



CSci – Equivalence Report

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 you have gained the knowledge equivalent to a Level 7 qualification through work-based learning. Equivalence is evidenced against the QAA (Quality Assurance Agency for Education) descriptors.

Completion of the Equivalency Report

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

In order to complete the form you will need to gather and use appropriate evidence. In your application, in addition to the forms and relevant evidence, you must attach the following:

- An organisational chart, showing your own position within your institution or company.
- An up-to-date CV describing your career development since you graduated, with some indication of different or changing job descriptions/roles and responsibilities over time, showing how your career has developed and how you have gradually taken on more responsibility.

This is an evidence-based process so we are asking you to provide evidence in the form of examples, documents, etc., 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. To demonstrate that you meet the criteria you will also need to produce evidence in the form of examples and case studies as appropriate.

Other possible forms of evidence that you may find useful to include and refer to are listed below, but this is by no means comprehensive. However, only include that evidence which is absolutely necessary.

List of potential sources of evidence

- Your CPD since you graduated.
- Details of any relevant short courses undertaken, whether they are accredited or not. For those at CSci level in their career it is appropriate to also include training in management, finance, human resources and associated knowledge.
- Details of any workshops, internal and/or external training sessions, events, conferences.
- Details of reading you have undertaken to help you develop or update your knowledge. This can be theoreticist or practical. For example in learning to use a new piece of equipment, or learning new methods, standards or regulatory requirements, you may have had to undertake some reading or research to help you.



- Any documents, reports, policies, procedures, instructions manuals, technical reports, surveys etc that you have written.
- Published scientific reports, publications, books, book chapters, leaflets, etc. (note comment on authorship below).
- Complex designs and relevant calculations.
- Technical specifications.
- Teaching/ training for others that you have undertaken, for which you may want to include evidence in the form of teaching syllabuses, your lecture notes, presentation material, and examination papers that you have produced.
- Log books, work diaries, etc., if these are relevant.
- Actual job descriptions, past and present.
- Annual performance reviews, summaries, etc.
- Any professional awards, recognition received, along with the criteria used in making these.
- Sometimes an activity may not have produced a tangible outcome, such as a report or publication, but may still have had a significant impact on yours or others' practice. In such case you may be able to obtain and provide a signed statement from your line manager giving a detailed explanation as to your activities and the value or impact they have had.

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?
[TEXT BOX FOR APPLICANTS ANSWERS –400 WORD LIMIT]	
<ul style="list-style-type: none"> • A comprehensive understanding of techniques applicable to their own research or advanced scholarship. 	2) How have you developed <u>and maintained</u> a comprehensive understanding of techniques applicable to your own research or advanced scholarship.
[TEXT BOX FOR APPLICANTS ANSWERS – 400 WORD LIMIT]	
<ul style="list-style-type: none"> • Originality in the application of knowledge, 	3) How you have used originality in the application of

<p>together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.</p>	<p>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>
<p>(TEXT BOX FOR APPLICANTS ANSWERS – 400 WORD LIMIT)</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 an 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>(TEXT BOX FOR APPLICANTS ANSWERS – 400 WORD LIMIT)</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"> a. Deal with complex issues both systematically and creatively, making sound judgements in the absence of complete data and in complex and unpredictable situations. b. Communicate conclusions from complex issues clearly to specialist and non-specialist audiences.
<p>(TEXT BOX FOR APPLICANTS ANSWERS – 800 WORD LIMIT)</p>	

<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.	6) Demonstrate self-direction and originality in tackling and solving problems, describing how you act autonomously, exercise personal responsibility and use your own initiative in planning and implementing tasks at a professional or equivalent level.
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(TEXT BOX FOR APPLICANTS ANSWERS – 400 WORD LIMIT)