**THE ASSOCIATION FOR SCIENCE EDUCATION**

College Lane, Hatfield, Herts, AL10 9AA

For support Tel: 01707 283000 Email: [registers@ase.org.uk](mailto:registers@ase.org.uk) Website: [www.ase.org.uk](http://www.ase.org.uk/csciteach)

Before completing this application form, applicants are advised to read the supporting documentation available on the ASE website <https://www.ase.org.uk/professional-registration> This details the current application fee and renewal fees.

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| **Title** |  |
| **Forename**  As you wish it to appear on the certificate. |  |
| **Middle names**  For reference only |  |
| **Surname**  As you wish it to appear on the certificate. |  |
| **Home address**  Your certificate will be posted to this address unless you indicate you want an electronic version. |  |
| **Date of Birth** |  |
| **Contact phone number** |  |
| **Primary Email address**  This is only used to contact you about your application |  |
| **Your Job Title** |  |
| **Employer and address** |  |
| **Please quote your ASE membership number.** (G1)You must be a current member to apply |  |
| **Please give details of your qualifications.** (G2)  Please include title, grades, date and institution. Digital copies of certificates should be sent with your application.  Those without a qualification at QCF level 3, or with less than 50% course content in science, are required to typically have at least two years relevant and demonstrable experience. If you do not meet the above criteria, you will normally need four years relevant and demonstrable experience. Please give details here. |  |
| **Please give brief details of your current role in your institution or school.**  (G3) If less than 5 years, then please include previous employments.  *N.B. G4 and G5 do not apply on this form* |  |
| **Please provide examples of how you have maintained your and updated your professional expertise and competence.**  *(*G6) Please provide brief details here of any courses, conferences or other CPD you have attended over the last two years (please include dates) |  |
| **Signature of Applicant**  By signing this you are agreeing to be bound by the code of conduct for registrants. (G7). | ***Signed ………………………………………………………………………………………... Date……………………………………………***  By signing this, you are also signing to confirm that the details you have given are correct to the best of your knowledge.  If you are sending this in electronically, please use the email address that is recorded on our membership system. |

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| **Professional Review. (G8)** | Applicants for RSciTech will need to demonstrate competences across five areas:   * A: Application of knowledge and understanding; * B: Personal responsibility; * C: Interpersonal skills; * D: Professional practice; * E: Professional standards.   Guidance on what the assessors will be looking for under each competence is provided below but the examples are just indicative – there will be many other valid examples you can choose. If you do not have a QCF Level 3 the Professional Review will be your opportunity to show that you have equivalence.  Here are some tips you should bear in mind when compiling your application.   * For each competence, you will need to give clear examples of the role you play or the contribution that you make to a particular task or activity. * To provide your 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 examples you provide should be fairly recent (in the last three years) but you can also draw on relevant experience further back in your career.   **In general, please write no more than 300 words for each section of (A – E) on how you have met the criteria.**  **Bullet points are acceptable but please be explicit, so the Registration Board have a clear idea of your role as a technician** |

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| **A: Application of knowledge and understanding**  Identify and use relevant scientific understanding, methods and skills to complete tasks and address well defined problems. | | |
| **A1: Apply extended knowledge of underlying concepts and principles associated with area of work**  We are looking for an example of how you apply your knowledge to your day-to-day work | Professional practice – what you did and why | Impact – what happened? What was improved? |
| **A2: Review and select appropriate scientific techniques, procedures and methods to undertake tasks**  This means that you can explain the underlying reasons for undertaking tasks and why a particular procedure, technique or process is appropriate. | Professional practice – what you did and why | Impact – what happened? What was improved? |
| **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 to describe how you present information in an appropriate manner in order to explain your judgement | Professional practice – what you did and why | Impact – what happened? What was improved? |

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| **B: Personal responsibility**  Exercise personal responsibility in planning and implementing tasks according to prescribed protocols. | | |
| **B1: Work consistently and effectively with minimal supervision to appropriate standards and protocols and know when to escalate appropriately**  We 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 timeframe. 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 | Professional practice – what you did and why | Impact – what happened? What was improved? |
| **B2: Demonstrate how you apply safe working practices.**  This means you can explain safe working practices applicable to your area of work and describe how you follow them. | Professional practice – what you did and why | Impact – what happened? What was improved? |
| **B3: Take responsibility for the quality of your work and the impact on others.**  This means that you can describe 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 you expect. | Professional practice – what you did and why | Impact – what happened? What was improved? |

