

Science Council

CAP (Common Application Process)

Manual for applicants

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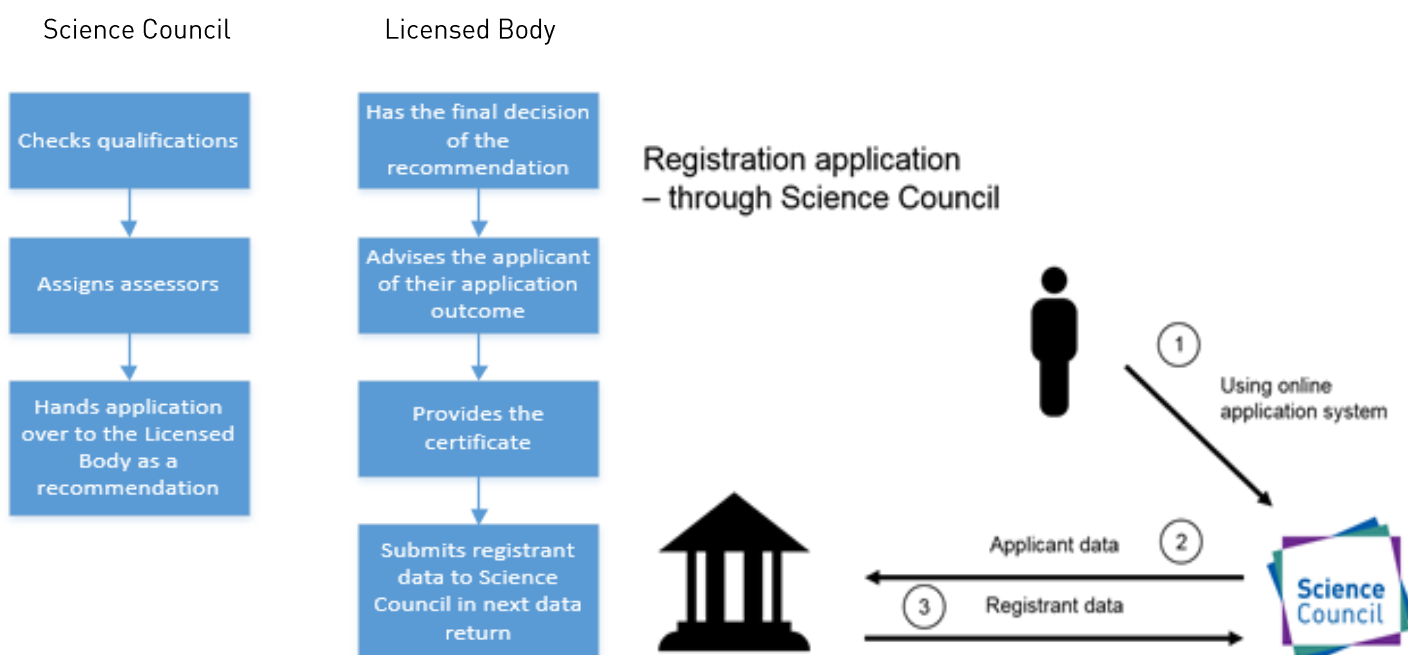
BECOMING PROFESSIONALLY REGISTERED WITH THE SCIENCE COUNCIL

As a Scientist, you may wish to apply for admittance to the Science Council registers (RSciTech, RSci, CSci or CSciTeach) to become professionally registered. A requirement of becoming registered and maintaining your registration is that you must be a member of one of the Science Council [Licensed Professional Bodies](#). You do not have to be a member of a Licensed Body to start your application, however, to be awarded for registration, you must be a member of your chosen Licensed Professional Body.

The [matrix](#) at the end of this document has been designed for use as a guide to RSciTech, RSci and CSci levels of registration and as an indicator of the progression across the registration framework. It is intended to be of use to potential applicants as well as to assessors, mentors, and supporters

Where an applicant applies for registration via The Science Council, the science council will:

- Complete the initial application checks and qualification checks for the application.
- Assign two assessors to each application, the Science Council will administer this process.
- Contact the Licensed Body once the application has been recommended as being successful and pass the application over to the Licensed Body.



CAP APPLICATION TASKS

The CAP administers applicants to apply for RSciTech, RSci and CSci. The CAP does not support applications for CSciTech. As an applicant, you will need to complete the following tasks prior to submitting your application:



Useful Information:

Guide to choosing your Licensed Professional Body

This task contains a link to the Science Council website to our Licensed Professional Bodies page and the “10 types of Scientists” quiz.

