Higher Education Degree Accreditation Handbook:

A Guide to CIEEM Accreditation for Undergraduate Degree Programmes and Named Pathways

June 2016

Our Mission:

> ***To raise the profile of professional ecological and environmental management and to promote the highest standards of practice for the benefit of nature and society***

The Chartered Institute of Ecology and Environmental Management (CIEEM) is the professional membership body for ecologists and environmental managers in the UK and Ireland. Members of CIEEM protect and enhance biodiversity through their knowledge and skills.

Our work includes establishing and upholding the standards of competence and conduct of ecologists and environmental managers through the implementation of a Code of Professional Conduct. We encourage innovation, knowledge transfer and best practice as part of a sustainable approach to nature conservation.

Established in 1991, we have members working within local authorities, government agencies, industry, environmental consultancy, teaching, research and non-governmental organisations.

For information on all aspects of CIEEM's work visit http://www.cieem.net

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1 Introduction to CIEEM accreditation

1.1 Purpose and aims

The purpose of the higher education degree accreditation programme is to influence the number of graduates leaving higher education with the relevant skills and knowledge needed to gain employment in the profession. Through accreditation of degree programmes and named pathways CIEEM will recognise those programmes that, through their content and delivery, are most likely to produce such graduates. CIEEM accreditation will also raise the profile of ecology and environmental management as a career choice as well as providing an opportunity for CIEEM, industry and academia to develop stronger links – benefiting graduates and the profession as a whole.

CIEEM will support Higher Education Institutions (HEIs) in developing undergraduate and postgraduate degree programmes that meet both the needs of employers and student aspirations: currently many graduates do not have all the key skills and areas of knowledge that early career stage ecologists and environmental managers require[1]. There is particular concern over the level of specialist technical and practical skills.

CIEEM seeks to enrich the learning experience of students and their potential employability through advice, guidance and enhanced opportunities.

Through introducing a higher education degree accreditation scheme, CIEEM aims to:

- Influence the content of relevant ecological and environmental degrees in order to ensure that the core areas of knowledge and skill identified as required by employers are adequately covered;
- Provide support for programme leaders in maintaining delivery of these core areas, particularly in relation to practical skills;
- Signpost prospective students towards those degree programmes and named pathways which are recognised as being most relevant to the profession;
- Raise the profile of CIEEM amongst academic institutions and academics;
- Raise the profile of CIEEM amongst students and potential students;
- Facilitate closer links between employers in industry and accredited degree programmes;
- Develop in graduates the knowledge and skills which, with appropriate experience, would allow them to become competent practitioners (see Competency Framework).

[1] http://www.cieem.net/ecological-skills

1.2 Benefits of accreditation to HEIs

Accreditation helps higher education institutions demonstrate their commitment to graduate success in employment. Official course data on Unistats[2] indicates those undergraduate programmes that have attained accreditation, giving a mark of assurance that a programme meets certain professional standards and therefore could improve employment prospects. Accreditation is an influential consideration for students and their advisors when selecting a degree. Benefits for HEIs include both practical support and marketing value to prospective students, specifically:

- Recognition that the programme is relevant to potential employers;
- Recognition that the programme enables entry to professional membership;
- Support from a professional body to maintain delivery of core areas of knowledge and skills;
- An enhanced opportunity to create closer links with industry.
- Recognition that the programme of study has met recognised standards (Wakeman 2016)[3] which are increasingly required for entry to the profession of ecology and environmental management.

1.3 Period of accreditation

Undergraduate degree programmes and named pathways are eligible for accreditation for a maximum period of 5 years. After 5 years re-accreditation is required.

If a degree programme or named pathway is due for re-validation within 5 years, the maximum period of accreditation will be the same as the remaining period of validation – for example, if a programme is to be re-validated in 3 years, accreditation will be for 3 years only.

During the period of accreditation, programme leaders will be required to submit an annual return to CIEEM outlining any changes to the degree programme and/or delivery team. HEIs will be notified if any changes require the programme to be reassessed for accreditation but this will only be in the case of significant changes affecting compliance with the eligibility criteria. At the end of the accreditation period the HEI will be required to apply for re-accreditation if it wishes to maintain its accredited programme or pathway status -see Section 5.

[2] http://unistats.direct.gov.uk/find-out-more/about-the-data/

[3] Wakeham Review of STEM Degree Provision and Graduate Employability (April 2016)

1.4 Cost of accreditation

The administrative cost of submitting an expression of interest to CIEEM is £250.

The additional cost of submitting a full application and gaining a 5 year accreditation from CIEEM is £3500. For those programmes where the next validation of the degree is less than 5 years, the cost of accreditation will be reduced to reflect this.

1.5 Assessment panel

HEIs that apply and are deemed eligible for accreditation/reaccreditation will be evaluated by a CIEEM assessment panel. The role of each panel is to review information submitted by an HEI in relation to agreed mandatory learning outcomes, conduct a site-based assessment and make a recommendation to CIEEM.

An assessment panel usually consists of two assessors. Some panels may be accompanied by a member of the CIEEM Secretariat for support and benchmarking purposes. All assessors have high levels of experience in ecology and environmental management and are up-to-date with current best practice. Most are experienced in quality assurance and assessment and some will have academic teaching experience.

An assessment panel will be convened for each HEI that submits a full application for degree accreditation. Care will be taken to ensure that there are no conflicts of interest and all information submitted by the HEI will be confidential.

1.6 Responsibilities of accreditation partners

Clear and open communications are essential for ensuring the success of the accreditation process. To assist this, CIEEM has developed a framework of responsibilities for the parties involved in accreditation – see Appendix 1.

2 Requirements for accreditation

Relevant honours degree undergraduate programmes (BSc Hons) and taught master's degree programmes (MSc) are both potentially suitable for accreditation by CIEEM and must meet the essential criteria. For accreditation of MSc programmes see separate handbook.

For undergraduate degrees, a degree programme or a named pathway within a degree programme could be suitable for accreditation if they meet the published criteria. In either case, the degree or degree pathway must meet the criteria set by CIEEM through the core curriculum that is compulsory for all students. The programme must have a proven track record of a high standard of teaching and core content should have been offered for a minimum of one academic year in order for it to be assessed.

Please see 'Knowledge and skills' below for further guidance on programme content requirements for undergraduate and postgraduate programmes. Where a degree programme has a number of pathways, only those that meet the required course content will be considered for accreditation.

2.1 Essential criteria

For accreditation to be awarded by CIEEM, a degree programme or named pathway must meet six **essential criteria**:

a) Assessors must be satisfied that programme content and learning outcomes match those defined by CIEEM as essential for graduates to be taught before entering the profession (see 'Learning Outcomes' below).

b) At least one member of the core academic staff team must be a Full Member of CIEEM.

c) Assessors must be satisfied that the standard of assessment and teaching provides the underpinning of competence for graduates entering the profession (see CIEEM Competency Framework).

d) Assessors must find evidence of sufficient high quality, relevant, practical work (a minimum of 30 days) to prepare graduates for the profession. The HEI must demonstrate how this is relevant and assessors must find a balance across the technical skills covered in CIEEM's Competency Framework.

e) The HEI must demonstrate a commitment to continual self-improvement in programme content, delivery, student support and staff development.

f) The aims, objectives, learning outcomes and methods of teaching on the programme must align with the aims of CIEEM e.g. raising the profile of ecology and environmental management and aiding the development of new ecologists for the profession.

The essential criteria above are the current accreditation criteria as of May 2016. The accreditation criteria will be reviewed in light of emerging professional standards and may be periodically reviewed and if appropriate revised. Accredited institutions will be consulted as part of any review of criteria.

2.2 Learning outcomes

The learning outcomes required for accreditation fall within three broad areas: knowledge and understanding, practical skills and professional skills. The outcomes closely align with CIEEM's Competency Framework at the basic competence level[4]. A degree or degree pathway must meet the following specific learning outcomes within the broad areas:

- ✓ Ecological concepts,
- ✓ Human ecology and impacts
- ✓ Biodiversity conservation
- ✓ Environmental policy and law
- ✓ Environmental management
- ✓ Species identification and survey skills
- ✓ Professional skills

These outcomes have been identified by those working in the profession as particularly important to potential employers. Table 1 sets out the full set of general and specific learning outcomes required for accreditation of an undergraduate or postgraduate degree programme.

[4] http://www.cieem.net/competency-framework

Table 1: Learning outcomes required for accreditation by CIEEM		
General learning outcomes	Knowledge and understanding	Graduates from an undergraduate or postgraduate degree must be able to demonstrate their knowledge and understanding of key ecological concepts and processes and of the environmental policies and practices appropriate to managing the natural environment. A graduate must be able to critically evaluate major principles and practices taught on a programme and appreciate the wider context in which they are applied within the profession
	Practical skills	Graduates must be able to demonstrate that they possess the basic practical skills required by the profession and demonstrate that they have the basic competence to be carried out in a reflective manner as outlined in the CIEEM Competency Framework
	Professional skills	Graduates from a degree must be able to demonstrate that they have developed the basic professional skills required to enter any graduate role within the profession effectively as outlined in the CIEEM Competency Framework
Specific learning outcomes	Ecological Concepts	Describe and discuss the underpinning principles and theories of ecology and environmental management
		Explain how these principles and theories influence the work of practitioners
	Human Ecology and Impacts	Discuss the ecological impact of human activity (e.g. environmental pollution, climate change) and its relevance to the work of practitioners of Ecology and Environmental Management
		Discuss human impact on the distribution of animals, plants and invasive species, giving a range of examples
	Biodiversity Conservation	Discuss and describe the principles and concepts of biodiversity and nature conservation and its relevance to the work of practitioners of ecology and environmental Management
		Provide examples of national, international and global nature conservation initiatives and critically assess their impact and effectiveness
	Environmental Policy and Law	Describe and discuss national and international environmental legislation and policy frameworks, summarising their purpose and giving examples of how they impact on the work of practising ecologists and/or environmental managers
	Environmental Management	Show knowledge and understanding of principle concepts and techniques used by practitioners of ecology and environmental management
		Demonstrate an understanding of sustainability and relate this to relevant government policy
	Species Identification and Survey Skills	Demonstrate the ability to practise basic survey techniques and understand their strengths and limitations
		Understand taxonomic hierarchies and classification. Understand the challenges and approaches to species identification and show practical experience of identifying at least one major taxonomic group down to species level (e.g. flowering plants, insect orders, mammals etc.)
		Explain how to apply or create sampling techniques to gather appropriate survey data
	Professional Skills	Demonstrate the development of basic professional skills to promote career development
		Show understanding of the need to continue professional development after graduating.

