

## **Masters Level (Grade 7) Equivalency Report for CSci/CEnv**

### **Work Based Learning Supplementary Statement Guidance**

In addition to holding exemplifying qualifications to demonstrate the knowledge and understanding elements of professional competence, there are other ways a candidate can demonstrate the necessary knowledge and understanding for progression to Chartered Scientist and/or Chartered Environmentalist.

CIWEM's CSci/CEnv Work Based Learning route provides a means of enabling experienced applicants who lack the exemplifying academic qualifications to demonstrate the knowledge and understanding which they have acquired through their working experience against the [QAA qualification descriptor](#) for Masters level.

### **Is the Work Based Learning Route appropriate to my circumstances?**

The Work Based Learning Route is suitable for experienced candidates whose qualifications fall short of the exemplifying qualification or those who do not hold academic qualifications.

### **How will I demonstrate the necessary knowledge and understanding?**

In addition to the standard submission, candidates are required to provide a reflective statement describing the specific knowledge and understanding they have gained through their work (and any other relevant activity) for each Master's Level QAA Descriptor. This should be supported by evidence of any assessment or evaluation which has taken place. Candidates should demonstrate a breadth of understanding utilising examples beyond those given in their Mandatory Competence Report(s).

### **Role of the Candidate's Sponsor**

CIWEM additionally, require a declaration from one of the candidate's Sponsors testifying that the individual has indeed undertaken the activities concerned and describe what the applicant learned through them. The applicant's Sponsor must be a Member of CIWEM or a Chartered Member of an equivalent UK body.

### **Will I be interviewed as part of the Work Based Learning Route?**

There is no additional interview requirement for the Work Based Learning Route however candidates will still need to undertake a Professional Review Interview.

### **UK Quality Code for Higher Education and QAA Qualification Descriptors**

National qualification frameworks are formal structures which are adopted by countries to define their qualification systems. Generally, they identify a hierarchy of qualification levels in

ascending order and state the generic requirements for qualifications to be awarded at each of these levels. The frameworks show what qualifications are at the same level and indicate how one qualification may lead to another either at the same or a higher level. They describe a continuum of learning which allows any new qualifications to be placed within the educational system. Assigning levels to qualifications promotes the accurate and consistent description and marketing of qualifications by those who award them. National qualification frameworks provide a context for the articulation, review and development of qualifications. They are a tool both for securing threshold academic standards nationally and for making valid comparisons of qualifications internationally (thus facilitating student mobility).

Each framework sets out a hierarchy of qualification levels and describes the general achievement expected of holders of the main qualification type at each of the levels. UK degree-awarding bodies are required to use the relevant frameworks in setting and maintaining academic standards.

Much of the study undertaken for Master's degrees is at, or informed by, the forefront of an academic or professional discipline. Successful students show originality in the application of knowledge, and they understand how the boundaries of knowledge are advanced through research. They are able to deal with complex issues both systematically and creatively, and they show originality in tackling and solving problems. They have the qualities needed for employment in circumstances requiring sound judgement, personal responsibility and initiative in complex and unpredictable professional environments.

Master's degrees are often distinguished from other qualifications at this framework level (for example, advanced short courses, which often form parts of continuing professional development programmes and lead to postgraduate certificates and/or postgraduate diplomas) by an increased intensity, complexity and density of study. Master's degrees, in comparison to postgraduate certificates and postgraduate diplomas, typically include planned intellectual progression that often includes a synoptic/research or scholarly activity.

Please see here for further information: <https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>

**Descriptor 1** | 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.

**Descriptor 2** | A comprehensive understanding of techniques applicable to their own research or advanced scholarship.

**Descriptor 3** | 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.

**Descriptor 4** | Conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline.

**Descriptor 5** | Conceptual understanding that enables the student to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

**Descriptor 6** | 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

**Descriptor 7** | Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level

**Descriptor 8** | Continue to advance their knowledge and understanding, and to develop new skills to a high level.

**Descriptor 9** | The qualities and transferable skills necessary for employment requiring:

- The exercise of initiative and personal responsibility.
- Decision-making in complex and unpredictable situations.
- The independent learning ability required for continuing professional development