Choosing your Licensed Professional Body

For our Licensed Bodies that use the CAP, they will appear in this task for you to select them as your Licensed Body. Here you will advise us if you are a current member, past member or would like to become a member.

Review payment and tell us who's paying

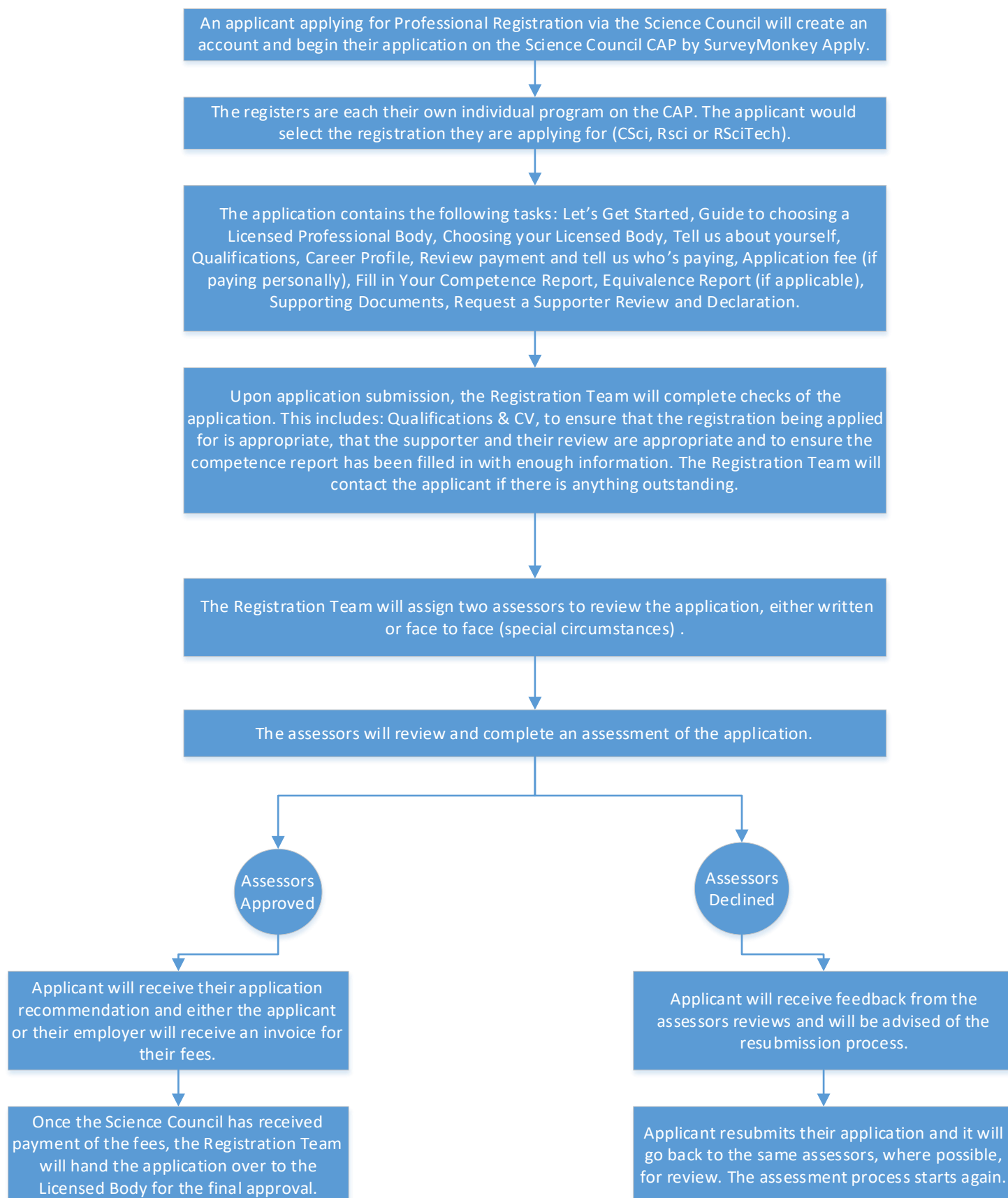
In this task, you will advise the Science Council whether you are paying personally or if your employer is paying for your registration fees.