2.3 Knowledge and skills

Accredited programmes will need to deliver the knowledge and skills central to future employability within the profession and membership of CIEEM and deliver the necessary learning outcomes.

For an undergraduate programme or pathway to be accredited the teaching must cover all 17 curriculum areas listed in Appendix 2 – these are aligned to the specific learning outcomes in Table 1. You will need to show in your application how the programme covers the required content by mapping each module against these 17 curriculum areas.

There is also a minimum requirement of 30 days of practical work where students practise skills relevant to the Technical Themes of the CIEEM Competency Framework. Practical work should normally include a balance of the following: taught residential and non-residential fieldwork and associated laboratory work such as laboratory-based taxonomic and identification skills, data analysis and GIS mapping. Practical work also includes supervised and small group student-led practical work where this relates to the acquisition of skills of direct relevance to the profession (and the Institute's graduate membership criteria), for example baseline ecological surveys, habitat management plans, ecological impact assessment etc. Practical activities to be used as a basis for accreditation should not include skills demonstrations where students do not get to practise the skill.

Student-led projects/dissertations, work placements and/or site visits are not included in the definition of practical work but may contribute to achieving learning outcomes and should be recorded in the description of programme content.

The 30 days of relevant practical work is a minimum and there is an expectation that programmes may need to have more in order to evidence achievement of the learning outcomes. The 30 days minimum must include a substantial proportion (at least 60%) of supervised field-based practical work.

3 Process of accreditation

The process of accreditation will normally take one year. Expressions of Interest for undergraduate programmes can be submitted at any time.

3.1. Summary of CIEEM Accreditation Process

Stage one

- ✓ Enquiry from HEI to CIEEM.
- ✓ HEI submits **expression of interest** to CIEEM to demonstrate that the degree programme or named pathway is eligible for accreditation.
- ✓ CIEEM reviews eligibility of programme and gives a response.

Stage two

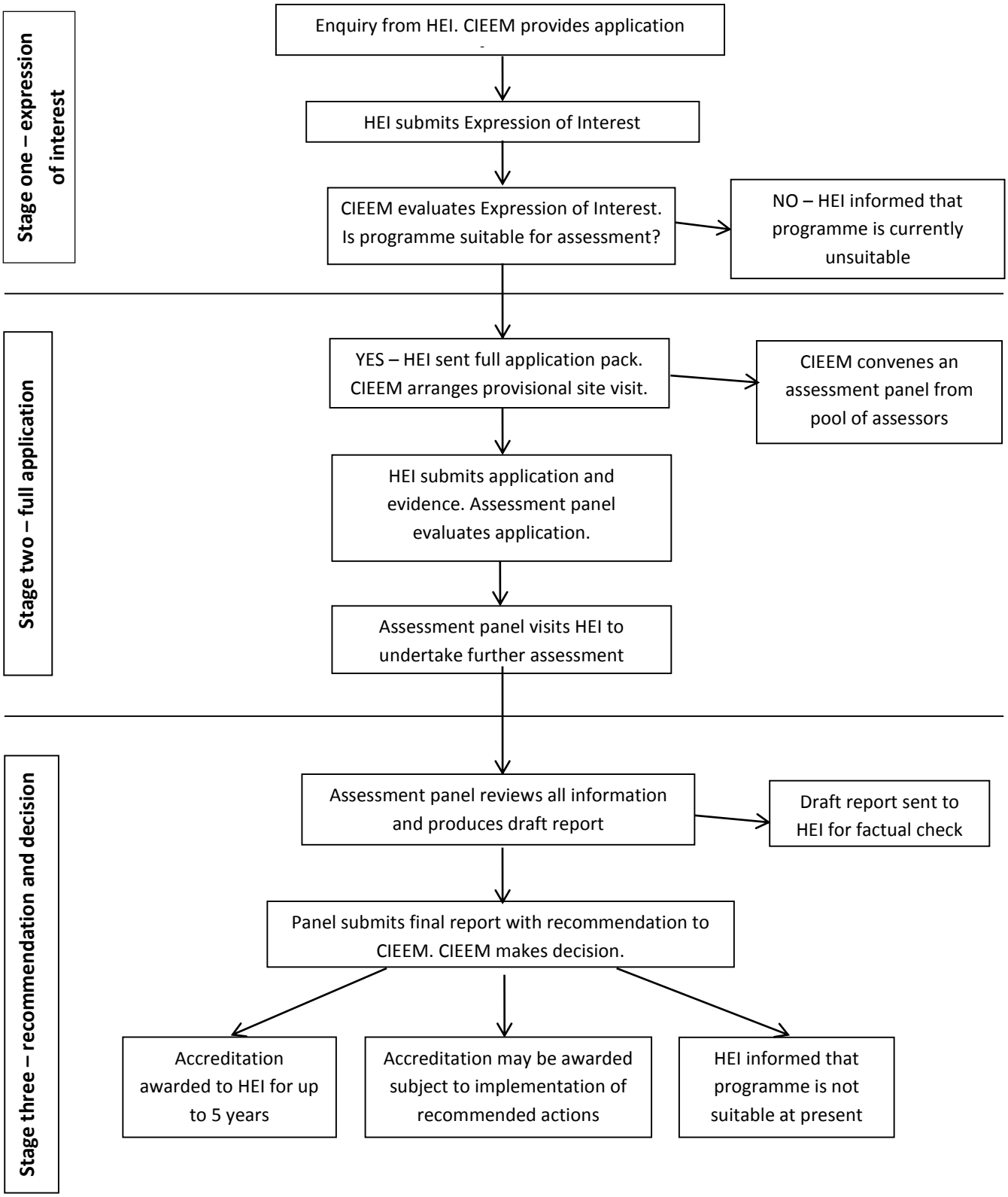
- ✓ HEI submits **full application** with supporting documentation.
- ✓ Assessment panel evaluates the application.
- ✓ Assessment panel visits HEI to undertake further assessment.

Stage three

- ✓ Assessment panel makes a **recommendation** to CIEEM.
- ✓ CIEEM reviews recommendation, make a decision and informs HEI.
- ✓ If accreditation is awarded the HEI will be entitled to call the degree or degree pathway 'CIEEM accredited' and to use the 'CIEEM Accredited Degree' or 'CIEEM Accredited Degree Pathway' logo on information materials. The HEI will also be offered the opportunity to be presented with their certificate of accreditation at a CIEEM event.

The key stages and steps in the accreditation process are shown in Figure 1.

Figure 1: CIEEM Accreditation Process



3.2 Accreditation Stages

3.2.1 Stage one: Expression of Interest

HEIs seeking accreditation are required to submit an initial application, or 'expression of interest', using a proforma supplied by CIEEM. This gives HEIs the opportunity to set out briefly why the degree programme is appropriate for CIEEM accreditation and to map the programme content to the 17 areas of knowledge and skills shown in Appendix 2. A copy of the application form and guidance for submitting an expression of interest for an undergraduate degree or degree pathway is attached at Appendix 3 and for a postgraduate degree at Appendix 4. The deadline for an HEI to submit an expression of interest is usually June of each year for MSc programmes but at any time for undergraduate programmes.

CIEEM will check the eligibility of the programme for accreditation. Those that incorporate all the core areas of knowledge and skills, have a principal member of the academic team who is a Full or Fellow member of CIEEM and meet the minimum relevant practical skills requirement (as outlined in Section 2) will be invited to submit a full application.

3.2.2 Stage two: Full Application

To submit a full application for accreditation an HEI must provide payment in full and the following **essential information**:

- Programme aims;
- Methods of assessment;
- Programme learning outcomes;
- Modes of delivery;
- List of modules mapped against the required curriculum content (see Table 2in Appendix 4);
- Details of relevant practical work (see Section 2.3) throughout the programme, mapped against CIEEM's learning outcomes as set out in Table 1 (p. 10);
- Professional skills and practice, information on links with industry;
- Names and curriculum vitae of staff with details of development and training;
- Improvement in quality of programme, external examiner reports etc.;
- Facilities available to students including laboratory and field equipment;
- Pastoral, academic and welfare support;

- Student evaluation of programmes and modules and NSS students satisfaction;
- Graduate employment record, and
- Selection of assessments done by students (information to be made available during site-based assessment from CIEEM panel).

Guidance and an example application form for submitting a full application is given in Appendix 4.

All information supplied by an HEI will be evaluated by a two-person assessment panel. Each assessor will undertake an independent 'desk-based assessment' of the information supplied. Panel members will then meet to review findings before undertaking a one-day visit to the HEI[5].

The visit will give the assessment panel the opportunity to have discussions with staff and students, view the department and facilities, and see examples of project work and dissertations. An example of the timings and procedures followed during a typical assessment visit are given in Appendix 5.

