute of Science & Technology, including RSciTech, RSci and CSci.

Visit: <https://istonline.org.uk/professional-registration/stemm-registers/>

Direct links:

Registered Science Technician (RSciTech)

<https://istonline.org.uk/professional-registration/stemm-register-rscitech/>

Registered Scientist (RSci)

<https://istonline.org.uk/professional-registration/stemm-register-rsci/>

Chartered Scientist (CSci)

<https://istonline.org.uk/professional-registration/stemm-register-csci/>

3. Continuing Professional Development (CPD)

Science Council CPD Support Resources

Guidance, templates, examples and resources to help registrants plan, record and reflect on Continuing Professional Development activities.

Access CPD resources:

<https://sciencecouncil.org/your-career-in-science/youre-registered-what-next/cpd-support/>

Professional Development Planning

Applicants are encouraged to maintain a record of their learning and development activities throughout their career. A well-maintained CPD record can be invaluable when preparing both professional registration applications and annual CPD declarations.

4. Professional Standards

IST Code of Professional Conduct

All applicants and registrants are expected to uphold the highest standards of professional and ethical behaviour.

Read the IST's Code of Professional Conduct:

<https://istonline.org.uk/about-the-ist/code-of-practice/>

Science Council Code of Conduct

The Science Council is the registration authority for RSciTech, RSci, CSci and CSciTeach and provides information on professional standards, professional registration and continuing professional development. All holders of the registers are expected to uphold the highest standards of professional and ethical behaviour.

Visit: <https://sciencecouncil.org>

Read the Science Council's Code of Professional Conduct:

<https://sciencecouncil.org/your-career-in-science/science-council-professional-registration/code-of-conduct-for-science-council-and-coc-for-registrants/>

5. NEED HELP?

The IST Registration Team is available to support applicants throughout the registration process. However big or small, we are happy to help you achieve your accreditation.

Whether you are unsure which register is right for you, need guidance on your competence report, have questions about equivalence, or simply want reassurance before submitting your application, we are here to help.

Email: registrations@istonline.org.uk

Website: <https://istonline.org.uk/professional-registration>

Remember: asking for guidance is a strength, not a weakness.

Many successful applicants have sought advice and feedback before submitting their application.