Equivalence Reports

Applicants who do not hold a level 7 (CSci) level 5 (RSci) or level 3 (RSciTech) qualification must complete an equivalence report. The purpose of the report is to evidence that you have gained the equivalence knowledge to an appropriate level through work-based learning. Equivalent refers to the QAA (Quality Assurance Agency for Education) descriptors for CSci and the Ofqual (The Office of Qualifications and Examinations Regulation) descriptors for RSci and RSciTech.

Once a submission is received, the Science Council Registration Team will complete general checks of the application. These checks include validating qualifications, ensuring a CV is uploaded, the qualification is from an accredited institution listed on UK ENIC (formally NARIC) and that the competence report has been filled in. The Science Council will contact the applicant should there be further documents or information required.

CAP PROCESS MAP FOR APPLICANTS



CAP ASSESSMENT ROUTES

Applicants applying for registration via the CAP can select to:

- complete a detailed written report or
- meet two assessors remotely, having completed a short report (face-to-face assessment) **this option is offered for special circumstances only.**

Licensed Bodies may have a preference of which assessment route their applicants take. This will be outlined on the CAP when you choose your Licensed Body.

APPLICATION ASSESSMENT

Your competence report needs to be detailed and thorough as this is the basis of which the assessors will make their decision on your competence. The cost of this assessment is covered by the application fee of £20.

We recommend a word count of 1,000 words per section for the competence report, 5,000 words in total.

CAP M LEVEL EQUIVALENCE REPORT FOR CSCI APPLICANTS

Applicants for CSci who do not hold a Level 7 or above qualification must complete a CSci equivalence report. The purpose of the report is to evidence that the applicant has gained the equivalence knowledge to a Level 7 qualification through work-based learning. Equivalent refers to the QAA (Quality Assurance Agency for Education) descriptors.

Please see below the CSci equivalence report which is implemented on the CAP.

CSCI EQUIVALENCE REPORT (QAA LEVEL 7)

In completing the Equivalency Report, you are being asked for evidence against the QAA criteria. The actual criteria have been rephrased slightly to clarify what is being looked for and, or, to make them more equitable to a situation where someone who has obtained an MSc several years ago would be applying for CSci. Further guidance and help have been provided in each section of the form, to help you complete the sections.

This is an evidence-based process, so we are asking you to provide evidence in the form of examples to support any statements that you make. In some instances, it might be appropriate to describe a set of circumstance or events to help you demonstrate that you meet the criteria.

QAA Descriptor	Equivalence Requirements
Part 1. Master's degrees are awarded to students who have demonstrated:	
<ul style="list-style-type: none"> • 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 	1) How have you developed and maintained your systematic understanding of knowledge, and critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice?

<ul style="list-style-type: none"> A comprehensive understanding of techniques applicable to their own research or advanced scholarship 	<p>2) How have you developed and maintained a comprehensive understanding of techniques applicable to your own research or advanced scholarship.</p>
<ul style="list-style-type: none"> 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 	<p>3) How you have used originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in your discipline.</p>
<ul style="list-style-type: none"> Conceptual understanding that enables the student: <ul style="list-style-type: none"> - 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. 	<p>4) Demonstrate that you have developed a understanding of concepts to a level that enable you to critically evaluate current research, new methodologies and, where appropriate, to propose new hypotheses, improvements or ideas.</p>
<p>Part 2. Typically, holders of the qualification will be able to:</p>	
<ul style="list-style-type: none"> Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences 	<p>5) Demonstrate clearly how you:</p> <ol style="list-style-type: none"> Deal with complex issues both systematically and creatively, making sound judgements in the absence of complete data and in complex and unpredictable situations. Communicate conclusions from complex issues clearly to specialist and non-specialist audiences.
<ul style="list-style-type: none"> Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level 	<p>7) Demonstrate self-direction and originality in tackling and solving problems, describing how you act autonomously, exercising your own initiative, in planning and implementing tasks at a professional or equivalent level and how you exercise personal responsibility.</p>

CAP EQUIVALENCE FOR RSCI & RSCITECH APPLICANTS

The purpose of the report is to evidence that the applicant has gained the equivalent knowledge to a Level 5 RSci or level 3 RSciTech qualification through work-based learning. Equivalent refers to the Ofqual descriptors.

Please see below the RSci and RSciTech equivalence reports.

RSCI EQUIVALENCE REPORT (OFQUAL, LEVEL 5)

Please note that not all of the Ofqual descriptors are included in the below grid as they have already been covered by the RSci competencies.