3.2.3 Stage three: Recommendation and Decision

The assessment panel will produce a draft report based on their desk-based assessment and visit to the HEI. This report will be sent to the HEI for fact checking and to give the HEI an opportunity to provide any clarification. The report will then be finalised by the panel and a recommendation made to CIEEM. In exceptional cases further information or clarification may be required before a decision can be made.

The panel will make one of the following recommendations:

- The programme should be accredited;
- The programme should not be accredited until the HEI implements the actions identified by the panel; or
- The programme should not be accredited.

i) <u>Accreditation awarded</u>

[5] For most programmes a one-day visit will be sufficient. However accreditation of multiple degrees with common core modules and a number of optional routes may require a longer site-visit. The additional costs for this will need to be borne by the HEI. The CIEEM Secretariat will advise programme leaders as necessary.

Degrees and degree pathways approved by CIEEM will be awarded accreditation for up to 5 years. The HEI will receive a certificate of accreditation from CIEEM and a 'CIEEM Accredited Degree' or 'CIEEM Accredited Degree Pathway' logo to use, and the programme will be listed on the CIEEM website with a link provided to the HEI's webpages. In addition, graduates of the programme will be eligible for graduate membership of the Institute without the requirement of a separate eligibility assessment. Students on accredited programmes will be able to join CIEEM at a discounted rate.

ii) Accreditation subject to implementation of actions

For those programmes where accreditation is subject to implementation of specific actions, the HEI must carry out the actions and submit appropriate documentation to CIEEM within one year of assessment by the CIEEM panel. Following satisfactory receipt of evidence of the actions having been undertaken, a recommendation for accreditation may be made. **However if the assessors consider the changes to be relatively minor they may recommend that accreditation is awarded without delay, with the requirement for the necessary actions to be undertaken before the first annual return. Failure to do so could then lead to accreditation being suspended**.

iii) Accreditation not awarded

Programmes that do not currently meet the criteria for accreditation will be given guidance by CIEEM on the areas that require attention. A programme may not meet accreditation for a number of reasons, for example:

- The programme does not provide the learning outcomes, knowledge and skills that are essential for graduates entering the profession;
- Poor feedback from students and external examiners; or
- The programme does not demonstrate improvements following external examinations and reviews.

If accreditation has not been awarded, an HEI may re-apply for accreditation when the HEI is confident that the issues have been addressed.

CIEEM has an appeal procedure should an HEI believe that the assessment was not conducted appropriately in a fair and transparent manner or where there is evidence that relevant information was not taken into account. However disagreement about a judgement does not constitute grounds for appeal. Appeals will be considered at the discretion of CIEEM and further information is available in Appendix 6.

4 After accreditation

4.1 Guidelines for publicity

Participation in the accreditation process should remain confidential until a degree programme has been officially awarded accreditation by CIEEM.

HEIs with accredited degree programmes will be entitled to:

- Promote the accredited degree/degree pathway and its advantages to students in marketing materials;
- Use the CIEEM accredited degree/degree pathway logo on all materials that relate to the accredited programme;
- Use the CIEEM accredited degree/degree pathway logo on the HEI webpages that relate to the accredited programme;
- Use the CIEEM accredited degree/degree pathway logo on the UCAS website where the HEI's name appears in relation to the accredited degree programme;
- Use the CIEEM accredited degree/degree pathway logo on other marketing materials that relate to the accredited programme following permission from CIEEM;
- Use the following statement for the Key Information Set in relation to the accredited programme:
  "This programme is accredited by the Chartered Institute of Ecology and Environmental Management for delivering the knowledge and skills required for graduate membership of CIEEM";
- Use the following statement on the HEI's webpages:
  "This programme has been accredited by the Chartered Institute of Ecology and Environmental Management. Degree accreditation by CIEEM recognises programmes that prepare graduates with the knowledge and skills central to the profession of ecology and environmental management. The accreditation criteria require that the programme meets specific learning outcomes including defined levels of relevant practical skills. A graduate of an accredited degree programme will be eligible for graduate membership of CIEEM without the requirement of a separate eligibility assessment."

HEIs accredited by CIEEM must not imply that other institutions without CIEEM accreditation are not offering relevant, high-quality programmes. CIEEM maintains the right to request the removal of its name and all of its trademarks including its logos from printed or electronic material or publications at any time.

4.2 Changes after accreditation

As the anniversary of the accreditation date approaches CIEEM will contact the HEI and ask them to submit an annual return using a template provided at the time for that purpose. The HEI must

inform CIEEM on their Annual Review Form, of any of the following 'significant' changes (or planned changes) to accredited programmes:

- The core course teaching team no longer includes a Full member or Fellow of CIEEM;
- Learning outcomes no longer match the framework that the course has been accredited against; and
- Changes to the relevant practical element within the accredited pathway.

As the anniversary of the accreditation date approaches CIEEM will contact the HEI and ask them to submit an annual return using a template provided at the time for that purpose. The HEI must inform CIEEM on their Annual Review Form, of

Firstly, any change to modules or a programme which have required internal review by the HEI.

Secondly, details of any changes which 'significantly affect the basis upon which accreditation was granted. This includes the following changes (or planned changes) to accredited programmes:

- The core course teaching team no longer includes a Full member or Fellow of CIEEM;
- Learning outcomes no longer match the framework that the course has been accredited against; and
- Changes to the relevant practical element within the accredited pathway.

CIEEM reserves the right to request that an HEI submit an accredited degree programme or named pathway for re-accreditation before the due date or to remove accreditation from a degree programme if significant changes are made which it believes will adversely affect the learning outcomes.

5. Re-accreditation

5.1 About re-accreditation

HEIs which have an accredited degree programme or named pathway will be contacted by CIEEM towards the end of the accreditation period and invited to submit their programme for re-accreditation.

The re-accreditation process builds on the information already submitted by the HEI as part of the annual review reporting process. Re-accreditation is an opportunity to:

- map all of the changes which have occurred to the programme during the accredited period and to highlight any changes which affect the criteria under which accreditation was granted;
- confirm that the current programme still meets the CIEEM accreditation criteria;
- review the employment destinations of graduates;
- provide an opportunity for the HEI to provide feedback to CIEEM on the relationship between the two institutions; and
- look at how CIEEM is promoted to students following the accredited programme.

5.2 The re-accreditation process

Assessment for re-accreditation is undertaken by two CIEEM assessors. In most cases this will include one of the assessors involved in the original accreditation assessment plus one other who is new to the HEI accredited programme or pathway.

The assessment process should involve both the submission of a re-accreditation application form (see Appendix 9) with supporting documentation and a site visit.

The full stages of the process are shown in Figure 2 and include:

- Submission by the HEI to produce a summary of all changes which have occurred to the accredited programme since accreditation including reference to the relevant annual return forms where these changes were detailed.

- Submission by the HEI of a re-accreditation form and supporting documentation (see Appendix 9) covering:
    - The most recent programme review/validation report (to review key changes).
    - A mapping of the current programme content to show in which modules of the programme there is delivery and assessment of the 17 CIEEM curriculum content areas required for accreditation. The mapping should identify any changes to the mapping undertaken in the initial accreditation, i.e. where CIEEM curricula is

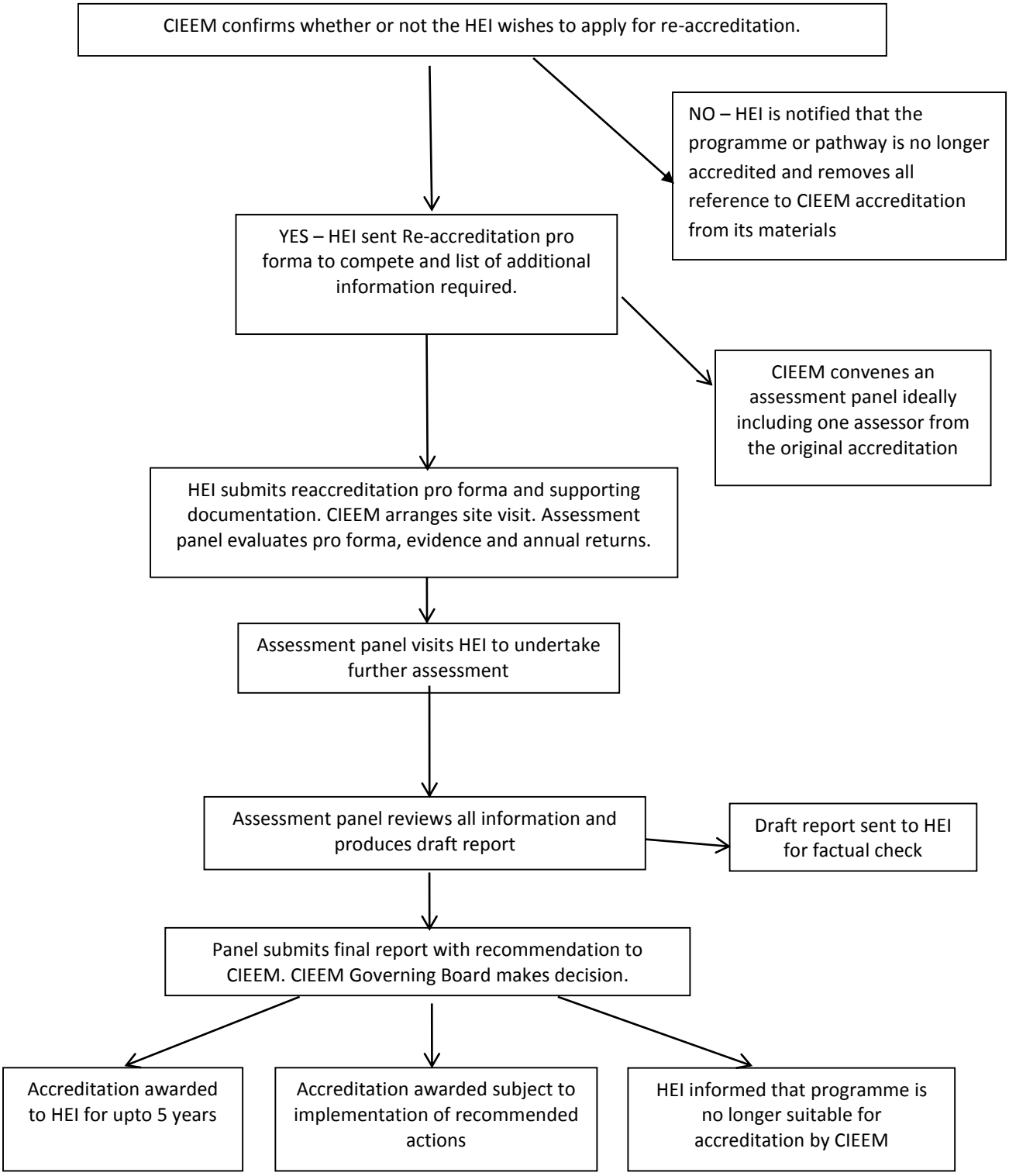
covered in a different module or where there have been changes to the form of assessment.
    - A list of the 30+ days of relevant practical work provided by the programme, the modules in which these activities take place and the type of activities. The list should indicate any changes to the relevant practical work which have occurred since initial accreditation. NOTE I have replaced the word fieldwork with practical work and not field work
    - Planned future changes to the programme.
    - Staffing changes which have occurred during the accreditation period and planned future changes.
    - A summary of how CIEEM student membership is promoted to students.
    - Employment data of graduates during the accreditation period.

