Applying for Chartered Science Teacher Status

(CSciTeach)

Introduction

CSciTeach is a chartered designation which recognises the unique combination of skills, knowledge, understanding and expertise that is required by individuals involved in the specific practice and advancement of science teaching and learning.

Chartered Status is open to members or fellows of the Royal Society of Biology with a Masters level qualification or equivalent, who can demonstrate the required professional competences and a commitment to CPD. Chartered Science Teacher status, is awarded by the Royal Society of Biology licenced by the Science Council.

This document should give you all the required information needed to apply and maintain the Chartered Science Teacher Status.

Should you have any questions regarding the information provided in this document, or find that the document does not address your concerns, please contact us csciteach@rsb.org.uk

Is it suitable for me?

Chartered Science Teacher Status (CSciTeach) is open to members of the Royal Society of Biology with a minimum of four years teaching experience following QTS (Qualified Teacher Status) of which two hold a level of responsibility. For teachers in Higher Education, teachers in the independent sector or those working in other settings, who do not have QTS, you will normally need six years relevant and demonstrable experience.

You also need to meet the standard of a Masters level qualification in education/ pedagogy, this can be demonstrated by a combination of qualifications and work based experience or equivalent.

CSciTeach applicants must be active in science teaching and learning in the UK or overseas. This includes teachers in all state and independent schools, colleges and universities and those working in other settings (e.g. science centres and museums) as well as advisers, inspectors, consultants and researchers.

Some members will apply for CSciTeach with a Masters level Qualification, and combinations and equivalents may be accepted. For further information on Master's level qualifications across the United Kingdom please see our **Qualifications** document available online. If you do not hold the appropriate qualification, you may demonstrate your equivalence through work based experience.

Please contact csciteach@rsb.org.uk if you need further clarification.

Masters level equivalence

Normally, much of the study undertaken at Masters level will have been at, or informed by, the forefront of an academic or professional discipline. Applicants will have shown originality in the application of knowledge, and they will understand how the boundaries of knowledge are advanced through research. They will be able to deal with complex issues both systematically and creatively, and they will show originality in tackling and solving problems. They will have the qualities needed for employment in circumstances requiring sound judgement, personal responsibility and initiative, in complex and unpredictable professional environments. In the absence of an M-Level qualification, work based experience can be used to demonstration equivalency of M-Level skills, knowledge and experience. See Appendix 1.

Qualified teacher status

CSciTeach applicants must be active in science teaching and learning in the UK or overseas. This includes teachers in all state and independent schools, colleges and universities and those working in other settings (e.g. science centres and museums) as well as advisers, inspectors, consultants and researchers.

For teachers in Higher Education, teachers in the independent sector or those working in other settings, who do not have QTS, you will normally need six years relevant and demonstrable experience.

If you hold qualified teacher status (QTS) you should give details of your initial teacher training provider in the qualifications section.

Chartered Status is:

1. gained through a successful application

2. maintained by successful annual maintenance of Continuing Professional Development (CPD) .

Chartered Status will be yours for as long as you maintain your CPD submissions. This means you will be able to use CSciTeach in addition to your Society post nominal letters where appropriate.

Your name will also be maintained on the UK Professional Registers by the Science Council which is publically available on request.

1. Your application

To assess your suitability for Chartered Status we will require the following from you:

- ❑ evidence of educational qualifications or an equivalent
- ❑ evidence of achieving the required professional competencies
- ❑ evidence and a commitment to continuing professional development (CPD)
- ❑ adherence to the relevant codes of conduct
- ❑ support of application

As our application process is all completed online via the member's area, we can reduce the amount of information we require. Your application therefore, will mainly consist of your evidence illustrating how you meet the required competencies. Please note that to remove any tampering risks all uploaded evidence must be submitted in a PDF format.

In exceptional circumstances we will accept applications on paper, please contact the Royal Society of Biology if you wish to discuss this further.
Chartered Science Teacher (CSciTeach)

If you decide to apply for Chartered Science Teacher status we require evidence illustrating how you meet each competency, a letter of endorsement from a supporter and agreement to adhere to the Science Council rules of conduct.

A competency can be defined as the combination of knowledge, skills and behaviour necessary to carry out your role and also to improve performance. The competencies fall into areas A-C, these are:

A. Professional knowledge and understanding
B. Professional practice
C. Professional attributes

Each area (A-C) may have more than one competency which you must meet and your online application will allow you the opportunity to show how you illustrate each of the competencies through reflective statements.

