ROYAL SOCIETY OF CHEMISTRY

Science Council

CSci Chartered Scientist

An applicant's guide to becoming a Chartered Scientist (CSci)

CONTENTS

PAGE

1. What is a Chartered Scientist (CSci)? 1
2. Eligibility requirements. 1
3. Equivalency 2
4. The application process 3
5. The role of your supporter 4
6. How to write examples in competency based application forms 4
7. Competency examples 6
8. Evidence 10
9. Maintaining CSci status. 10

1. WHAT IS A CHARTERED SCIENTIST (CSci)?

Chartered Scientist (CSci) is the hallmark of those practising science across disciplines. Not only do they demonstrate effective leadership, they use their specialist knowledge and broader scientific understanding to develop and improve the application of science and technology by scoping, planning and managing multifaceted projects.

By becoming a Chartered Scientist you'll be joining a worldwide community of cross-disciplinary professional scientists, and:

- demonstrate your commitment to maintaining high professional standards
- be entitled to use the designatory letters CSci after your name
- broaden your career potential by demonstrating that you have transferrable skills and are committed to improving them
- elevate your credibility and reputation in your field
- be included in the Science Council's CSci register
- demonstrate personal and professional integrity

2. ELIGIBILITY REQUIREMENTS

We are licensed by the Science Council to award CSci to members who meet **all** of the following criteria:

- membership of the Royal Society of Chemistry (MRSC or FRSC)
- Master's-level (M-level) qualification (or an equivalent level of knowledge gained through experience or by holding CChem or CEnv status)
- five years' postgraduate experience at Master's level
- currently employed (including part-time, self-employed and consultants) in a role that uses your scientific expertise

A copy of your degree certificate may be required to confirm eligibility. If this is needed, a member of the Royal Society of Chemistry will be in touch.

If you do not hold a Master's level qualification and you have not previously been awarded CChem or CEnv status you will need to show us how you have achieved a Master's level knowledge and skills by completing an equivalence report form.

3. EQUIVALENCY

Section 1: Who needs to complete an equivalence report?

If you do not hold a Master's level qualification and you have not previously been awarded CChem status, you may also be asked to provide additional information in the form of an equivalence report. Guidance for completing this report can be found below.

Please contact us before completing your application form if you think this may apply to you.

Section 2: Completing the equivalence report

The application process for becoming a Chartered Scientist (CSci) requires Master's degree level thinking, demonstrated either through achievement of a relevant Master's degree or through the submission of written work deemed to be at an equivalent level by the registration assessors. If you do not hold a Master's level qualification (or equivalent), you will need to show us how you have achieved a Master's level knowledge and skills by completing an equivalence report form. The report should aim to be around 1,000 words and must not be more than 1,500 words long (excluding any supporting evidence).

Once submitted, the equivalence report will be assessed to ascertain whether you are eligible to apply for CSci.

The assessors will be looking to see that you have developed your Master's level thinking since completing your formal education. This development should be apparent through the job roles that you have held, either through leading project teams or developing new procedures within your company. They will also be looking for evidence of problem solving within your job role that this is at Master's level, so the work should be science based. The assessors come from a wide variety of industrial and academic fields, therefore please minimise industry specific language where possible. Where this is not possible, please provide an explanation or description for the benefit of the assessors.

The equivalence form will be assessed against the QAA (Quality Assurance Agency) descriptors for a Master's degree outlined below. Further information on these descriptors can be found in the QAA Framework for Higher Education Qualification.
Visit **https://www.qaa.ac.uk/en/quality-code/qualifications-frameworks**

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

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

Typically, those who hold a Master's degree will be able to:

- deal with complex issues both systemically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non- specialist audiences
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
- continue to advance their knowledge and understanding, and to develop new skills to a high level

Master's degree holders will have:

- the qualities and transferable skills necessary for employment requiring:
  - the excise of initiative and personal responsibility
  - decision making in complex and unpredictable situations
  - the independent learning ability required for continuing professional development

To demonstrate equivalence, you should outline one or more projects where you have had to apply your Master's level thinking critically and apply advanced skills to the problem at hand. If possible, please present your report in the format of:

- **Project Aim**
- **Outcome**
- **Development**
- **Evaluation**

Please ensure that your report clearly demonstrates the QAA descriptors outlined above.