- Desk based review of the above submissions by the CIEEM assessors.

- A site visit to by the CIEEM assessors which will include:
    - Meeting the academic team to review any programme changes …. Q meeting also covers the points listed in 5.1 so may need to add in text about '…. Graduate employability and the relationship between CIEEM and the HEI'.
    - Reviewing a range of recent student work from the core accredited modules (good, bad (bare pass) and intermediate).
    - A meeting with current students and recent graduates.
    - A review of any significant changes to facilities.

- Submission by the assessors of a report and a recommendation to the CIEEM Governing Board regarding re-accreditation.

Figure 2: CIEEM Re-accreditation Process



5.3 Re-accreditation assessment outcomes

There are three possible outcomes of the re-accreditation process.

i) Accreditation awarded

Degrees and degree pathways re-accredited by CIEEM will be awarded accreditation for upto 5 years. The HEI will receive an updated certificate of accreditation from CIEEM and will be able to continue to use the 'CIEEM Accredited Degree' or 'CIEEM Accredited Degree Pathway' logo. The programme will continue to be listed on the CIEEM website with a link provided to the HEI's webpages. In addition, graduates of the programme will continue to be eligible for graduate membership of the Institute without the requirement of a separate eligibility assessment. Students on re-accredited programmes will be able to join CIEEM at a discounted rate.

ii) Accreditation subject to implementation of actions

For those programmes where re-accreditation is subject to implementation of specific actions, the programme will continue to be accredited but the HEI must carry out the actions and submit appropriate documentation to CIEEM within one year of assessment by the CIEEM panel. Following satisfactory receipt of evidence of the actions having been undertaken, accreditation will be valid for a further 4 years. Failure to do so could lead to accreditation being suspended.

iii) Accreditation not awarded

Programmes that no longer meet the criteria for accreditation will be given guidance by CIEEM on the areas that require attention. A programme may not meet the criteria for a number of reasons, for example:

- The programme no longer meets the essential criteria required for accreditation
- The programme no longer provides the learning outcomes, knowledge and skills that CIEEM considers are essential for graduates entering the profession;
- Poor feedback from students and external examiners;
- The programme does not demonstrate required improvements following external examinations and reviews.

If re-accreditation has not been awarded, an HEI may re-apply for accreditation when the HEI is confident that the issues have been addressed.

CIEEM has an appeals procedure should an HEI believe that the assessment was not conducted appropriately in a fair and transparent manner or where there is evidence that relevant information was not taken into account. However disagreement about a judgement does not constitute grounds for appeal.

5.4 Fees

The fee for assessment for re-accreditation for 5 years is £3000 plus VAT as of June 2016 but please check the CIEEM website for current rates. HEIs are also responsible for covering all of the accommodation costs associated with the site visit (for the assessors and one member of the CIEEM Secretariat who is providing administrative support for the visit). Fees must be paid when the application for re-accreditation is submitted.

Should an HEI apply for re-accreditation and it not be awarded, the HEI will be entitled to a refund of 50% of the re-accreditation fee.

Appendices

Appendix 1 – Responsibilities of accreditation partners

Clear and open communications are essential. To assist this, CIEEM has developed the following framework of responsibilities for the parties involved in accreditation.

CIEEM staff and accreditation panels are responsible for:

- ensuring that the policies and procedures of the accreditation process are transparent and consistently applied
- ensuring that HEIs are well-informed prepared for the visit
- pursuing only data and information necessary to judge whether the essential criteria for accreditation are met
- focusing on financial and other resources only to the extent that they affect compliance with accreditation criteria
- keeping all key stakeholders appropriately informed at all stages of the process
- communicating consistent and accurate information at all stages of the process
- recognising and disseminating good practice while recognising the need for confidentiality
- providing opportunities for objective review and resolution of differences should any arise during the accreditation process
- comply with the code of conduct and confidentiality agreement of the CIEEM accreditation process

Higher Education Institutions are responsible for:

- studying the relevant CIEEM criteria, policies and procedures
- providing clear, accurate and complete information in applications for accreditation and all associated paperwork
- committing key staff (academic and administrative) to the accreditation process
- informing CIEEM of the reasons why accreditation is being sought, in the context of institutional and programme aims and strategic direction
- providing information in a timely manner if a need is identified during the accreditation process

Both parties are responsible for:

- ensuring that all documentation is sent within set deadlines agreed by both parties
- providing for candid and constructive evaluation of the accreditation process
- ensuring open exchange if issues and concerns are identified by any party
- encouraging flexibility, openness and co-operation in considering potentially beneficial variations of the accreditation process

Appendix 2 – Knowledge and skills: required curriculum content of an undergraduate degree/degree pathway for accreditation

A. Ecological Concepts

1. Ecological organisational concepts and classification – e.g. biomes, biotopes, ecosystems, habitats, communities, populations, species, organisms
2. Principal world/UK biotopes, biogeographical regions and habitats– e.g. forests, wetlands, coasts, oceans, grasslands, deserts, polar, boreal, temperate, tropical and sub-tropical, man-made habitats (e.g. agriculture and urban)
3. Ecological Concepts- e.g. energy flow, nutrient cycling, species diversity, habitat diversity, succession, ecosystem change, ecosystem services. Population ecology – e.g. carrying capacity, migration, dispersal, the role of limiting environmental factors, competition, predation. Community ecology – e.g. food webs, trophic structures, inter-specific and intra-specific relationships
4. Abiotic factors and impact on animal and plant distribution – e.g. hydrology – salinity, water flow; geomorphology – landforms and their influence on ecological processes and landscapes, soil development and soil characteristics

B. Human Ecology and Impacts

1. Economic and social aspects of ecology and the natural environment, historic and current land use, landscape ecology, agricultural ecology, urban ecology, ecosystem services and impact and influence of ecotourism
2. Environmental pollution – climate change (causes, impacts and mitigation), major pollutants and their sources, critical loads, effect on ecosystems (e.g. acidification (causes and effects on freshwater, forest and upland ecosystems), eutrophication (freshwater ecosystems)and nutrient enrichment (terrestrial ecosystems)

C. Biodiversity

1. Biodiversity – Concepts of biodiversity (genetic biodiversity, species biodiversity, community biodiversity, habitat diversity), concepts of threat vulnerability, rarity. Major causes of biodiversity loss

D. Environmental Policy and Law

1. Environmental policy and legal frameworks – Awareness of contemporary environmental policy approaches – economic and legal.
2. National environmental policy, related policy and legal frameworks – Relevant planning policy and guidance, impact of planning policy on the environment, development control both landscape-scale planning policy (e.g. river basin management plans, green infrastructure, integrated coastal management) or site scale (e.g. habitat and species designations)

E. Environmental management

1. Assessing impact of change – environmental impact and risk assessment, avoid – mitigate – compensate hierarchy. Stakeholder consultation. Managing potential user conflict
2. Management planning (e.g. for habitats, resources, recreation). Habitat and species management – principles and techniques of species and habitat translocation
3. Sustainability - concept and principles of sustainability including conventions, international agreements and governmental policies, the meaning of low carbon economy and green economy.

F. Species Identification and Survey Skills

1. Identification –principles of biological classification and taxonomy, use of biological keys. Practical experience of a range of taxa.
2. Survey Design and Sampling Strategies – Survey methods and practice e.g. vegetation description, habitat description, species survey methods, Phase 1 habitat survey techniques, National Vegetation Classification
3. Does the entire programme meet the minimum relevant practical work requirements for CIEEM accreditation? (30 days for BSc)

G. Professional Skills

1. Technical report requirements; professional ethics; industry requirements
2. Data management, interpretation and data analysis. Data presentation

Appendix 3 – Example form for submitting an Expression of Interest – undergraduate

Higher Education Degree Accreditation

Expression of Interest – undergraduate degree programmes and named pathways

Please use this form to submit an initial application for accreditation of an undergraduate degree programme or named pathway. CIEEM will use this information to check the eligibility of the degree programme for accreditation against the published criteria. A response will be sent within 4 weeks. Programme leaders of suitable programmes will then be invited to submit a separate, full application for accreditation.