Knowledge (Ofqual level 5 descriptors)	Knowledge (RSci competencies)
1) Has practical, theoretical or technological knowledge and understanding of a subject or field of work to find ways forward in broadly defined, complex contexts.	1) Demonstrate how you have practical, theoretical or technological knowledge and understanding of a subject or field of work to find ways forward in broadly defined, complex contexts.
(TEXT BOX FOR APPLICANTS ANSWERS – 400 WORD LIMIT)	
2) Is aware of the nature and scope of the area of study or work	2) Demonstrate how you are aware of the nature and scope of the area of study or work within your organisation.
(TEXT BOX FOR APPLICANTS ANSWERS – 400 WORD LIMIT)	
3) Understands different perspectives, approaches or schools of thought and the reasoning behind them.	3) Demonstrate how you understand different perspectives, approaches or schools of thought and the reasoning behind them.
(TEXT BOX FOR APPLICANTS ANSWERS – 400 WORD LIMIT)	
Skills (Ofqual descriptor)	Skills (RSci competency)
1) Determine, adapt and use appropriate methods, cognitive and practical skills to address broadly defined, complex problems.	1) Demonstrate how you determine, adapt and use appropriate methods, cognitive and practical skills to address broadly defined, complex problems.
(TEXT BOX FOR APPLICANTS ANSWERS – 400 WORD LIMIT)	
2) Use relevant research or development to inform actions.	2) Demonstrate how you use relevant research or development to inform actions.
(TEXT BOX FOR APPLICANTS ANSWERS – 400 WORD LIMIT)	

RSCITECH EQUIVALENCE REPORT (OFQUAL, LEVEL 3)

Please note that not all the Ofqual descriptors are included in the below grid as they have already been covered by the RSciTech competencies.

Knowledge (Ofqual level 3 descriptor)	Knowledge (RSciTech competency)
1) Has factual, procedural, and theoretical knowledge and understanding of a subject or field of work to complete tasks and address	1) Demonstrate how you have factual, procedural and theoretical knowledge and understanding of a subject or field of work to

problems that while well-defined, may be complex and non-routine.	complete tasks and address problems that while well-defined, may be complex and non-routine.
(TEXT BOX FOR APPLICANTS ANSWERS – 400 WORD LIMIT)	
2) Is aware of the nature of the area of study or work.	2) Demonstrate how you are aware of the nature of the area of study or work within your organisation.
(TEXT BOX FOR APPLICANTS ANSWERS – 400 WORD LIMIT)	
3) Is aware of different perspectives or approaches within the area of study or work.	3) Demonstrate how you are aware of different perspectives or approaches within the area of study or work.
(TEXT BOX FOR APPLICANTS ANSWERS – 400 WORD LIMIT)	
Skills (Ofqual descriptor)	Skills (RSciTech competency)
1) Identify, select, and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine.	1) Demonstrate how you Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine.
(TEXT BOX FOR APPLICANTS ANSWERS – 400 WORD LIMIT)	
2) Use appropriate investigation to inform actions.	2) Demonstrate how you use appropriate investigation to inform actions.
(TEXT BOX FOR APPLICANTS ANSWERS – 400 WORD LIMIT)	

CAP FEES & INVOICING PROCESS

There are separate fees in which an applicant will pay to the Science Council before their application is handed over to the Licensed Body for further processing.

FEE BREAKDOWN

- Registration fee, this differs between CSci, RSci & RSciTech.
- Application fee, a onetime application fee is taken at the beginning of the application.
- Membership year one: CSci varies by Professional Body, the Science Council will issue the Licensed Body with the Applicants CV for them to confirm membership fees if the applicant is not a current member. For RSci & RSciTech, there is one flat fee.



All costs are non-refundable. For the most up to date fees, please check the [Science Council website](#).

PAYMENT OPTIONS

An applicant can pay for their application personally or they can advise us within their application to issue the invoice to their employer.

If an applicant is paying personally, they will be prompted to pay the application fee at the application stage before submission. All other fees will be invoiced for once the application has been recommended approval.

If an applicant's employer is paying, they will be invoiced for all fees once the application has been recommended approval.

TO NOTE

- Once an application has been handed over to the Licensed Body as a recommendation, the Licensed Body would then invoice the Science Council for the membership fee, if applicable.
- The Licensed Body would collect renewal registration fees after the first year which would then be paid to the Science Council.
- The Science Council will not hand applications over to the appropriate Licensed Body until the application invoice has been paid in full.

