

Chartered Science Teacher (CSciTeach)

Requirements and guidelines for applicants

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Appendix A: Competency standards for CSciTeach

1.0 Introduction

CSciTeach is a chartered designation which recognises the unique combination of skills, knowledge, understanding and expertise that is required by individuals who practice and advance science teaching and learning. This is underpinned by an annual commitment to continuing professional development (CPD). CSciTeach is awarded by the Royal Society of Chemistry under licence from the Science Council.

You can apply for CSciTeach if you are a member of the Royal Society of Chemistry at MRSC or FRSC level and meet the eligibility requirements outlined here.

2.0 Eligibility requirements

To be eligible to apply for CSciTeach through the Royal Society of Chemistry you should hold an accredited BSc (Hons) degree in the chemical sciences and have a minimum of four years' appropriate teaching experience following attainment of Qualified Teacher Status (QTS), or equivalent.

You also need to meet the qualifying standard of an M-level qualification in education/pedagogy, which may be demonstrated through a combination of formal qualifications and experience. As a guide, we would normally expect at least two years of an applicant's experience to include additional responsibilities, such as leading initiatives that have a clear and positive impact on teaching and learning. Typically the time required to achieve relevant competencies will be longer for those candidates applying without an M-Level qualification in pedagogy. If you are unsure if you are eligible please contact us before completing the application form.

2.1 Masters level equivalence

Normally, Masters level (M-level) study is at, or is informed by, the forefront of an academic or professional discipline. M-level graduates are expected to show originality in applying their knowledge and 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, applicants can demonstrate equivalency where M-level skills, knowledge and experience have instead been gained in the workplace.

2.2 Current role and qualified teacher status (QTS)

To apply for CSciTeach, you 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 (eg science centres and museums) as well as advisers, inspectors, consultants and researchers.

If you hold qualified teacher status (QTS) you should give details of your initial teacher training, including training provider and dates. Typically, the time required to achieve the relevant competencies will be longer for those candidates that do not hold QTS.

3.0 How to apply

To apply for CSciTeach you need to complete the relevant application form available to download from the Royal Society of Chemistry website. This is split into three main sections

covering general information about you and your supporter, details of your education and experience, and a professional review.

<http://www.rsc.org/careers/cpd/teachers/#CSciTeach>

3.1 Identifying a suitable supporter

Before applying for CSciTeach, you must identify a suitable supporter who is expected to make detailed comments on your application. This will normally be a senior colleague such as your head teacher or head of department or could be a colleague that holds chartered status already. It is not necessary for the supporter to be a member of the Royal Society of Chemistry.

3.2 Professional Review

To be awarded CSciTeach you need to have engaged in, and reflected on, appropriate professional development during the qualifying period. The professional skills and attributes that applicants are expected to demonstrate through a combination of knowledge and experience are set out in five key areas.

A: Application of Knowledge and Understanding

Demonstrate broad knowledge and understanding, which provides the underpinning base for practice in the sector, and its impact.

B: Personal Responsibility

Demonstrate impact related to the development of effective teaching and learning strategies, including those which contribute to enhancing the quality of students' educational experience, and to the wider professional context of science education.

C: Interpersonal Skills and Leadership

Demonstrate the overarching principles that characterise professional autonomy relating to self-evaluation, collegial activity, personal responsibility and leadership.

D: Professional Practice

Demonstrate continual review and improvement of teaching practices.

E: Professional Standards

Comply with the relevant codes of conduct

For each key area there are between one and four specific competencies to be addressed. These are listed in full in Appendix A. You should discuss the competencies with your supporter before completing the form to determine if there are any areas in which further development may be required.

In the spaces provided on the application form, you should provide examples of your activities and experiences to demonstrate how you meet each of the competencies. This may include training you have completed, leadership or management experience, and key development initiatives with clear and positive impact on teaching and learning. Overall, your professional review should highlight how you have gained experience which includes some level of responsibility. You are not required to include primary evidence (such as lesson plans, certificates of training etc) with your application but you should ensure that these are available on request.

Your supporter is required to provide comments on each of the sections A-E in the spaces provided. Their comments should refer to the activities you have described and add to these by providing another perspective.

3.2 Independent referee

You also need to identify a referee, who should preferably be a member of the Royal Society of Chemistry (or another professional body) but does not need to be a current colleague. We will contact your referee for a general opinion on your suitability for CSciTeach but they will not be asked to comment specifically on your application. If you are having trouble identifying a suitable referee please contact us.

4.0 Assessment and award

Your application for CSciTeach will first be reviewed by a panel of three assessors, who are members (MRSC or FRSC) with significant expertise in education and teaching. The assessors will take both your formal education and your experience into account, and will be looking for evidence that you have made a positive impact on teaching and learning. Depending on availability of assessors and current workload, assessment may take up to 12 weeks. The assessment process is overseen by our Admissions Committee.

Successful applicants will receive an official letter and certificate of award. As soon as the award is confirmed you may begin using the designatory letters CSciTeach along with your existing Royal Society of Chemistry letters. The preferred format is to write CSciTeach before the letters denoting your category of membership eg CSciTeach MRSC.

If your application is not successful you will be provided with feedback and suggestions on areas for development, and you will be invited to resubmit an application after a period of time as recommended by the assessors.

If you feel that the decision on your application has not been made fairly, you are entitled to appeal. In such a case, your application will be taken to the next meeting of our Admissions Committee for further consideration.

5.0 Application and renewal fees

Applying for and maintaining CSciTeach status is subject to an initial application fee of £66 and an annual renewal fee of £41 is payable as part of your membership renewal.

6.0 Continuing professional development and 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 CSciTeach, 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 continuing professional development (CPD) activities. A sample of CSciTeach registrants will be asked to provide their CPD record for formal review.

Your CPD should be a mixture of learning activities relevant to current or future practice and should include activities in at least three (exceptionally two) of the following categories:

1. Work based learning (e.g. 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)

7.0 Contact details

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

Email: CSciTeach@rsc.org

Tel: +44 (0) 1223 432141

You can also write to us at the address below.

Membership and Qualifications
Thomas Graham House
290-292 Science Park
Milton Road
Cambridge
CB4 0WF

Appendix A: Competency standards for CSciTeach

A: Application of knowledge and understanding

A1: Demonstrate a broad and up to date knowledge and understanding of your science knowledge and of the science curriculum or underpinning research related to your teaching.

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

A3: Demonstrate knowledge of students and an understanding of the influences on them including developmental, cultural, gender and other contextual factors that might impact on their learning.

B: Personal responsibility

B1: Analyse, evaluate and refine teaching to improve student learning.

B2: Engage students in generating, constructing and testing scientific knowledge by collecting, analysing and evaluating appropriate evidence.

B3: Develop students' confidence and their use of scientific knowledge and processes to understand the world around them.

B4: Implement ways of extending students' understanding of the major ideas in science and enable them to make informed decisions.

C: Interpersonal skills and leadership

C1: Work collegially with colleagues and the wider professional community to improve the quality and effectiveness of science education.

C2: Contribute to and take responsibility for leadership, management and development of science teaching.

D: Professional practice

D1: Monitor and assess students' learning and provide effective feedback using a wide variety of strategies coherent with learning goals.

D2: Plan coherent programmes of teaching and learning in science that are intellectually challenging, emotionally supportive and physically safe.

E: Professional standards

E1: Demonstrate your commitment to continually maintaining and updating your professional expertise and competence.