

## Registered Science Technician - explanatory notes on competencies

### 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.

### A) Application of Knowledge and Understanding

|   | Explanatory note   |
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| A1: Apply knowledge of underlying concepts and principles associated with your work                     | Assessors are looking an example of how you apply your knowledge in your day to day work.  |
| A2: Review and select appropriate scientific techniques, procedures and methods to undertake such tasks | Assessors will be looking for evidence to demonstrate that you can explain the underlying reasons for undertaking tasks and why a particular procedure, technique, or process is appropriate.  |
| A3: Interpret and evaluate data and make sound judgements in relation to scientific concepts            | This means you can explain how you recognise when your activity appears to have been successfully carried out, or not, and what data, observations, or measurements you are evaluating mean, relating it to the underlying principles. You should also be able describe how you present information in an appropriate manner in order to explain your judgement. |

## B) Personal Responsibility

|  | <b>Explanatory note</b>   |
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| B1: Work consistently and effectively with minimal supervision to appropriate standards and protocols, and know when to escalate appropriately | Assessors are looking for an example of how you carry out work with minimal input from your supervisor for certain key tasks, experiments or procedures associated with your role and completing them to the appropriate standards and time frame. We are also looking for evidence that you know when to escalate appropriately and that you are able to make a judgement on when to escalate.   |
| B2: Demonstrate how you apply safe working practices   | Assessors will be seeking explanations of safety practices applicable to your area of work and describe how you follow them.<br><br>For example, if you are responsible for a particular area of safety training or monitoring, then a description of this should be included. It would also be useful here to list any relevant safety training courses that you have attended   |
| B3: Take responsibility for the quality of your work and the impact on others  | Assessors will be looking for evidence which describes how you take responsibility for the quality of the work that you undertake and its impact on others within defined parameters and timelines– including if an activity does not work in the way that you expect.<br><br>How did you manage your work and that of the person you supervise? Your evidence could include meeting minutes, action plans, project plans etc. If you do not have responsibility for work of others, then there may be instances where your actions have helped the work of others. For instance, you notice that a lab reagent has run out and you order more straight away such that the work of other people in your area is not affected. |

### C) *Interpersonal Skills*

|  | <b>Explanatory note</b>   |
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| C1: Demonstrate effective and appropriate communication skills | Assessors will be looking for examples to show that you are an effective communicator. The examples can be through appropriate oral, written or electronic means.   |
| C2: Demonstrate effective interpersonal and behavioural skills | Assessors will be looking for evidence that demonstrates skills that you use to interact with colleagues in a constructive way within the work setting. In these situations, it may be appropriate to discuss these with your supervisor, as an external perspective is often very useful in this regard. |
| C3: Demonstrate an ability to work effectively with others     | Assessors will be looking for examples of 'team work', which can be in a large team or on a 1:1 basis. Your example should illustrate how you worked collectively with others, what your specific role was within the team, and what the outcome was.   |

**D) Professional Practice**

|  | <b>Explanatory note</b>  |
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| D1: Recognise problems and apply appropriate scientific methods to identify causes and achieve solutions | Assessors will be looking for evidence of problem solving. Please give an example where you had a problem in your work and discuss how you recognised it, the methods used to investigate and the outcome.   |
| D2: Demonstrate how you use resources effectively  | Assessors will be looking for examples of work that you have undertaken where the method, procedure, programme, equipment, or materials used was chosen as the best (or most relevant) to use. Your example should describe how you planned and organised these to complete the task, and also how you reviewed choices – why the one you selected was the best compared to others that are available. |
| D3: Participate in continuous process improvement  | Assessors will be looking for an example of how you have improved the efficiency of a way of working, for example this could include maintenance of stock levels, improved methods, new ways to increase throughput, health and safety or ways to increase cost-effectiveness.   |

### **E) Professional Standards**

|  | <b>Explanatory note</b>  |
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| E1: Comply with relevant codes of conduct and practice   | Assessors will be looking for evidence of the codes of conduct (e.g. your professional body) and practice relevant to your work area and how these are incorporated into your day to day work. For instance it may be compliance with Safety Laws (such as COSHH), GLP guidelines, Home Office Regulations, Environmental Regulations etc.   |
| E2: Maintain and enhance competence in own areas of practice through professional development activity | Assessors will be looking for an example of an activity you have undertaken to enhance your competence in your own area of practice i.e. Continuing Professional Development (CPD) and reflect on its impact on you and others. They are not looking for a list of courses here but evidence of how your CPD benefits your practice and benefits others. Your CPD may include work-based learning, professional activity, formal/educational, self-directed learning.<br><br>(Note registrants will need to comply with the Science Council CPD Standards) |