

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 demonstrate 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-E, these are:

- A. Application of knowledge and understanding
- B. Personal responsibility
- C. Interpersonal skills
- D. Professional practice
- E. Professional standards

Each area (A-E) 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 12 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.

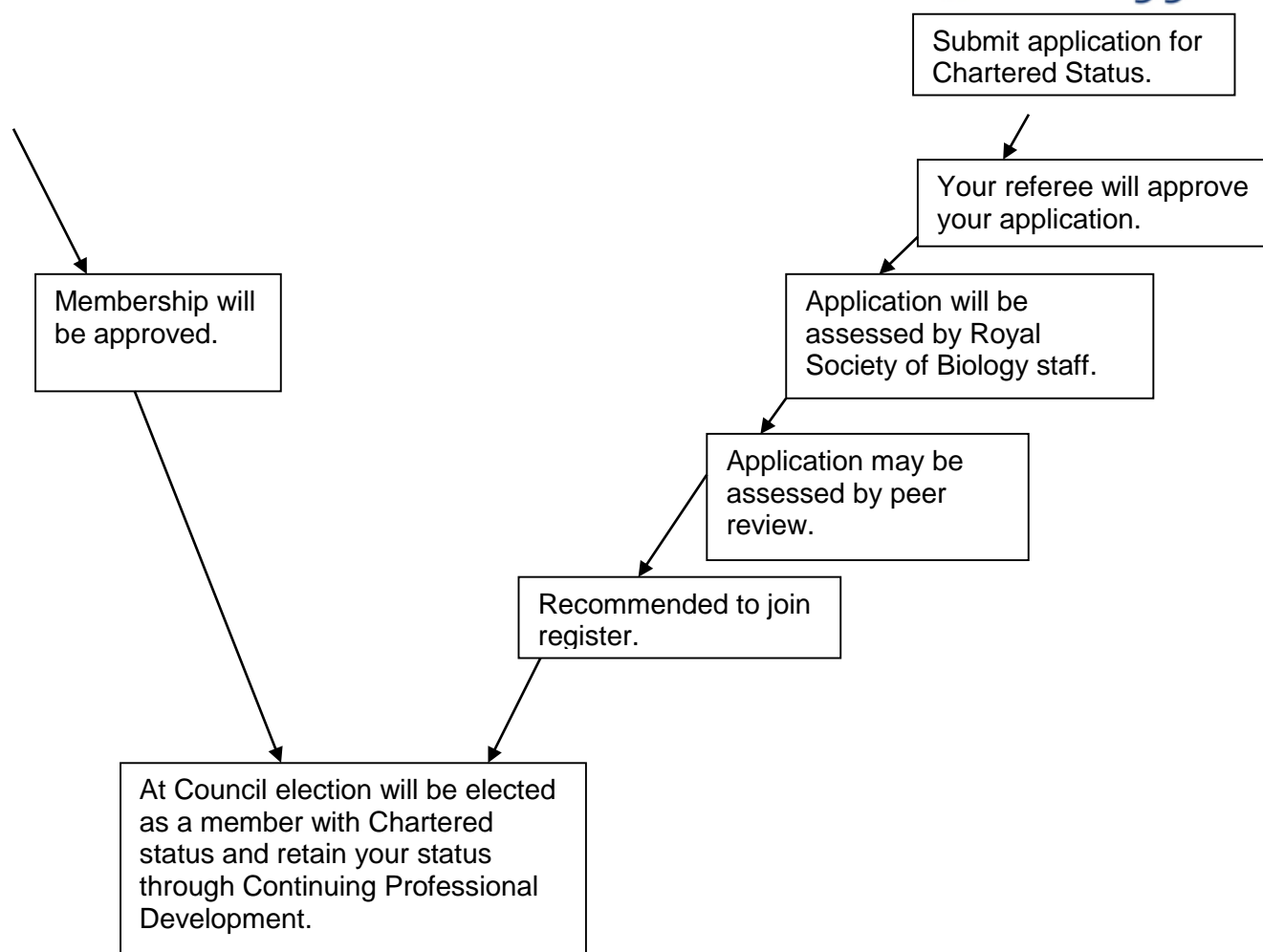
Your application will be assessed by the Royal Society of Biology and a panel of external experts. The panel will meet approximately 4 times a year to review applications.

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

Fast track CSciTeach applications for Senior Fellows of the Higher Education Academy

We are currently piloting a fast track route to CSciTeach status for members and Fellows of the RSB that hold Senior Fellowship of the Higher Education Academy (SFHEA). Applicants via this route should apply online via mySociety and upload a copy of their SFHEA application and their awarded certificate.

If there is insufficient evidence within your SFHEA application to show how you meet all 12 CSciTeach competencies, or the application lacks evidence of biology specific teaching practice, you must provide additional information. You can either provide extra information in a covering letter, or by annotating your SFHEA application. Annotations should highlight evidence within your SFHEA application form that relates to the CSciTeach competencies.