Name of HEI:

Department:

Title of degree/degree pathway:

Programme leader/lead contact:

Email/Tel no. of lead contact:

Signature/E-signature: **Date:**

The current administrative cost of submitting an expression of interest is £250. Please send a cheque made payable to the 'Chartered Institute of Ecology and Environmental Management' or an official purchase order.

Please complete sections 1, 2 and 3 overleaf. Please note that in section 3 CIEEM will only be looking at the presence or absence of the essential curriculum areas – we do not require additional information at this stage.

Please send the completed form by email to accreditation@cieem.net and include your payment (by email or a cheque by post). If you have any queries or need further information, please contact:

HEI Degree Accreditation
Chartered Institute of Ecology and Environmental Management
43 Southgate Street, Winchester, Hampshire SO23 9EH
E: accreditation@cieem.net T: 01962 868626

Section 1: Please briefly describe (max 500 words) why the degree programme should be accredited by CIEEM. For example:

- The key reasons why the programme is suitable for accreditation
- How the programme will benefit from accreditation
- How the students will benefit from accreditation

Section 2: Please list the principal academic delivery team for the degree programme, together with their qualifications and professional membership status. A least one member of your academic delivery team should be a full member or fellow of CIEEM. Please refer to the membership criteria on the CIEEM website www.cieem.net/members for further information.

Name of academic staff member	Role in delivery of degree programme	Qualifications	Professional memberships

Section 3: Please map the degree programme or named pathway content to the curriculum areas in the table below.

Please note that the degree programme **must** cover all 17 curriculum areas, although how this content is covered will vary from one degree programme to the next. For undergraduate degree programmes where some of the 17 areas are covered by optional modules, it may only be possible to accredit a specific compulsory module pathway, not the entire degree programme.

Please also note that the programme **must** deliver a minimum of 30 days of relevant practical field-based and lab-based skills. Please confirm that this is provided: **yes / no**

Note: the table showing the 17 curriculum areas referred to in the expression of interest is not duplicated here

Table 1: How the degree/degree pathway meets the required curriculum areas			
Curriculum Area		**Covered? Y/N**	**Module(s) that provide the required knowledge and skills.** ***Please indicate the main module(s) in bold typeface***
A. Ecological Concepts	A1 Ecological organisational concepts and classification		
	A2 Principal world/UK biotopes, biogeographical regions and habitats		
	A3 Ecological concepts, population ecology		
	A4 Abiotic factors and impact on species distribution		
B. Human Ecology and Impacts	B1 Economic and social aspects, land use, landscape ecology, agricultural ecology, urban ecology, ecosystem services, ecotourism		
	B2 Environmental pollution, climate change		
C. Biodiversity	C1 Biodiversity concepts and biodiversity loss		
D. Environmental Policy and Law	D1 Environmental policy and legal frameworks		
	D2 National environmental policy		
E. Environmental management	E1 Assessing impact of change		
	E2 Management planning, habitat/species management		
	E3 Sustainability		
F. Species Identification and Survey Skills	F1 Identification		
	F2 Survey design and sampling strategies		
	F3 Practical work		
G. Professional Skills	G1 Technical reports, ethics, industry requirements		
	G2 Data management, interpretation, analysis, presentation		
Note: Undergraduate *degrees/degree pathways must cover all of the 17 curriculum areas.*			

NB: Please supply module summaries of all the modules covering the essential curriculum content as shown above.

Table 2: Summary of relevant practical work provided by degree/degree pathway –
Please add additional rows to the table as needed

Year/ Level	Module – code and name	Type of practical work activity	Intended learning outcomes	Relevant theme / subtheme in CIEEM Competency Framework	F = field L = lab	Hours
Example Level 4	*ECO123*	*Plant identification…*	*Survey skills…*	*Surveying – species identification*	*F*	*6*

Fieldwork total	
Laboratory work total	
Practical work total	

Note: Relevant *practical work is work where students are actively engaged in 'doing' rather than looking and listening.*

- ***Included*** *as relevant for the 30 days (undergraduate): Taught residential and non-residential fieldwork and associated lab work such as lab-based taxonomic and ID skills, data analysis, GIS mapping. Also includes supervised and small group student-led practical work where this relates to the acquisition of skills of direct relevance to the profession (and the Institute's graduate membership criteria), for example baseline ecological surveys, conservation management plans, ecological impact assessment etc. Practical activities to be used as a basis for accreditation should not include skills demonstrations where students do not get to practise the skill.*
- ***Not eligible*** *(but may contribute to achieving learning outcomes and should be recorded in the description of course content): student-led projects, work placements, site visits.*

The 30 days of practical work is a minimum and there is an expectation that programmes may need to have more in order to evidence achievement of the learning outcomes. The 30 days minimum must include a substantial proportion (at least 60%) of supervised field-based practical work.

Appendix 4 – Example application form and guidance for submitting a full application

Higher Education Degree Accreditation

Application for CIEEM Accreditation – Undergraduate degree programmes

Thank you for your interest in accreditation by CIEEM. Please use this form and guidance to submit your application. CIEEM will use this information to evaluate the degree programme or named pathway against the published criteria for accreditation.

The cost of submitting a full application and gaining a 5 year accreditation from CIEEM is currently £3500. For those programmes where the next validation of the degree is less than 5 years, the cost of accreditation will be reduced to reflect this:

Accreditation for 3 years £3000
Accreditation for 4 years £3300

If a programme fails to achieve accreditation, an HEI may be entitled to a refund of up to £1500.

Please complete section 1 and section 2 below (including Tables 1, 2 and 3) and a separate report providing the 'information required by CIEEM'. Send this completed form, your report and any other associated documents by email to accreditation@cieem.net in either Word or PDF formats.

Please send a cheque made payable to the 'Chartered Institute of Ecology and Environmental Management' or send an official purchase order by email. For any queries or for further information, please contact:

HEI Degree Accreditation
Chartered Institute of Ecology and Environmental Management
43 Southgate Street, Winchester, Hampshire SO23 9EH
E: accreditation@cieem.net
T: 01962 868626

Section 1

Name of HEI:

Department:

Title of degree/degree pathway:

Programme leader /lead contact:

Email/Tel no. of lead contact:

Signature/E-signature: **Date:**

Section 2: Required information for accreditation

For accreditation to be awarded by CIEEM, a degree programme must meet six **essential criteria**:

1. Assessors must be satisfied that the learning outcomes of the programme match those defined by CIEEM as essential for graduates to be taught before entering the profession (see Appendix 2 'Learning outcomes').
2. A principal member of academic staff must be a Full member or Fellow of CIEEM.
3. Assessors must be satisfied that the standard of assessment and teaching provides the underpinning of competence for graduates entering the profession.
4. Assessors must find evidence of sufficient high quality field work being taught to prepare graduates for the profession.
5. The HEI must demonstrate a commitment to continual self-improvement in programme content, delivery, student support and staff development.
6. The aims, objectives, learning outcomes and methods of teaching on the programme must align with the aims of CIEEM e.g. raising the profile of ecology and environmental management and aiding the development of new ecologists for the profession.

To demonstrate that a degree/degree pathway meets the six criteria **please submit a report that provides the following information:**

- Course aims
- Methods of assessment
- Programme learning outcomes
- Modes of delivery
- List of modules mapped against accreditation requirements (See table 2)
- Curriculum content
- Relevant practical work (Including summary in table 3)
- Professional skills and practice
- Staff experience, development and training
- Improvement in quality of course
- Facilities available to students
- Pastoral, academic and welfare support

- Student satisfaction
- Graduate employment

Explanatory guidance on what this information should include is given in Appendix 1.

Please note that your report can include all of the information required within one document, or you can submit an 'overview' report with additional, separate documents. Please ensure that reports are fully cross-referenced and please also complete Table 1 below to ensure that we are able to easily find all of the required information.

Table 1: Required information – summary of documentation submitted		
Information required by CIEEM	**Name of document(s) that provides the required evidence. Please ensure that this matches the document file name so that it can be easily identified.**	**Section and page numbers in document to be used for evaluation by CIEEM**
Programme aims		
Methods of assessment		
Programme learning outcomes		
Modes of delivery		
List of modules / units of study		
Curriculum content		
Relevant practical work		
Professional skills and practice		
Staff experience		
Staff development and training		
Improvement in quality of course		
Facilities available to students		
Pastoral, academic and welfare support		
Student satisfaction		
Graduate employment record		

To further assist the evaluation of your application, please also complete Table 2 and Table 3 below:

- **Table 2** will provide a summary of how your degree programme meets the 17 curriculum areas required for accreditation by CIEEM. It will also indicate the **main modules** that provide the required knowledge and skills for each curriculum area.
- **Table 3** will provide a clear summary of the relevant practical work provided by the degree programme, divided into fieldwork and laboratory work.