To support your equivalence form, it may prove useful to submit additional evidence along with your form. If you do provide evidence, then please refer to it in your equivalence form and how it supports you in demonstrating that you meet the QAA descriptors. Any evidence provided should be supplementary to your report and all appropriate information must be discussed in the report.

We have provided the below list of potential sources of evidence; however, this is by no means exhaustive and any evidence you feel is appropriate can be provided.

- A CPD report
- Details of any relevant short courses undertaken
- Details of any workshops, internal and, or, external training sessions, events, conferences
- Details of reading you have undertaken to help you develop or update your knowledge. This can be theoretical or practical, for example, in learning to use a new piece of equipment, methods, standards or regulatory requirements you may have had to undertake some research to help you;
- Any documents, reports, policies, procedures, instructions manual, technical reports, surveys etc. that you have written;
- Scientific reports, publications, books, book chapters or leaflets that you have written and published;
- Complex designs and relevant calculations;
- Technical specifications;
- Teaching/training for others that you have delivered; you may want to include evidence in the form of teaching syllabuses, your lecture notes, presentation material, and examination papers that you have produced;
- Log books, work diaries, etc if these are relevant;
- Actual job descriptions, past and present;
- Annual performance reviews, summaries etc;
- Any professional awards, recognition received, along with the criteria used in awarding these;
- Sometimes an activity may not have produced a tangible outcome, such as a report or publication, but may still have had a significant impact on your or others' practice. In this case, you may be able to obtain and provide a signed statement from your line manager giving a detailed explanation as to your activities and the value or impact it has had.

4. THE APPLICATION PROCESS

STEP 1

First, you become a member of the RSC, visit **www.rsc.org/membership-and-community**

STEP 2

Identify an appropriate supporter and ask them if they would be happy to support your application. Your supporter should be a senior colleague who is very familiar with your work. This person is usually your line manager. The role of your supporter is to provide guidance on completing the form and to confirm that you are meeting or exceeding the competencies.

STEP 3

Work with your supporter to complete the application form. You will provide an example against each competency that demonstrates how you meet the criteria to become CSci. Make sure you sign the form (electronic signatures are accepted), and tick the declaration.

The form is available to download from the RSC website **www.rsc.org/careers/cpd/practising-scientists**

STEP 4

Send a completed registration form and CV as well as evidence of your relevant qualification(s) to the team at **csci@rsc.org**. You may be required to complete an equivalence form. If this is the case, a member of the team will get in contact with you.

STEP 5

Once registration has been approved, you can submit a completed Report Form along with your evidence to the team at **csci@rsc.org.**
A member of the team will make an initial review of your application, and will work with you to make sure it is ready to go out for assessment.

STEP 6

Your application will be assessed by two members of the RSC Chartered Scientist Assessor Panel. This may take up to eight weeks.
The assessors will share their comments, feedback and recommendation with the team at the RSC, who will forward this on to you as soon as possible. Your application might be accepted, rejected, or the assessors might ask for more information on certain areas of the application.
If the assessors would like more information, you will be invited to revise your application accordingly. Once you have submitted your revised application, it will be sent for reassessment. This takes another two weeks.

STEP 7

We will inform you of the outcome of your application. If successful, you will be presented with a certificate and will be permitted to use the letters CSci after your name.

If you are a current applicant or just considering CSci and would like more information or support, please contact us.

Email: **csci@rsc.org**

5. THE ROLE OF YOUR SUPPORTER

Your supporter should be a senior colleague who is very familiar with your work. This person is usually your line manager. The role of your supporter is to provide guidance to the applicant on completing the form and to confirm that the applicant is meeting or exceeding the competencies.