CAP RESUBMISSION PROCESS

Applicants applying for Professional Registration via the Science Council may not meet the competencies in their first submission. In most cases, there is a requirement for more information to be provided for the assessors to recommend approval of the application.

The resubmission process for declined applications is as follows:

- Both assessors decline application.
- Applicant is advised of the outcome by the registration team and is provided with the feedback copied and pasted from the assessors review.
- Applicant is provided with a 2-week deadline to resubmit their application.
- Once applicant resubmits, the same assessors complete a review of the resubmission. If both assessors recommend approval of the application, the application is handed over to the Licensed Body as a recommendation.
- If the assessors decline the application for a second time, the registration team will inform the applicant that their application has been unsuccessful. The registration team will encourage the applicant to contact their Licensed Body to see if they provide mentoring. Following mentoring (where possible) from the Licensed Body, the applicant can reapply for registration in 12 months of the application being declined the final time.

Definitions:

Resubmit/Resubmission – applicant can use the same application to provide more information in the competence report.

Reapply – start a new application from the beginning.

COMPLAINTS AND APPEALS FOR THE COMMON APPLICATION PROCESS (CAP)

1. Complaints and the CAP

1.1 The Science Council shall deal with any complaints from applicants, third parties or the Licensed Body with regards to the CAP if:

- a) there are any complaints around the process adopted for determining applications that are made via the CAP up until the point they are formally handed over to the Licensed Body.
- b) there are any complaints about assessor conduct.

1.2 The Science Council will use the General Science Council Complaints Procedure to deal with these complaints.

2. Appeals and the CAP

2.1 Applicants applying for professional registration via the Science Council CAP have the right to appeal a decision of the assessors to reject their application to the Science Council up until the point that their application is formally handed over to the Licensed Body in accordance with the process set out in the CAP Manual for Licensed Bodies.

2.2. The grounds for appeal will be:

- a) additional information, which could not reasonably have been presented at the time of the assessment, is available, or
- b) application procedures (including but not limited to the requirements of procedural fairness) have not been followed.

2.3. An appeal must be submitted in writing to the Registration and Licensing Manager, no more than 28 working days from receipt of the written decision against which the appellant is appealing. In the event that no such written appeal is received within that period, the decision will be deemed to have been accepted. Extensions of time will only be granted in exceptional circumstances with the agreement of the Chair of the Registration and Assessment Committee ("RAC") and the Registration and Licensing Manager, upon the provision of relevant evidence.

2.4 In order to ensure appeals are dealt with in an efficient and timely manner, please include the words "CAP Appeal" in the subject line of any correspondence with the Registration and Licensing Manager. Please also include the following details:

- a) your full name;
- b) the name of the Licensed Body to which you had applied; and
- c) an explanation of the ground(s) of appeal on which you seek to rely and why you consider that ground applies in your case, together with any relevant evidence.

2.5 The grounds of appeal will initially be considered by the Chair of the RAC and the Registration and Licensing Manager. The Registration and Licensing Manager will aim to provide a response ("Preliminary Response") to the appellant within 10 working days of receiving the appeal. Where the Registration and Licensing Manager is not able to provide the Preliminary Response within this timeframe, they shall inform the appellant and provide an indication of when they expect to provide the Preliminary Response. The Preliminary Response will explain whether the Chair of the RAC and the Registration and Licensing Manager determine that it is a valid appeal which gives rise to reasonably arguable grounds and are not frivolous or vexatious.

2.6 If it is a valid appeal made on reasonably arguable grounds, it will then be escalated to the RAC who will assign a panel that will be comprised of RAC members who have had no prior involvement in the matter and no other interest in the outcome (the “**Appeal Panel**”). The appeal will be further investigated within 28 working days of their assignment. This will include communicating with relevant individuals (including the complainant) and reviewing available documentation (including but not only that provided by the complainant). The Appeal Panel will provide a report of its findings, its conclusions (on the balance of probabilities) and recommendation to the following meeting of the RAC and the RAC will decide by simple majority whether to uphold the appeal (and overturn the original decision) or to reject the appeal. Exceptionally, where a request is deemed to be made for good reason, the Appeal Panel may in its discretion agree to anonymise the source of evidence gathered in the report. The RAC’s decision will be communicated to the appellant within 10 working days of the RAC meeting, together with a summary of its reasons.