Table 2: Module mapping against CIEEM requirements – Please indicate whether the modules are taught/assessed/both using the key below

A. Ecological Concepts 5. Ecological organisational concepts and classification – e.g. biomes, biotopes, ecosystems, habitats, communities, populations, species, organisms 6. Principal world/UK biotopes, biogeographical regions and habitats – e.g. forests, wetlands, coasts, oceans, grasslands, deserts, polar, boreal, temperate, tropical and sub-tropical, man-made habitats (e.g. agriculture and urban) 7. Ecological Concepts- e.g. energy flow, nutrient cycling, species diversity, habitat diversity, succession, ecosystem change, ecosystem services. Population ecology – e.g. carrying capacity, migration, dispersal, the role of limiting environmental factors, competition, predation. Community ecology – e.g. food webs, trophic structures, inter-specific and intra-specific relationships 8. Abiotic factors and impact on animal and plant distribution – e.g. hydrology – salinity, water flow; geomorphology – landforms and their influence on ecological processes and landscapes, soil development and soil characteristics **B. Human Ecology and Impacts** 1. Economic and social aspects of ecology and the natural environment, historic and current land use, landscape ecology, agricultural ecology, urban ecology, ecosystem services and impact and influence of ecotourism 2. Environmental pollution – climate change (causes, impacts and mitigation), major pollutants and their sources, critical loads, effect on ecosystems (e.g. acidification (causes and effects on freshwater, forest and upland ecosystems), eutrophication (freshwater ecosystems) and nutrient enrichment (terrestrial ecosystems) **C. Biodiversity** 2. Biodiversity – Concepts of biodiversity (genetic biodiversity, species biodiversity, community biodiversity, habitat diversity), concepts of threat vulnerability, rarity. Major causes of biodiversity loss	**D. Environmental Policy and Law** 3. Environmental policy and legal frameworks – Awareness of contemporary environmental policy approaches – economic and legal. 4. National environmental policy, related policy and legal frameworks – Relevant planning policy and guidance, impact of planning policy on the environment, development control both landscape-scale planning policy (e.g. river basin management plans, green infrastructure, integrated coastal management) or site scale (e.g. habitat and species designations) **E. Environmental management** 4. Assessing impact of change – environmental impact and risk assessment, avoid – mitigate – compensate hierarchy. Stakeholder consultation. Managing potential user conflict 5. Management planning (e.g. for habitats, resources, recreation). Habitat and species management – principles and techniques of species and habitat translocation 6. Sustainability - concept and principles of sustainability including conventions, international agreements and governmental policies, the meaning of low carbon economy and green economy. **F. Species Identification and Survey Skills** 4. Identification –principles of biological classification and taxonomy, use of biological keys. Practical experience of a range of taxa. 5. Survey Design and Sampling Strategies – Survey methods and practice e.g. vegetation description, habitat description, species survey methods, Phase 1 habitat survey techniques, National Vegetation Classification 6. Does the entire programme meet the minimum practical work requirements for CIEEM accreditation? (30 days for BSc, 15 days for MSc) **G. Professional Skills** 1. Technical report requirements; professional ethics; industry requirements 2. Data management, interpretation and data analysis and data presentation

Key to Table:

- **T** indicates curriculum area **taught** in this module i.e. part of the Syllabus
- **A** indicates curriculum area is part of module Learning Outcomes and is therefore **assessed**

Name of module	Core Module = C Optional = O	Ecological Concepts				Human Ecology and Impacts		Biodiversity	Environmental Policy and Law		Environmental Management			Species I.D and Survey Skills			Professional Skills	
		A1	A2	A3	A4	B1	B2	C1	D1	D2	E1	E2	E3	F1	F2	F3	G1	G2

Table 3: Summary of relevant practical work provided by degree/degree pathway – *Please add additional rows to the table as needed*						
Year/ Level	**Module – code and name**	**Type of practical work activity**	**Intended learning outcomes**	**Relevant theme / subtheme in CIEEM Competency Framework**	**F = field L = lab**	**Hours**
Example Level 4	*ECO123*	*Plant identification…*	*Survey skills…*	*Surveying – species identification*	*F*	*6*
Fieldwork total						
Laboratory work total						
Practical work total						

Note: Relevant *practical work is work where students are actively engaged in 'doing' rather than looking and listening.*

- ***Included*** *as relevant for the 30 days (undergraduate): Taught residential and non-residential fieldwork and associated lab work such as lab-based taxonomic and ID skills, data analysis, GIS mapping. Also includes supervised and small group student-led practical work where this relates to the acquisition of skills of direct relevance to the profession (and the Institute's graduate membership criteria), for example baseline ecological surveys, conservation management plans, ecological impact assessment etc. Practical activities to be used as a basis for accreditation should not include skills demonstrations where students do not get to practise the skill.*
- ***Not eligible*** *(but may contribute to achieving learning outcomes and should be recorded in the description of course content): student-led projects, work placements, site visits.*

The 30 days of practical work is a minimum and there is an expectation that programmes may need to have more in order to evidence achievement of the learning outcomes. The 30 days minimum must include a substantial proportion (at least 60%) of supervised field-based practical work.

Section 3: Appendices with supporting information

Appendix 1 Guidance on information required for accreditation

To demonstrate that a degree programme meets the six essential criteria, your application to CIEEM must include the information outlined below. Please note that this guidance is not fully comprehensive and you may wish to submit additional information in support of your application if you consider that this would assist our evaluation.

Information required by CIEEM	**Guidance on the information required**
Programme aims	• Provide detailed information
Methods of assessment	• Proportion of written exams, coursework and practical work • Relevant Key Information Sets
Programme learning outcomes	• Provide detailed information. Note that the learning outcomes required for CIEEM accreditation are given in Appendix 2 below.
Modes of delivery	• Type of course e.g. full-time / part-time / sandwich course • Contact hours and individual study expected in each year of the programme • Details of tutorial and similar arrangements including contact hours, size of groups and personal tutorial contacts • Describe any special provisions that have been made for part-time or off-campus students, students with disabilities etc.
List of modules / units of study	• Outline compulsory modules and optional modules • Explain pathways (module combinations) offered
Curriculum content	• Include detailed content and the learning outcomes of each module • Show clearly how content of the modules relate to each of the 17 curriculum areas (knowledge and skills – Appendix 3 below) required for CIEEM accreditation. Note that more than one module may be relevant to an individual curriculum area – please indicate clearly all the relevant text within module descriptions when providing evidence against the 17 curriculum areas. Please also ensure that Table 2 above is completed and submitted to CIEEM to assist with evaluation.
Relevant Practical work	• Summarise practical experience gained throughout the programme and in which year of study • Give details of any fieldwork and other relevant practical experience such as laboratory work. State whether compulsory or optional, and

	at what stage in the course undertaken. Include information on the purpose of any practical work, the learning outcomes expected and how these are assessed. • Provide the number of hours of the degree programme spent on practical work, broken down into fieldwork and other types of practical work such as laboratory work. • Please ensure that Table 3 above is completed and submitted to CIEEM to assist with evaluation. • **During the site visit by the CIEEM Assessment Panel** – Provide a selection of assessments done by students during/following practical work that show the skills learnt.
Professional skills and practice	• Explain how professional skills are taught and developed – skills for lifelong learning and understanding the need for continuing professional development – report writing; problem solving; critical analysis; interpersonal/team work skills; self-management; communication skills; IT; data management, interpretation and presentation; project planning, professional codes of conduct • Explain how teaching is linked to professional practice e.g. guest speakers; application of learning to professional practice; links to, and roles of, professional bodies
Staff experience, development and training	• Submit names and CVs of staff • Include information on skills and experience, including fieldwork • Include details of professional memberships • Provide details of how staff are kept up-to-date with the teaching profession and the profession of ecology and environmental management e.g. best practice, new research, changes in policy etc.
Improvement in quality of course	• Demonstrate methods of quality control, self-evaluation and continual improvement in quality of the programme • Provide course leader's annual self-assessment report • Provide external examiner reports and other quality control reviews such as periodic reviews for the previous 3 years • Provide most recent validation or revalidation report • Provide most recent QAA report where this includes particularly relevant information to the programme
Facilities available to students	• Outline the availability of: – Library resources, including physical and electronic resources and the information skills provision/support required for students to use these effectively

	– Use of online learning systems, including lecture notes, background information, discussion boards, formative assessment – Other IT resources – e.g. specialist software provided – Laboratory resources – student access to equipment such as microscopes and other equipment – Other specialist resources – e.g. for practical work • Describe any other opportunities available to students, such as participation in research seminars
Pastoral, academic and welfare support	• Summary of support for students – Induction arrangements – Placements, work experience opportunities or study abroad – Careers advice – Pastoral and welfare support • Refer to any features of the curriculum that may raise issues associated with equality and diversity and how you address these • Provide response to National Student Survey on student support
Student satisfaction	• Details of staff / student meetings • Mechanisms for students to give feedback e.g. annual reviews and unit reports • Results of student surveys • Relevant Key Information Set
Graduate employment	• Provide details of graduate success in finding employment and destination of graduates • Relevant Key Information Set

Note: the appendix with learning outcomes in the application form is not duplicated here – please refer to Table 1 (page 10 above) for the learning outcomes

Note: the appendix with curriculum areas in the application form is not duplicated here – please refer to Appendix 2 (page 20 above) for the 17 curriculum areas