The 10 competencies you must meet for CSciTeach and guidance on what each requires can be found in *Appendix 2 and 3*.

Your application must also be supported by someone familiar with your work and this will be included as a process in your online application. Preferably they should hold Chartered status, although we are aware some people may work in an area where this is difficult and we will accept head teachers and heads of departments.

They will then be sent an email asking them to endorse your application by an email to the relevant Society staff member, a draft version of this email can be seen in *Appendix 4.* Once this email has been successfully received and payment made, your application will be formally accepted.
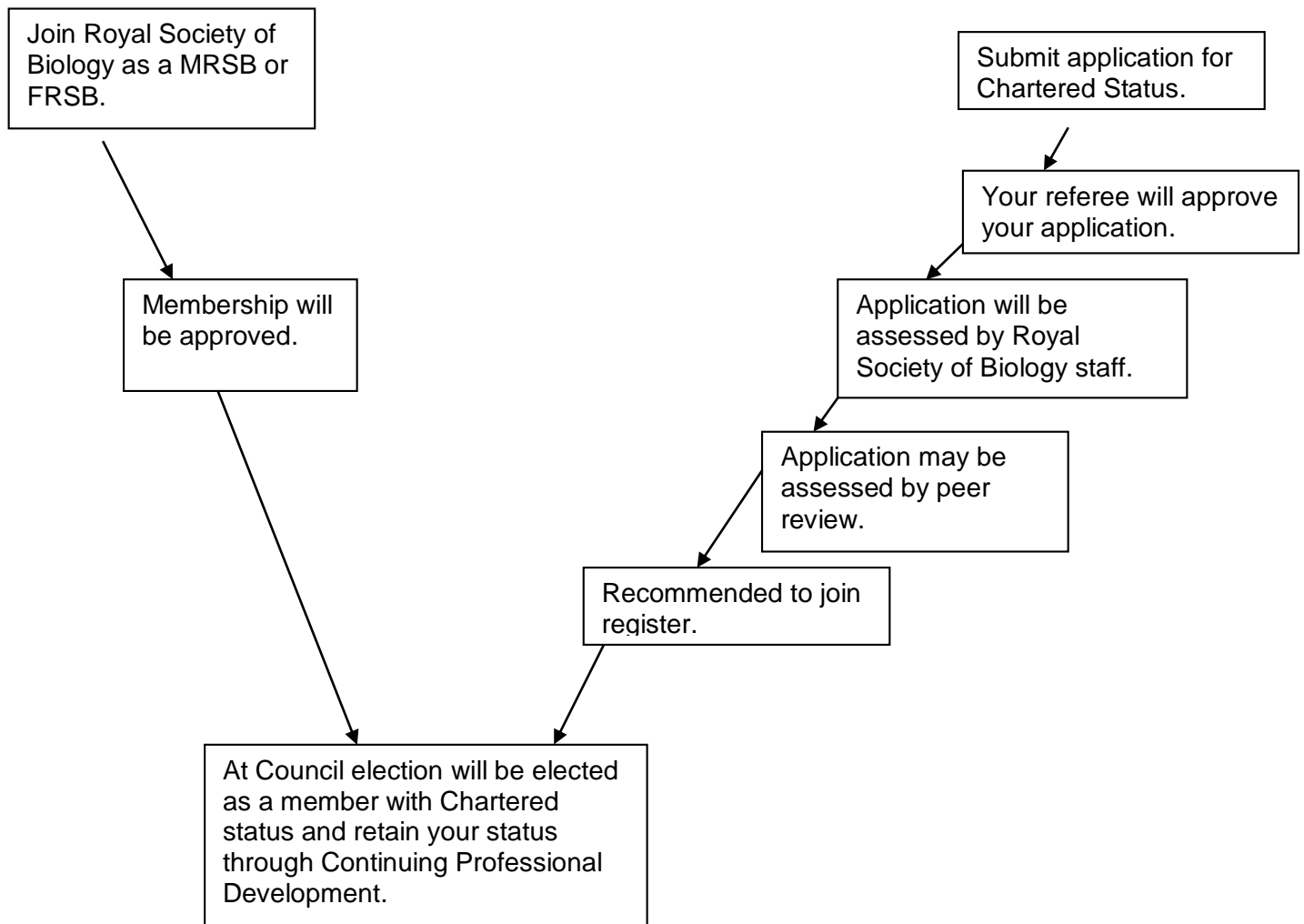
Your application will be assessed by the Royal Society of Biology and a panel of external experts. The panel will meet approximately 4 times a year to review applications.