2. 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

Appendix 2

CSciTeach Competencies

A1: Demonstrate a broad and up to date knowledge and understanding of science and wider science curricula 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 a 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

B1: Demonstrate ability to analyse, evaluate and refine teaching to improve student learning

B2: Demonstrate ability to engage students in generating, constructing and testing scientific knowledge by collecting, analysing and evaluating appropriate evidence

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

B4: Demonstrate ability to implement ways of extending students' understanding of major ideas of science

C1: Demonstrate ability to contribute to, and take responsibility for leadership, management and development of science teaching

C2: Demonstrate ability to work collegially with colleagues and the wider professional community to improve the quality and effectiveness of science education

D1: Demonstrate ability to enable students to make informed decisions through using a wide variety of strategies, coherent with learning goals, to monitor and assess students' learning and provide effective feedback

D2: Demonstrate ability to plan coherent programmes of teaching and learning in science that are intellectually challenging, emotionally supportive and physically safe

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

Appendix 3

CSciTeach Competencies

| A) Application of knowledge and understanding | |
|---|--|
| | Additional Information |
| A1: Demonstrate a broad and up to date knowledge and understanding of science and wider science curricula related to your teaching | <i>EG: 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 on student learning. This can include but is not restricted to, listing courses and continual professional development activities, with the key outcomes and learning points which have had an impact on your teaching practice and how this has had a positive impact on students learning.</i> |
| A2: Demonstrate a broad and up to date knowledge and understanding of teaching, learning and assessment specifically related to science education | <i>EG: In this section you should demonstrate a broad knowledge and understanding of pedagogical techniques in terms of teaching learning and assessment. Show how you keep your pedagogical knowledge up to date and the impact that this has on your teaching and on student learning. Include examples as relevant.</i> |
| A3: Demonstrate a 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 | <i>EG: In this section you should demonstrate your knowledge and understanding of issues that impact on student learning. Show how you account for these factors through your planning and implementation of lessons and how this impacts on your teaching and on student learning.</i> |

| B) Personal Responsibility | |
|--|--|
| | Additional Information |
| B1: Demonstrate ability to analyse, evaluate and refine teaching to improve student learning | <i>EG: In this section you should demonstrate your ability to analyse, evaluate and refine teaching to develop effective teaching and learning strategies which contribute to enhancing the educational experience of students. Explain and give examples of how these factors have improved your students learning.</i> |
| B2: Demonstrate ability to engage students in generating, constructing and testing scientific knowledge by collecting, analysing and evaluating appropriate evidence | <i>EG: In this section you should demonstrate how you engage students in generating, constructing and testing scientific knowledge by collecting, analysing and evaluating appropriate evidence. Explaining your effective teaching and learning strategies which contribute to enhancing the educational experience of students and to the wider professional context of science education.</i> |
| B3: Demonstrate ability to develop students' confidence and their use of scientific knowledge and processes to understand the world around them. | <i>EG: In this section you should demonstrate your ability to develop students' confidence and their use of scientific knowledge and processes to understand the world around them explaining your effective teaching and learning strategies which contribute to enhancing the educational experience of students and to the wider professional context of science education.</i> |
| B4: Demonstrate ability to implement ways of extending students' understanding of major ideas of science | <i>EG: In this section you should demonstrate the methods you use to extend students' understanding of major ideas, explaining your effective teaching and learning strategies which contribute to enhancing the educational experience of students and to the wider professional context of science education.</i> |

| C) Interpersonal Skills | |
|--|--|
| | Additional Information |
| C1: Demonstrate ability to contribute to, and take responsibility for leadership, management and development of science teaching | <i>EG: In this section you should demonstrate the how you pro-actively contribute to developing resources and supporting colleagues to improve the teaching of science in your institution and beyond. Examples may include developing new schemes of work, resources for new courses, mentoring colleagues or coordinating training and professional development of others.</i> |
| C2: Demonstrate ability to work collegially with colleagues and the wider professional community to improve the quality and effectiveness of science education | <i>EG: In this section you should demonstrate the overarching principles that characterise professional autonomy and that relate to self-evaluation and collegial activity to show how collaborative working improves the quality and effectiveness of science education.</i> |

| D) Professional Practice | |
|---|--|
| | Additional Information |
| D1: Demonstrate ability to enable students to make informed decisions through using a wide variety of strategies, coherent with learning goals, to monitor and assess students' learning and provide effective feedback | <i>EG: In this section you should provide examples of strategies and assessments, and show how they impact on your teaching and on student learning allowing them to understand how they can improve their academic performance.</i> |
| D2: Demonstrate ability to plan coherent programmes of teaching and learning in science that are intellectually challenging, emotionally supportive and physically safe | <i>EG: Account for how long term and short term goals feed into your programmes of study. Explain how your planning impacts on your teaching and on student learning.</i> |

| E) Professional Standards | |
|--|--|
| | Additional Information |
| E1: Demonstrate your commitment to continually maintaining and updating your professional expertise and competence | <i>EG: To be awarded the CSciTeach you need to demonstrate your commitment to continually maintaining and updating your professional expertise and competence. You need to demonstrate that you work with colleagues and others in developing science education beyond your own classroom. Include in this section details of professional development that you have completed within the past year. Include professional development training or initiatives that you have coordinated or implemented for others. Include any memberships to professional organisations. If you have not got an M-Level qualification in education / pedagogy you can show your equivalent qualifications here.</i> |

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,

Letter of Support

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]