It is vital that your supporter provides a specific comment in support of each of the five competency areas before the completed application is returned to the RSC. They must also sign the declaration. Your supporter should ideally hold CSci or an equivalent professional registration (eg CChem or CEnv) and should ideally be a member of the Royal Society of Chemistry. However, we are aware that some people work in areas where finding a suitable supporter to meet the CSci and member requirements may be problematic. Therefore we apply discretion and consider those who are members of other professional bodies and hold other forms of Chartered Status (eg CBiol or CEng).

Guidance is available at any stage of the process, to both applicants and supporters, from a member of our Accreditation and Qualifications Team. Please contact **csci@rsc.org** for support.

6. HOW TO WRITE EXAMPLES IN COMPETENCY BASED APPLICATION FORMS

In general, we encourage the use of the SHARE format when writing examples in competency based applications. Each letter in the word 'SHARE' represents a different component of a good competency example. Using this model helps you to make sure that you cover all the key information that the assessors will want to see.

- **S** **Situation:** describe the situation, set the scene
- **H** **Hindrance:** describe the problem or challenge that you needed to overcome, or the task you needed to complete
- **A** **Action:** describe the action that YOU took to overcome the problem
- **R** **Result:** show how the action that you took was the correct one, and describe the outcome
- **E** **Evaluation:** how the situation turned out. You could even contrast it with what would have happened had you taken no action or a different course of action

You may find that you don't need to go through each part of the SHARE format in order. You might also combine some components within your narrative, eg the **result and evaluation**, or the **situation and the hindrance**. This isn't a problem, but it's important that each component part is there.

The key thing is that the assessors need to see **specific examples** from your work and understand **your personal level of responsibility and impact** in your workplace. For each competency, you should **focus on describing just one example** and, as a rough guide, you should aim for **somewhere between 250 and 500 words per competency example**. Example must be from your current role and **ideally** will be from within the past two years but **must** be from within the past five years. If you wish to use example from a previous role, please contact the team at **csci@rsc.org**.

In the following table is an example answer that could have been given in an application for CSci based on the SHARE format. We've described how it might have been strengthened to give assessors an accurate impression of how the applicant is working at the required competency level. This increases the chances of the application being successful in the first instance.

If you have any questions about your application, please contact **csci@rsc.org**

Competency E1 from CSci
Comply with and promote relevant codes of conduct and practice.
eg how you have applied and promoted the codes of conduct under which you practice and the outcome.

Original example	Commentary on what could be improved	Improved version of the example, with ***changes highlighted*** SHARE sections are shown for clarity, but would not be part of the submitted example
I have committed to following the code of conduct and to uphold the highest standards when undertaking my professional activities. To ensure that I meet these requirements I take the lead for all laboratory related H&S aspects. I am proactive in developing my skills in H&S. I regularly liaise with all staff to ensure that they understand all associated risk(s) and follow the appropriate laboratory practices described in SOPs and risk assessments. This includes the Head of Operations (who I directly report to) as well as new students/graduates who join the team. My commitment to ensuring compliance with the RSC code of conduct as well as my proactive mentality, has enabled me to develop and advance my H&S skills and knowledge.	• It is not clear which code of conduct is described – it needs to be specifically defined • It would be helpful to know if a specific part of the code is followed eg anything that relates directly to the role. If so, why is that section of the code particularly important? • In the ACTION section, specific details about a proactive approach is needed • What is the impact of adherence to this code? How does following this code help colleagues and their work?	***[SITUATION] As a member of the*** RSC, I have committed to following the code of conduct and to uphold the highest standards when undertaking my professional activities. ***[SITUATION + HINDRANCE] While I follow the whole code, my role as Head Laboratory Technician means I have to pay particular attention to 'Environment, Health and safety and other legislation'. This states that 'Members must be aware of the general principles of law relating to health and safety and the environment, negligence, discrimination, data protection, and any other law relating to their field of scientific work'. This falls within my professional responsibilities as the Head of Health and Safety (H&S) at my laboratory.*** [ACTION] To ensure that I meet these requirements I take the lead for all laboratory related H&S aspects, ***from ensuring COSHH compliance for all laboratory occupants, to preparing risk assessments and standard operating procedures (SOP)***. I am proactive in developing my skills in H&S and, as such, ***have attended a number of internal H&S courses and obtained the National Examination Board in Occupational Safety and Health (NEBOSH) Certificate in Occupational Health and Safety***. I regularly liaise with all staff to ensure that they understand all associated risk(s) and follow the appropriate laboratory practices described in SOPs and risk assessments. This includes the Head of Operations (who I directly report to) as well as new students/graduates who join the team. [RESULT + EVALUATION] My commitment to ensuring compliance to the RSC code of conduct as well as my proactive mentality, has enabled me to develop and advance my H&S skills and knowledge, ***receiving a NEBOSH certificate along the way. This benefits my colleagues and me as I am able to ensure that my team has a safe working environment. This means they are able to carry out their roles effectively, comfortably and responsibly.***