If your application is not successful we will provide feedback and advise how you could improve your application.

2. Application Tips

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 made to a particular task or activity
- To provide you 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 example you provide should be fairly recent (in the last three years) but you can also draw on relevant experience further back in your career.

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│ Join Royal Society  │                                    │ Submit application  │
│ of Biology as a     │                                    │ for Chartered       │
│ MRSB or FRSB.       │                                    │ Status.             │
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                                                           │ approve your        │
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│ be approved.        │                                   │ Application will be │
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│ At Council election will be        │
│ elected as a member with Chartered │
│ status and retain your status      │
│ through Continuing Professional    │
│ Development.                       │
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3. *Maintaining your status through annual CPD submission*

Continuing Professional Development, or CPD, is a vast expanding area of many careers, offering a mechanism by which you can document your work above and beyond your job role, aiding upwards progression. Knowing what exactly CPD is, often illustrates just how many of the activities you currently participate in that would count towards your annual submission. Our CPD scheme is wide ranging as we appreciate our members come from all areas of the life sciences, and the development of one member may differ widely from the development of another.

To keep your CSciTeach status you must pass the annual requirements for CPD every year. There is a single system used for all members of the Royal Society of Biology, making it simple for people progressing through our other professional recognition awards or maintaining CSciTeach.

Our CPD scheme is points based, we ask that you attain fifty CPD points throughout the year, and allocate between one and three points per hour depending on the activity. Almost any activity that develops your valuable skills as a science teacher qualifies for CPD. A small selection includes; the training of staff, the learning of a new pedagogical technique, self-study in any area of scientific interest. We also help you meet the targets for annual progression by approving suitable events. We set a high standard for our Approved Events so they're worth more points and by attending, you'll be able to meet your CPD requirements quicker.

As a member of the Society, you gain access to our online members' portal, where you can register for, and begin, your CPD. You upload each activity, describing it, the time spent on it and your reflection on how it has impacted on your professional development. You can add activities as frequently as you wish and upon completion of your CPD year you will be certified as having completed our CPD scheme for that year

The Society also understands that for some individuals achieving fifty points may be difficult, therefore, should you feel your annual CPD submission meets the learning outcomes of CPD we will still assess your application.

Our guidance documents for CPD can be found online and further information on CPD standards for the Science Council can be found here.

We are obliged to assess 2.5% of the total number of registrants per year, and will be asking those randomly selected to illustrate how they have met the competencies or professional attributes for Chartered Status during the year of audit.

If you are selected to do this, we will contact you by email and give you up to 6 weeks to submit the more detailed information requested. Although unlikely, if an audit reveals that applicants have not sufficiently illustrated maintenance of the standard required Chartered Status may be removed.

Appendix 1

Masters Equivalency for CSciTeach

For those that do not have the relevant qualifications at Level 7 you will need to ensure that you demonstrate in your competencies how you meet the M Level standard through work related experience.

The panel will be looking to see that you have developed your scientific subject knowledge and pedagogical skills base since completing your formal education. This development should be apparent through your job roles that you have held. They will also be looking for evidence of problem solving within your job role.

So the panel can assess your application you will need to exhibit characteristics that correspond to the UK's Quality Assurance Agency for Higher Education qualifications framework.

Find out more about the QAA framework

Based on the framework, we would expect you to show how you;

1. deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences
2. demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
3. continue to advance your knowledge and understanding, and develop new skills to a high level
4. possess the qualities and transferable skills necessary for employment requiring:
    ➢ the exercise of initiative and personal responsibility;
    ➢ decision-making in complex and unpredictable situations; and
    ➢ the independent learning ability required for continuing professional development

CSciTeach Competencies

A1: Demonstrate a broad and up to date knowledge and understanding of science and its impact on your work

A2: Demonstrate a broad and up to date knowledge and understanding of teaching, learning and assessment specifically related to science education

A3: Demonstrate a knowledge and understanding of students and how different contextual factors can impact on their learning in science

B1: Planning coherent programmes of teaching in science that develop investigative skills and are intellectually challenging, emotionally supportive and physically safe