Appendix 5 – Typical timetable for a visit to an HEI

9:00 **Assessors arrive**		
9:15 **Introduction and overview of the degree programme**		
	Welcome and introductions	*Introduction of key members of academic staff and the assessment panel.*
	Purpose of the day	*Assessment panel briefly explain the role of the site visit within the accreditation process.*
	Overview of the programme	*HEI summarise their case for accreditation, outline the programme, including ethos, content, perceived benefits of CIEEM accreditation, practical work undertaken etc. It is recommended that HEI do this using a Power Point presentation or based around a paper document. Provides HEI with the opportunity to explain how the programme meets the accreditation criteria and prepares students for the workplace.*
10:30 **Questions and discussion**		
	Questions from the assessment panel	*Opportunity for assessors to ask questions and seek clarification of any issues arising from their 'desk assessment' of the application.*
12:00 **Working lunch and student interviews**		
	Assessment panel meet with students	*Panel have a private meeting with students to gain their perspective of the programme. This should include at least 2 or 3 students from each year, recent graduates and student representatives from staff/student liaison meetings.*
13:30 **Review of student work**		
	Assessment panel view examples of student work	*Panel view student work from all years and across the range of modules. Work should include a range of examples, showcasing good, poor and intermediate levels of work:* – *Marked examination scripts including the examination papers, model answers, and marking schemes* – *Marked samples of coursework with feedback given to students* – *Individual final year project dissertations including the marks and marking schemes used* – *Marked project work* – *Marked fieldwork reports*

		– *Copies of poster displays* – *Industrial training reports submitted by students and employers (for sandwich programmes)* *The review of student work is to ensure that this is meeting the minimum requirements defined by the knowledge and skills criteria set out by CIEEM.*
15:00 **Tour of facilities**		
	Assessment panel view facilities and equipment that are particularly noteworthy to support learning	*The brief tour of facilities should highlight:* – *How field-based research and best practice are taught to students* – *The range of laboratory and computer work undertaken by the students and how this contributes to professional skills* – *Health and safety procedures, lab skills, correct use of equipment etc.* *Note that each member of the panel may view different facilities to keep within the 45 minutes available.*
15.45 **Assessor meeting**		
	Assessment panel discuss the findings of the site visit	*A meeting of the assessors in private to review their overall findings of the desk assessment and site visit.*
16.45 **Final meeting with staff**		
	Assessment panel meet department staff to provide feedback	*An opportunity for the panel to comment on the desk-assessment and site visit, giving strengths and weaknesses. Also an opportunity for the HEI to ask any final queries about the accreditation process.* *Please note that the assessment panel is not able to disclose their view on whether they will be recommending accreditation to CIEEM.*
17:00 **Visit end**		

Appendix 6 – Appeal process

Grounds for appeal

- Evidence of administrative, procedural or other irregularity in the conduct of the accreditation visit.
- Evidence of administrative, procedural or other irregularity in the conduct of the assessment panel or committee meeting responsible for reaching an accreditation decision.
- Evidence of new information available which could influence the accreditation decision.

Procedure for lodging an appeal

A detailed written submission stating the grounds for seeking a review, together with a fee for £250 should be submitted to the Chief Executive Officer within 30 working days of receipt of the accreditation letter from CIEEM. This fee will be returned if the appeal is successful, and may otherwise be returned at the discretion of the appeal panel.

Appeals submitted outside the timescales specified above will normally be ruled invalid.

Preparation for the appeal panel meeting

- Receipt of the appeal submission will be acknowledged.
- If the grounds for the appeal appear to fall within the criteria outlined above, the Chief Executive Officer will convene a meeting of the appeal panel.
- An appeal can be withdrawn at any stage.

The appeal panel will be formed as follows:

- Three full members or fellows of CIEEM, British Ecological Society or other relevant professional body or learned society, knowledgeable about the accreditation process, with one member nominated to act as chair.
- A member of the Secretariat will act as secretary to the appeal panel, but is not eligible to vote and does not count towards the quorum.
- Members of the appeal panel must not have been involved in the original accreditation visit nor have any involvement with the appellant academic institution.
- The appellant will be notified in writing of the composition of the appeal panel. Any objection to the composition of the panel should be supported in writing.
- The quorum shall be three appeal panel members, excluding the Secretariat officer.

Additional representation at the appeal panel meeting

- Two representatives from the appellant academic or professional establishment will be invited to attend the meeting.
- One member of the original assessment panel will be invited to attend the meeting.

Written evidence

Papers for the meeting of the appeal panel will be made available only to panel members, the secretary to the appeal panel, members of the original assessment panel, and to the appellant's representatives.

The papers will include:

- the handbook on degree accreditation
- the appellant's letter of appeal together with any supporting documentation
- the original request for accreditation
- the visit report and decision letter
- additional information supplied by the assessment panel concerning the recommendation of the panel.

Possible outcomes of an appeal

- The decision on accreditation is upheld and the appeal is dismissed.
- The appellant's appeal is allowed with the following possible outcomes:
    - The assessment panel is asked to reconsider its original recommendation in the light of the upholding of the appeal.
    - The assessment panel is asked to consider new evidence and review its recommendation.
    - The appeal panel requests a full re-assessment of the application for accreditation by a new assessment panel.

There is no right of appeal against the decision of the appeal panel. Once a decision has been made the Secretary to the appeal panel will notify the appellant of the outcome.

Appendix 7 – Overview of the Competency Framework Themes and Subthemes

Ecological/environmental themes are in green, transferable themes are in blue.

Theme	Competency		Example activities that this includes. These are not exhaustive and the competences are not mutually exclusive, therefore you are advised to decide whether the activities you are describing are relevant to the theme as well as to the competency.
Surveying	S1	Habitat/species survey design, planning and fieldwork	Setting appropriate objectives for surveys. Selecting appropriate techniques and designing methodologies to test objectives in line with best practice. Fieldwork skills including planning, selection and use of equipment for survey and recording, including GPS, aerial survey and other technologies. Planning and implementing appropriate biosecurity measures.
	S2	Species identification, handling and evaluation	Application of knowledge of species ecology. Species identification including the use of appropriate tools and techniques (e.g. analysis of acoustic recordings for identification purposes). Safe, biosecure and legal species handling techniques. Assessment of species status.
	S3	Habitat identification and evaluation	Identifying, classifying and evaluating habitats in accordance with local, national and international classifications and at a variety of spatial scales. Using appropriate metrics for habitat evaluation (e.g. ecosystem services, biodiversity offsetting)
	S4	Physical environment survey	Identifying, classifying and evaluating the influence of the physical aspects of the environment (e.g. landscape character, soils, microclimate, hydrology, air quality, geomorphology and erosion) that affect the range and complexity of the habitats and species.
Environmental management	M1	Providing advice on habitat / species management and/or habitat creation projects	Providing specialist advice on habitat and/or species management projects and species reintroduction. Collecting and/or scrutinising all relevant information in order to inform evidence-based planning and advice.
	M2	Design and preparation of habitat /species management /enhancement plans and projects	Collecting and scrutinising all relevant information in order to establish baselines and set objectives for habitat / species management plans, habitat restoration and/or habitat creation plans or species reintroduction projects. Designing appropriate biosecurity measures. Designing effective sustainable environmental management solutions for biodiversity benefit. Identifying human impacts (e.g. recreational pressure, pollution) and resolving complex or conflicting constraints to achieve positive outcomes for biodiversity. Identifying costs and appropriate sources of funding for plans or projects.

			Designing appropriate schemes to monitor outcomes and planning for remedial actions where these may be required.
	M3	Implementation of habitat and/or species management	Implementing (using appropriate techniques, machinery and biosecurity measures) schemes for habitat and /or species management, including mitigation techniques. Monitoring the effectiveness of habitat / species management to ensure that outcomes are achieved and implementing remedial action if required Ensuring all legislative processes are adhered to.
	M4	Site-based livestock management for conservation	Implementing (using appropriate welfare and biosecurity measures) veterinary / livestock tasks to ensure that the health of the stock is maintained whilst managing the habitat. Monitoring the impact of habitat / species management through the use of livestock to ensure that outcomes are achieved and implementing remedial action if required. Ensuring all legislative processes are adhered to.
	M5	Outcome monitoring, data management and reporting	Designing strategies to monitor change in the condition, extent, abundance, distribution and / or conservation status of ecological resources. Collation, aggregation and reporting on results of multiple data sets. Producing monitoring reports at a local authority, regional, national or international scale.
	M6	Risk management during project implementation	Managing the risks to biodiversity associated with project implementation activities. Managing the risks to landowners, developers and contractors arising out of environmental legal and policy requirements.
Environmental assessment	A1	Strategic Environmental Assessment	Advising on Strategic Environmental Assessment requirements as part of sustainability appraisal for policies, plans or programmes. Undertaking Strategic Environmental Assessment for policies, plans and programmes. Scrutinising and evaluating Strategic Environmental Assessment submissions on behalf of a competent authority or decision-making body or as a consultee.
	A2	Habitat Regulations Assessment, Appropriate Assessment/Natura Impact Statement	Advising on Habitat Regulations Assessment or Appropriate Assessment / Natura Impact Assessment requirements for plans or projects. Undertaking Habitat Regulations Assessment or Appropriate Assessment for a plan or project. Production of a Natura Impact Statement (NIS) (not UK). Scrutinising and evaluating Habitat Regulations Assessments, Appropriate Assessments and/or Natura Impact Statements on behalf of a competent authority or decision-making body or as a consultee.
	A3	Environmental Impact Assessment	Advising on Environmental Impact Assessment (EIA) requirements for policies, plans, programmes or projects. Undertaking Environmental Impact Assessment for policies, plans, programmes or projects.