7. COMPETENCY EXAMPLES

The examples below will help you identify potential topics for you to discuss in your report form. They are designed to serve as inspiration rather than a complete answer. To make sure that you provide sufficient detail, write your answers for each competency (around **250-500 words**) in the SHARE format. Chartered Scientists work in many different settings. Here, we have provided examples of some industries and fields that previous applicants have been involved in (it is not an exhaustive list). However, many of these examples can apply to more than one sector so you might find it helpful to look over them all.

Competency and description	**Industry/field**			
	Water/Food	**Technical/Engineering**	**Scientist**	**Academic**
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.*	• Discuss the implementation of new technology and how you have used it • Researching new equipment and experimental techniques • Demonstrating a full and comprehensive understanding of equipment and techniques used • How you developed and tested new analytical procedures	• Designing documentation and protocols, technician training procedures, technology reviews or equipment alterations and upgrades • Knowledge of the manufacturing process and science behind it • Working with different operational teams/ working cultures and how you manage this	• Knowledge of research and development (R&D) • Detailed knowledge of product development processes • Building relations, interaction with different disciplines • Leading studies/projects, detailing the project and your contributions	• Describing a research project and the implications of each step • Understanding and knowledge of methodology used and why • Conducting appropriate literature reviews
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 risk attached to your actions.*	• The process of optimising experimental parameters, the results and interpretation • Implementing a new process and mitigation of any problems encountered • Detailing the process of equipment alterations and the scientific rationale behind it	• The preparation and use of non-conforming material reports (NCMR) • How you identify the appropriate colleagues and specialists for advice and guidance • Explain the risk/benefit of the processes in preparation of the companies finished products • Demonstrate an overarching knowledge of the facilities and methodology used at work • Detail the process of how you implement new processes and working conditions	• Identifying appropriate variables and research parameters • Overcoming challenges of scale up • Conducting novel research projects • Supervising research students • Determining suitable assessment/analytical methods	• Designing new analytical procedures • Developing new methodology • External considerations and their impact
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.*	• Developing new analytical techniques for environmental monitoring and food safety • Detailing the methodology used and why • Detailing stages of a research project, steps taken and why they were required • Conducting and/or implementing modelling	• How you identify and resolve issues in the manufacturing process • Developing solutions to problems and the process you followed • Supporting research and consultancy issues outside of your team • Demonstrate an understanding of the impact your work has of the wider community	• Use of analytical techniques, development of fundamental principles • Exploration of non-traditional analytical/ experimental techniques	• Identifying new experimental models and processes • Developing new techniques • Literature reviews and knowledge of characterisation equipment