B2: Engaging students in the collection, analysis and evaluation of evidence to extend their scientific knowledge

B3: Developing students' confidence and their ability to understand and use scientific knowledge and processes in a range of scenarios

B4: Assessing students' learning and providing effective feedback

C1: Analysing, evaluating and refining teaching to improve student learning

C2: Collaborating with colleagues and the wider professional communities to improve the quality and effectiveness of science education

C3: Taking responsibility for leadership, management and development of science teaching

Appendix 3

CSciTeach Competencies

A) Professional knowledge and understanding	
	Additional Information
A1: Demonstrate a broad and up to date knowledge and understanding of science and its impact on your work	*In this section you should show how you keep your science subject knowledge up to date and the impact that this has on your teaching and student learning.* *This can include but is not restricted to:* *Using information from current developments in science to extend the learning of others*
A2: Demonstrate a broad and up to date knowledge and understanding of teaching, learning and assessment specifically related to science education	*In this section you should demonstrate a broad knowledge and understanding of pedagogical techniques in terms of teaching learning and assessment.* *Typically this may include:* *Evaluating and implementing different approaches to teaching and learning*
A3: Demonstrate a knowledge and understanding of students and how different contextual factors can impact on their learning in science	*In this section you should give an example of how a learning issue was identified and what steps were taken to mitigate its impact on science learning.*

B) Professional Practice	
	Additional Information
B1: Planning coherent programmes of teaching in science that develop investigative skills and are intellectually challenging, emotionally supportive and physically safe	*Typically, this may include:* • *Developing, monitoring and evaluating schemes of work appropriate to the students being taught* • *Maintaining a knowledge of health and safety requirements and enable students to develop the ability to assess risks involved in experimental work* • *Introducing activities and ideas which challenge the students' understanding of scientific concepts and evaluate their impact* • *Creating an inclusive and supportive learning environment*
B2: Engaging students in the collection, analysis and evaluation of evidence to extend their scientific knowledge	*Typically, this may include:* • *Enabling students to apply ideas to new situations and to suggest alternative interpretations of the evidence available* • *Demonstrating ways in which scientific principals underpin new technologies*
B3: Developing students' confidence and their ability to understand and use scientific knowledge and processes in a range of scenarios	*Typically, this may include:* • *Engaging students in debates about scientific ideas* • *Helping students to understand the application of science to their everyday life*
B4: Assessing students learning and providing effective feedback	*Typically, this may include:* • *Monitoring student's progress* • *Developing strategies using formative assessment to enhance student learning* • *Using the outcomes of assessment to inform the curriculum*

C) Professional attributes	Additional Information
C1: Analysing, evaluating and refining teaching to improve student learning	*Typically, this may include:* • *Selecting and interpreting evidence to identify ways to improve your teaching*
C2: Collaborating with colleagues and the wider professional communities to improve the quality and effectiveness of science education	*Typically, this may include:* • *Sharing and jointly evaluating teaching practices and methods* • *Supporting the development of others*
C3: Taking responsibility for leadership, management and development of science teaching	*Typically, this may include:* • *Leading colleagues in development of teaching* • *Acting as a mentor to newly qualified colleagues in order to help their professional development*

Appendix 4

Dear [Supporter Name],

[Applicant Name] has listed you as a supporter for their recent application to the Royal Society of Biology for the Professional Award of Chartered Science Teacher (CSciTeach).

If, after reviewing their application, you are happy to offer your support, the draft response below has been created for you to edit as appropriate. Once complete please submit this document to the Professional Registers Officer at the Royal Society of Biology.

Should any further advice be required, please do not hesitate to ask,

Kind Regards,

Professional Registers Officer

[ADDRESS]
[DATE]

Dear Royal Society of Biology,

<p align="center">Letter of Support</p>

I am writing this letter in support of my colleague, [APPLICANT NAME] and their application for Chartered Science Teacher Status.

I acknowledge that [APPLICANT NAME] is at a suitable level to apply for CSciTeach status and has provided true and accurate evidence to illustrate how they meet the required professional competencies.

I can support this CSciTeach application through my [SUPPORTER'S PROFESSIONAL RECONGITONS] status, job role as [SUPPORTER JOB ROLE] and professional experience and am willing to respond to the Professional Recognition Panel should they require further assistance in assessing [APPLICANT NAME].

Yours sincerely

[SUPPORTER SIGNATURE]