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| **C: Interpersonal skills**  Demonstrate effective communication and interpersonal skills | | |
| **C1: Demonstrate effective and appropriate communication skills** What we are looking for here is an example that you are an effective communicator. The example can be through appropriate oral, written or electronic means. | Professional practice – what you did and why | Impact – what happened? What was improved? |
| **C2: Demonstrate interpersonal and behavioural skills**  This means that you demonstrate 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 regards. | Professional practice – what you did and why | Impact – what happened? What was improved? |
| **C3: Demonstrate an ability to work effectively with others**  This means ‘team work’, which can be in a large team or on a 1:1 basis. Your example should illustrate how you worked constructively with others, what your specific role was within the team, and what the outcome was. | Professional practice – what you did and why | Impact – what happened? What was improved? |

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| **D: Professional practice**  Apply appropriate theoretical and practical methods | | |
| **D1: Recognise problems and apply appropriate scientific methods to identify causes and achieve solutions**  What we are looking for here is an example of where you have a problem solved or attempted to problem solve. | Professional practice – what you did and why | Impact – what happened? What was improved? |
| **D2: Demonstrate how you use resources effectively.**  This means that you can give 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. | Professional practice – what you did and why | Impact – what happened? What was improved? |
| **D3: Participate in continuous process improvement.**  What we are looking for is 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. | Professional practice – what you did and why | Impact – what happened? What was improved? |

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| **E: Professional standards**  Demonstrate a personal commitment to professional standards | | |
| **E1: Comply with relevant codes of conduct and practice.**  This means that you can give an example of how you comply with a code of conduct (e.g. of your professional Body) or how you work within and promote all relevant legislative, regulatory and local requirements. | Professional practice – what you did and why | Impact – what happened? What was improved? |
| **E2: Maintain and enhance competence in own area of practice through professional development activity.**  This means that you can give 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. We 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, or self- directed learning | Professional practice – what you did and why | Impact – what happened? What was improved? |
| **Principal supporter –**  **This will normally be the applicants Head Teacher**  Further guidance for supporters can be found at **CRST5 Supporter Information**.  **Equivalence:** The requirement for the supporter to have registered or chartered status is waived when the principal supporter is the applicant’s headteacher.  **Where the principal supporter is not the head teacher, you may be asked by the registrar to provide an additional supporter.** | Name:  Role/status:  School or Organisation Address:  Tel:  Work Email address:  **Signed ………………………………………………………………………….. Date …………………………………..**  The principal supporter is confirming:   1. that they have had sight of the original certificates highlighted in G2, and 2. that they have known the applicant professionally for at least three years and not closely related to the applicant, and 3. that they are not aware of any behaviour incompatible with a professional code of conduct (CRST8), and 4. that they support the applicant for the award of RSciTech   **We will then write to your principal supporter** to confirm receipt of the application and when you are awarded RSciTech  If the principal supporter wishes to write separately, they can do so by contacting the Registrar at registers@ase.org.uk | |
| **For information only** | We expect all Registered Science Technicians to be continually planning, doing and reflecting on their professional practice. Consequently, the CPD record should be output based and appropriate for the individual.  **Registrants must:**  1. Maintain a continuous, up-to-date and accurate reflective record of their CPD activities and be able to provide supporting evidence if requested;  2. Demonstrate that their CPD activities are a mixture of learning activities relevant to current or future practice (see learning activities below);  3. Seek to ensure that their CPD has benefited the quality of their practice;  4. Seek to ensure that their CPD has benefited the users of their work;  **Learning activities**  Registrants’ 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 (e.g. involvement in a professional body, mentoring)  3. Formal / Educational (e.g. writing articles / papers, further education)  4. Self-directed learning (e.g. reading journals, reviewing books / articles)  5. Other (e.g. voluntary work, public service)  Further advice can be found in CRST 11 and is also available from [www.ase.org.uk](http://www.ase.org.uk)  **By paying your renewal fee each year you are agreeing to the above and confirming that you will abide by the code of conduct.** | |

When you have completed the form and paid your fee, please send it by email to [registers@ase.org.uk](mailto:registers@ase.org.uk)

Alternatively you can post it to the following address: The Registrar, Association for Science Education, College Lane, Hatfield, AL10 9AA