Competency and description	Industry/field			
	Water/Food	Technical/Engineering	Scientist	Academic
B1: Work autonomously and take responsibility for the work of self and others. *It is important for this competence to ensure you describe your contribution, responsibility and impact on a certain task or project and make it clear what you personally have achieved ie "I" not "we".*	• Describe how you manage laboratory operations • Your knowledge and understanding of working within budget • Ensuring calibration standards • How you ensure team members are working effectively • The process you take when delegating tasks • Description of your role within the wider company/organisation • How you manage sensitive and/or emergency events	• Detail your managerial responsibilities • The process you follow for delegating tasks • Detail your interactions with your line manager and their impact • How you identify those to seek additional guidance/ advice from • How you coordinating between a range of departments or teams	• Coordinating accredited schemes • The use and implications of new technology • Supervising/mentoring colleagues • Detailing management of responsibilities • Leading and coordinating research projects	• Designing a new research proposal • Working as the specialist on a multi-disciplinary team • Identifying research routes
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 responsibilities that you have related to this.*	• Taking the lead on health and safety (H&S) aspects • Ensure compliance to company/regulatory standards and specifications • Preparation of standard operating procedures (SOP) for communal equipment • How you work with stakeholders • How you effectively communicate across a multi-disciplinary team	• Developing risk assessments for laboratory and manufacturing line • Implementing organisational polices • Managing relevant regulations across a multidisciplinary team • Preparation and implementation of safety and induction material • How you ensure compliance to ethical and quality requirements	• Ensuring compliance with companies priorities • Conducting safety evaluations and training • Reviewing incidents and determining causes and implementing improvements • Custodian/manager of experimental equipment	• Ensuring COSHH risk paperwork is complete • Ensuring all safety precautions are taken within the laboratory • Ensure compliance with department/institution Code of Conduct
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.*	• Initiating and conducting quality control procedures • Establishing a new SOP and ensuring adherence to company/regulatory requirements • How you ensure specific international organisation of standardisation (ISO) compliance • How you conduct inductions and/or trainings for colleagues	• Detailing international organisation of standardisation (ISO) standards that you follow and how you adhere to them • Discuss any auditing/ inspector roles and how you conduct them • Your role as a health and safety (H&S) inspector/ point of contact • Preparing and conducting informal catch up/toolbox style talks	• Detailing chemical issues and problems to non-specialists • Knowledge of and adherence to the requirements of other sectors (eg engineers and legal) • Conducting laboratory and building safety tours • Working with external stakeholders • Compliance with governmental regulations	• Development of standard operating procedures (SOP), • Maintaining accurate record systems and processes • How intellectual property (IP) requirements are met • Identifying conflicts of interests • Maintenance of health and safety (H&S) equipment
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.*	• Ensuring the appropriate management of waste • Designing and implementing waste disposal methods • Encouraging recycling of any kind • Ensuring environmental standards are maintained • Carrying audits and implementing reforms • The running of STEM events	• Finding alternatives for non-environmentally friendly processes or materials • Managing resources effectively • Identifying alternative testing measures	• Detailing an incident response evaluation • Designing new systems and methods used to maintain standards • Investigating new processing techniques and their feasibility	• Enacting responsible research innovation (RRI) projects • Exploring the impact of research beyond the laboratory