			Preparing Environmental Statements. Scrutinising and evaluating Environmental Impact Assessment submissions on behalf of a competent authority or decision-making body or as a consultee.
	A4	Ecological Assessment including Preliminary Ecological Appraisal and Ecological Impact Assessment	Using appropriate metrics to assess impacts on biodiversity and ecosystem services. Advising on Preliminary Ecological Appraisal or Ecological Impact Assessment (EcIA) requirements for policies, plans, programmes or projects. Undertaking Preliminary Ecological Appraisal or Ecological Impact Assessment. Scrutinising and evaluating plans, projects and proposals to determine the likely ecological impact on behalf of a competent authority or decision-making body or as a consultee in order to ensure that it is adequate to inform decision-making and to secure implementation of appropriate mitigation, compensation and enhancement measures.
Policy, legislation and standards	P1	Development of strategic policies, plan, legislation or standards.	Devising policy and /or legislation to ensure biodiversity and/or environmental duties are implemented. Providing evidence on nature conservation and wider environmental management to successfully influence Government / local government / corporate policies, plans and strategies. Collecting, scrutinising and presenting evidence to ensure that policies or plans are based on sound evidence.
	P2	Design and prepare policy implementation mechanisms, strategies and /or standards	Recognising synergies and efficiencies across differing legislative processes, working strategically to identify and resolve conflicts and maximise opportunities for multiple benefits. Working with other organisations and/or professionals to produce strategy and/or targets and/or guidance or standards on conservation issues within key legislative and policy areas. Applying international and national standards for the conservation of biodiversity (e.g. World Bank, IFC Performance Standard 6, BS42020) in designing mechanisms to implement policy or strategy.
	P3	Advising on requirements of policy, legislation and standards	Providing advice and encouragement to others in both interpreting and applying environmental legislation, policy and/or standards in order to ensure a high level of compliance.
	P4	Compliance and enforcement of legislation, policy and standards	Regulatory compliance monitoring of actions undertaken to fulfil licence/permit/consent/scheme requirements. Coordinating and/or undertaking enforcement action for non-compliance using the appropriate channels.
Scientific method	SM1	Scientific method design and implementation	Setting appropriate scientific questions/hypotheses and designing research methodologies to answer/test these. Implementing research methodologies appropriately, with a suitable programme and resources.

	SM2	Analysis of data	Carrying out appropriate analysis of results and information (e.g. statistical tests, ecological simulation, ecological modelling, social survey data). Application of decision support tools.
	SM3	Interpretation and evidence-based reporting	Interpreting outcomes and drawing valid conclusions. Presenting findings clearly and appropriately to a range of audiences. Producing clear, concise, factual and accurate reports and papers.
Education and knowledge exchange	E1	Developing programmes of learning	Planning, designing and evaluating a programme of academic teaching and/or training in ecological and/or environmental topics. Producing relevant learning materials.
	E2	Academic teaching and professional training	Delivering academic teaching and/or professional training in ecological and/or environmental topics over a sustained period.
	E3	Raising environmental awareness	Designing and implementing activities to raise environmental awareness and understanding, using a range of media. Delivering environmental education and outreach activities.
	E4	Publically sharing research findings	Reporting on original research using professional media channels. Synthesizing the work of others to provide access to a body of information.
Professional conduct	PC1	Professional conduct	Demonstrating high standards of professional practice, recognition of ethical considerations and obligations to the environment, to customers and to society. Going beyond legal obligations and working ethically. Recognising personal limitations and areas for development and seeking opportunities to develop knowledge, understanding and skills.
Health and safety	HS1	Maintaining a healthy and safe working environment	Understanding of and compliance with personal, organisational and statutory health and safety legislation, and organisational policy and protocols. Fostering a positive approach to health and safety. Risk management including identification of hazards, risks and corresponding control measures for the benefit of staff, contractors and other site users/visitors. Health and safety record keeping and auditing. Achieving a healthy work-life balance.
Communication	C1	Effective communication, negotiation and influencing	Understanding the purpose and appropriate format of different communications and their intended audience. Communicating accurately and clearly in a style appropriate to the audience. Producing clear, concise, factual and accurate written communications. Presenting with impact. Chairing meetings effectively. Negotiating and conflict resolution. Influencing decision-makers.
Facilitation, consultation,	F1	Facilitation, consultation and	Engaging with stakeholders and statutory consultees. Designing and implementing consultation projects.

engagement and collaboration		stakeholder engagement	Analysis and evaluation of feedback.
	F2	Inter-disciplinary collaboration	Developing effective working relationships with individuals and teams from other professions in order to generate ideas, solve problems, produce solutions and improve inter-disciplinary understanding and cooperation.
Organisation management	OM1	Managing quality	Developing and delivering quality services and products. Compliance with quality management systems (internal and/or external) and recognised standards. Quality management auditing.
	OM2	Environmental resource efficiency	Developing and achieving environmental resource efficiency targets. Raising awareness of resource efficiency and impact monitoring.
	OM3	Managing business operations	Financial, change and risk management. Operational management. Strategic planning including use of tools.
	OM4	Client and customer care	Delivering high standards of client or customer care including uses of Forms of Contract, contractual terms and conditions for services, obligations of parties.
Project management	PRM1	Managing and evaluating projects	Developing and implementing processes and systems to manage projects effectively. Stakeholder management. Managing risks. Project evaluation (internal). Undertaking critical external evaluation of projects led by others using a range of appropriate tools.
	PRM2	Fundraising	Identifying sources of funding Writing funding proposals Funder liaison and project reporting and evaluation.
Information management	IM1	Data and document management	Establishing, promoting and using recognised organisational processes and standards to ensure effective data and document management. Compliance with legislation (e.g. data protection) and recognised internal and external data management protocols.
	IM2	Information Technology	Use of common software packages Use of databases and bespoke information management systems Use of GIS
People management	PEM1	Recruiting and developing people	Recruiting staff and/or volunteers following equal opportunities and organisational policies. Managing the performance of staff and volunteers. Planning and supervising work experience schemes. Developing capabilities to enable others to achieve their full potential, e.g. through coaching or mentoring.
	PEM2	Leadership	Motivating people to act towards achieving a common goal, through direction, inspiration and effective communication. Managing teams and organisations.

Appendix 8 CIEEM Competency Framework: Competence Levels

Level	***Definition***	***Descriptor of what this level looks like*** *NB: To demonstrate this level you will be able to evidence the majority, if not all, of the bullet points for the relevant activities.*
Authoritative	Is widely recognised as an authority, both by others within the organisation and/or by external peers, for the knowledge and experience they demonstrate in some or all of the activities covered by this competence.	• *You have a detailed level of knowledge relating to the activity and its application in many and varied circumstances.* • *You share your knowledge with others and have done so extensively with a wide range of audiences.* • *You are routinely consulted on this activity by others in the profession.* • *You can solve highly complex problems independently relating to this activity and may have set new related standards and industry benchmarks.* • *You may lead or substantially contribute to the development of industry policy, standards and guidelines relating to this activity.* • *You may be called upon as an expert witness in relation to this activity.* • *You may deliver formal training and education to others on this activity at all levels of competence*.
Accomplished	Has the knowledge and experience of this activity to carry out complex, specialist or non-standard tasks confidently and consistently. Is aware of alternative options and approaches and can provide guidance, instruction and advice on this activity to others.	• *You are knowledgeable on this activity and are capable of explaining it to a range of different audiences.* • *You have extensive experience of this activity in both straightforward and complex situations.* • *You can deal effectively with difficult or complex issues relating to this activity and both propose and evaluate alternative solutions.* • *You can make decisions confidently regarding this activity.* • *You can provide guidance, instruction and advice to others and may provide mentoring and/or coaching about this activity.* • *You may provide formal education or professional training about this activity up to this competence level.* • *You may contribute to the production of guidance or standards on this activity.*
Capable	Has the knowledge and experience essential to carry out standard tasks unsupervised confidently and consistently well. Is likely to need to seek advice before carrying out complex or non-standard tasks.	• *You understand the terminology and concepts and are aware of any policy and legislative drivers supporting this activity.* • *You demonstrate an awareness of, and follow, good practice guidelines, legislation and standards.* • *You have significant experience of putting this activity into practice unsupervised and may supervise others.* • *You can consistently carry out this activity to the expected standard when straightforward.* • *You can carry out this activity in more complex situations with advice and guidance as necessary.* • *You can identify when things are generally being done as they should and you can spot if things are not right.* • *You can judge your own limits with regards to this activity and when to seek advice.*
Basic	Has some knowledge with an understanding of terminology and concepts. Has some experience of practical application. Would be able to carry out standard tasks to the required standard under supervision.	• *You understand the terminology and concepts and what such activities are about.* • *You understand the importance of such activities and their purpose.* • *You know where to source good practice / best practice guidance in relation to such activities.* • *You have some experience of practical application of such activities.* • *You would not normally be expected to undertake tasks in relation to these activities unless under supervision.* • *You are aware of your limits of competence with such activities and do not work beyond them.*

APPENDIX 9

Higher Education Degree Programme or Pathway
Application for Re -accreditation

1. Name of Higher Education Institution		
2. Name of accredited programme or pathway		
3. Month and Year accredited		
4. Details of person completing this form	Name:	Signature:
	Role:	
5. How many students have followed your accredited programme or pathway since accreditation?		
6. Please list all of the current core academic team who are members of CIEEM	Name:	Grade:
7. Please summarise the main changes to the programme or pathway since accreditation		
8. Please outline known planned future changes to		

the programme or pathway.	
9. How is CIEEM membership and activities promoted to students following your accredited programme or pathway?	
10. What has been the value of accreditation to your HEI?	

To apply for re-accreditation please submit this completed form (including Tables 1 and 2 below) together with the following:

The most recent validation report for the degree programme.
Module or unit descriptions (as listed in Table 1 below).
Employment data for graduates of the accredited degree programme or pathway.
Your payment of the re-accreditation assessment fee.

Upon receipt of your payment a member of the Accreditation team will contact you to arrange a suitable date for the site visit. Please note that it is essential during this site visit that the Assessors will be able to:

- Meet the academic team and discussing any programme changes.
- Review a range of student work (good, bad (bare pass) and intermediate).
- Meet current and past students.
- View any changes to facilities.