2.7 An appellant has the right to seek a review of the RAC’s decision to the Registration Authority (“**RA**”). Any request for a review of the appeal decision shall be made in writing to the Registration and Licensing Manager.

2.8 A request for a review of the appeal decision must be submitted in writing to the Registration and Licensing Manager no more than 28 working days from receipt by the appellant of the RAC’s decision.

2.9 An appeal under paragraph 0 may only be brought where it is alleged that the RAC’s process in reaching its decision was flawed (including, but not limited to, in respect of the requirements of procedural fairness).

2.10 On receipt of a request for a review of an appeal decision, the RA shall appoint a panel that will be comprised of RA members who have had no prior involvement in the matter and no other interest in the outcome (the “**Review Panel**”). The Review Panel will consider the appeal within 28 days of their assignment. The Review Panel will consider the information gathered and the process followed by the Appeal Panel and RAC. It may also choose to speak with individuals, including but not only the appellant. The Review Panel will provide a report of its findings, its conclusions (on the balance of probabilities) and recommendation to the following meeting of the RA and the RA will decide by simple majority whether to overturn the decision of the RAC or confirm it. The RA’s decision will be communicated to the applicant within 10 working days of the RA meeting, together with a summary of its reasons. The decision of the RA must be final.

2.11 A decision of the assessors to reject an application for professional registration via the Science Council CAP shall continue to have effect until such time as the decision is overturned on appeal.

3. Appeals against Licensed Bodies’ decisions

3.1 Once the application is formally handed over to the Licensed Body, the applicant loses the right to appeal to the Science Council. If the situation arises where the Science Council assessors recommend the applicant for professional registration and the Licensed Body rejects the recommendation, the Licensed Body’s decision will override the Science Council’s assessor recommendation.

3.2 In these situations, the applicant shall have the right to make an appeal to the Licensed Body that they selected in accordance with that Licensed Bodies’ appeals process.

COMPETENCE REPORT GUIDANCE

To support you in compiling your competence report, the following documents included in this manual provide competence report guidance including, common mistakes and dos and don’ts. We hope you will find this guidance helpful.

The Competence Report: 5 most-common mistakes

1 We, not I

Now's your time to shine! We are awarding registration to you, not your team, so in all your explanations, you need to be clear on what your individual role was. If your entire answer references "us" and "we" with no "I" or "me," then you will need to reformulate what you've written.

2 Being too brief

After you've written your response, read it back and think about whether an assessor would be able to visualise what your role was. If they can't, you have not provided enough detail.

3 Lacking depth

It isn't just about what you did, it's about how and why you did it. You can only be awarded registration when our assessors are sure you know the impetus behind, and results from your work.

4 No outcomes

You need to demonstrate that you understand the difference that your work makes long-term. If you have improved a procedure, what does that mean in real terms? How do your colleagues' benefit? What happens to the standard of your results?

5 Not referencing the heading

The competence report is broken into 5 sections. Read the section heading thoroughly before you write your response. You need to make sure you have fully absorbed what it is asking.

These are not just "top tips", they are what you need to follow to get your competence report to a high enough standard for it to be assessed.

Top Tips

Need help with your competence report? Read our top tips for success when you apply for professional registration.

1 Find a mentor

Speak to someone who has recently gone through the process of becoming professionally registered. Seek out a mentor from your Licensed Body if you can and ask them to read and provide feedback on your competence report. Your supporter should also be able to provide you with support and read through your application before you submit.

2 Sell yourself

Sell yourself, use it as an opportunity to reflect on your skills and experience, and make your achievements clear.

3 Provide enough detail

Ensure that you provide enough detail to build a good picture of your chosen example. The assessor should be able to visualise what you did from your description.

4 Use relevant examples

Don't just list the things you do; you will need to provide evidence of your competence in the form of specific examples. Consider using the STAR technique – Situation, Task, Action, Result.

5 Use 'I' not 'we'

We want to hear about you: ensure you use 'I' rather than talking in terms of 'we' otherwise the assessors will struggle to judge your competence.

6 Adapt your examples to the competence

You don't need to use a new example for each competence, but you do need to make it clear how the example demonstrates that competence.

7 Use a CPD log

If you have any sort of log for your professional development, use it to help jog your memory about recent achievements and potential examples.



If you need more help, get in touch:

registration@sciencecouncil.org | 020 3434 2020

[sciencecouncil.org](https://www.sciencecouncil.org)



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