Competency and description	Industry/field			
	Water/Food	**Technical/Engineering**	**Scientist**	**Academic**
C1: Demonstrate the ability to communicate effectively with specialist and non-specialist audiences. *A non-specialist audience is anyone working outside of 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.*	• Attendance and involvement in conferences, workshops or similar events • Communicating to multi-disciplinary audiences (internal or external) • Working with outside conservation trusts or organisations • Detail any outreach activities you coordinate • Detail how you work with stakeholders • How you write and present training/ workshops	• Training/educating colleagues from different teams • Techniques used to communicate, encourage participation and encourage dialogue in meetings • Presentation of technical information to a non-technical audience	• Presenting at meetings, internal or external • Presenting at careers events – work in industry • Presenting to senior management and/or technology advisory teams	• Initiating discussion with people from a range of backgrounds • Maintaining interest in topics and events out of specialism • Appropriate social media communications (eg scientific outreach
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.*	• Detail your mentoring activities and their results • Detail your work with studentship programs and/or school laboratory experience programs • Designing and implementing new standards	• How you maintain multi-disciplinary working relationships • How you maintain your team's morale and productivity • Line managing someone and encouraging their development • Coordinating the merging of teams	• Mentoring and leadership activities • Detail how you initiate collaborations • Identifying safety risks and designing solutions	• Organising departmental/ institutional meetings • Interest group coordination (RSC or other) • Sourcing external help and technology
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 or attitudes of others to positive effect.*	• Building a laboratory/ re-purposing a laboratory or work room, taking into consideration a range of requirements (eg new equipment, water supply, ventilation, furniture, power supply) • Encourage/enable effective discussions • How you manage work relationships • How you interact with non-scientific/technical colleagues • Initiating lunch and learns or other inter-team development opportunities	• Your process/technique for mediation between team members or groups • Fostering mutually supportive working relationships • Encouraging a supportive environment for problem fixing • Ways of encouraging inter-department communication	• Working with academic or other industrial partners • Working with clients • Inter-disciplinary projects	• Liaising/working with external stakeholders • Preparing for new research groups or laboratory moves • How you conduct a laboratory move (room, building or institutions

Competency and description	Industry/field			
	Water/Food	**Technical/Engineering**	**Scientist**	**Academic**
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.*	• Detail a project you initiated, discussing what steps were taken and why • Optimisation and commissioning projects • Using a project charter template and how you identify key stakeholders • The use of project management tools or software (eg Gantt charts)	• How you organise a project into phases implement each step • Demonstrate a knowledge of external factors that impact your work • Being a chair of a working group and how you ensure productivity	• How you conduct multi-disciplinary (legal, licence, engineering) projects • How you comply with differing commercial and technical arrangements • Outsourcing work and managing 3rd parties • Assessment of work (multiple variable ergonomic, manual handling, chemical safety)	• How do you manage a team/communal project • Managing projects across multiple sites (collaborative research)
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.*	• Detail the stages of a project and how these ensured the objective was achieved • Designing plans for a production team • Detail how you optimise a process/product • Detail how you resolve a products scale up problems	• Fulfilment of customer requests/orders through disruptions or manufacturing issues • Detail your process for considering all the aspects of a project • Leading a working group/ team	• Managing agreements and confidentiality issues • Setting performance goals and objectives • Identifying tangible/ achievable outcomes and how they are achieved • Monitoring progress, considering safety aspects, resources and budget	• Coordinating a multi-stakeholder project • Detail equipment used and why it was chosen
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.*	• Identifying areas for improvement • Demonstrate how you identify and source new equipment • How a project influences your knowledge of technical specifications or limitation of design	• How you ensure your teams work to the appropriate standards • Attending trainings courses • How you propose and implement improvements to your own/teams practices	• Accredited scheme organiser • Coordinating internal or external events • Identifying new techniques and equipment for use in laboratory • Teaching at academic institutions	• Conducting reviews and audits • H&S aspects, identification of problems and determining solutions • Initiating and implementing training courses/ resource updates

Competency and description	Industry/field			
	Water/Food	**Technical/Engineering**	**Scientist**	**Academic**
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.*	• Define specific code of practices you follow and how • How you ensure data confidentiality • Working with external contacts on commercially sensitive topics • Ensure compliance with the appropriate ethical requirements • How you ensure compliance with the appropriate regulatory codes, legislation or ISO standards. • Ensure maintenance of the appropriate accreditation	• Management, handling and responding to challenging employees/ bad behaviour • Responding to problems following the company procedures • Dealing with internal conflicts and complaints	• Compliance with company's Code of Conduct • Legal and local requirements (eg Registration, Evaluation, Authorisation and Restriction of Chemicals [REACH]) • Attending bribery and conflicts of interest training • Patent filing and approval • Identifying and attending internal or external training courses	• University's/company's code of conduct • Identifying appropriate training to attend • Understanding of diversity in the workplace and unconscious bias
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.*	• Professional organisations you are a member of • Attendance and involvement of the appropriate conferences, meetings and equivalent events • Attending any appropriate training courses • How you conduct on the job learning • Employee engagement programs	• Developing of a capacity planning tool • Individual development plans and the goal you have set yourself • Preparing publications/ books • How you conduct collaborative writing	• Participation in national/ international groups • Publication of company's work • Detail how you identify CPD opportunities • Discuss any personal requirements you have set (eg minimum CPD hours	• Attending training courses • Detail any spin-out activities or business pitches you have conducted • Acquisition of the appropriate additional qualifications

8. EVIDENCE

The report form should identify specific projects or activities that support the relevant competencies. In order to verify these activities, the assessors will need to see evidence that is specific to some of the activities undertaken. **Evidence is not required for each competency; however, you will need a piece of evidence for each of the competency sections A-E, at least five in total and it must be from within the last two years.** You must ensure that your evidence is referenced in a competency answer. This evidence is intended to supplement your answers so it should be related to that competency answer.

The evidence you submit is your choice and can consist of emails, pages of a report or presentation, or testimonials. This list is not exhaustive, and you can include anything that you feel may be appropriate. For ideas, please see the evidence list for Equivalency in Section 3. It should demonstrate that you have gained a relevant skill that is of use to you in your professional life. This does not need to be research based. It might be to do with combatting a problem or finding a particular way of addressing a customer need. It could even be from outside your day-to-day work – examples include acting as a school governor, being a mentor, or reading journal articles. If you have concerns with commercial sensitivity, you can also think about the process involved in an activity rather than the detail of the activity itself. So you might think about the way you approached solving a problem (eg thinking about occasions where you have been successful in the past, situations where you might have acted differently, brainstorming, trial and error etc) rather than the technical nature of the problem itself. Additionally, some applicants use dummy names or simply do not name the product or process in their return (it is acceptable to use 'commercially sensitive' instead of naming the activity, for example).

Regardless of the evidence submitted, you must ensure that:

- the evidence is appropriately labelled
- it is made clear which competency answer it relates to
- it is in English or is accompanied by an English translation
- it is unique – there should be five different types of evidence.

9. MAINTAINING CSci STATUS

Everyone who holds CSci status commits to continuous professional development (CPD) to maintain their registered status – it's a mandatory requirement.

CPD enables you to take charge of your career. By keeping track of your professional development you can identify gaps in your knowledge and opportunities to learn new skills. And in a fast-changing world, keeping your skills up to date is essential. To make this easier, we offer our members a **free CPD recording tool.**

The fee to maintain CSci is paid annually along with your membership renewal fees.

Revalidation

A key requirement for holding chartered status is that you must demonstrate your commitment to continually maintaining and updating your professional expertise and competence. After being awarded CSci, you will be expected to revalidate your status annually by signing a declaration on your membership renewal form to confirm that you are maintaining accurate records of your CPD activities.

Every year a sample of CSci registrants will be asked to submit a CPD return, outlining the CPD activities they have conducted and the subsequent impact of these on the professional practice of both themselves and the users of their work.

Your CPD should be a mixture of learning and development activities with relevance to sustainability and the environment. They should include activities in at least three (exceptionally two) of the following categories:

1. Work based learning (eg supervising staff/students, reflective practice)
2. Professional activity (eg involvement in a professional body, mentoring)
3. Formal/Educational (eg attending training courses, writing articles/papers)
4. Self-directed learning (eg reading journals or other relevant material)
5. Other (eg voluntary work, public service)

If you would like further advice, please contact us by email

Email: **csci@rsc.org**