Higher Education Degree Accreditation Handbook

A Guide to CIEEM Accreditation for

Undergraduate and Postgraduate Degree Programmes

and

Named Pathways through a Degree

2026

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.

CIEEMs 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, CIEEM has members working within local authorities, government agencies, industry, environmental consultancy, teaching, research and non-governmental organisations.

Since 2014 CIEEM has been accrediting undergraduate and postgraduate degrees. The degree accreditation criteria was reviewed and updated in 2025.

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

Through accreditation of degree programmes and named pathways, CIEEM recognises those programmes that, through their content and delivery, are most likely to produce graduates with the relevant skills and knowledge need to gain employment in the linked professions of ecologist and environmental managers.

CIEEM accreditation also aims 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. The purpose of the higher education degree accreditation programme is therefore to work with Higher Education Institutions (HEIs) to influence the number of graduates leaving higher education with the foundations to enable them to go on to be become competent practitioners in these professions.

CIEEM supports 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 its higher education degree accreditation scheme, CIEEM aims to:

- Influence the content of relevant ecological and environmental degrees in order to ensure that graduates from accredited degrees have acquired the competencies required by employers of ecologists and environmental managers;
- Provide support for programme leaders in particular in relation to practical skills and in developing relevant graduate competencies;
- Signpost prospective students towards those degree programmes and named pathways which are recognised as being most relevant to the profession;
- Raise the profile of the professions of ecologists and environmental managers and of CIEEM amongst academic institutions and academics;
- Raise the profile of the professions of ecologists and environmental managers and of CIEEM amongst students and potential students;
- Facilitate closer links between employers in industry and accredited degree programmes/pathways; and

[1] https://cieem.net/resource/in-practice-student-articles-cieem-skills-gap-project/

- Develop in graduates the knowledge and skills which, with appropriate experience, would allow them to become competent practitioners* in ecology and environmental management

*** Note about Competencies and Accreditation:**

Competencies are the skills, knowledge and behaviours that are required to perform certain activities well and which are critical to success in specific professional roles. The level and types of competency will depend on the particular role /post an individual is working in and the professional grade they are working at.

The CIEEM Competency Framework was jointly developed by CIEEM and the key government agencies and employers in the sector and describes the different levels of competence across a range of competencies expected within this discipline. The competency framework also sets out the standards expected from recently qualified individuals in their first post (i.e. Foundation level competency) and at more senior professional grades (i.e. Capable, Accomplished and Authoritative).

As indicated above the competency framework sets out the types of competencies and levels required for entry level posts in ecology and environmental management in the UK and Ireland, i.e. Foundation level competencies. The competency framework therefore provides an appropriate set of criteria for determining if a degree is producing graduates with the appropriate knowledge, understanding, skills and behaviours which would equip them to go onto work in the professions of ecology and environmental management. The mapping of graduate skills of a particular degree against the competency framework is therefore an essential criteria for determining if a degree is accredited by CIEEM.

1.2 Benefits of Accreditation to Higher Education Institutions and their students.

Accreditation helps HEIs demonstrate their commitment to graduate success in employment. Professional Body Accreditation is a mark of assurance that a programme meets certain professional standards and demonstrates that the programme is considered by the professional body to have real career value. Official course data on Unistats[2] and graduates High Education Achievement Report[2] indicates those programmes that have attained accreditation.

Accreditation is an influential consideration for students and their advisors when selecting a degree. In university guides such as TheUniGuide[3] professional accreditation in high up in the list of key things to look for when choosing a degree.

[2] https://www.hesa.ac.uk/collection/c20061/introduction

[3] The University Guide https://www.theuniguide.co.uk/advice/choosing-a-course/top-things-to-look-for-when-comparing-uni-courses

Benefits of accreditation 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 of CIEEM;
- Support from a professional body to maintain delivery of core areas of knowledge, understanding and practical skills;
- An enhanced opportunity to create closer links with industry; and
- Recognition that the programme of study has met recognized standards (Wakeham 2016)[4] which are increasingly required for entry to the profession of ecology and environmental management.

Studying an accredited or professionally recognised programme is a way of demonstrating to prospective employers that graduates have studied a contemporary, commercially relevant curriculum that can be applied in the workplace.

The Office for Students, the independent regulator of higher education in England lists professional accreditation as one of eight key factors to consider when making choices about where and what to study[5]. The UK Governments Discover University website includes professional accreditation in its key information about degrees[6]

1.3 Period of Accreditation

Undergraduate and postgraduate degree programmes and named pathways through degrees are eligible for accreditation for a maximum period of 5 years. Re-accreditation is required either at the end of the accreditation period or when major changes are made to the accredited degree/degree pathway, for example following programme review and re-validation.

If a degree programme or named pathway is due for re-validation in less than 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 (see Section 5 and Appendix 9). In the annual return HEIs need to inform CIEEM of any programme

[4] Wakeham Review of STEM Degree Provision and Graduate Employability (April 2016) https://www.gov.uk/government/publications/stem-degree-provision-and-graduate-employability-wakeham-review

[5] Office for Students https://www.officeforstudents.org.uk/for-students/student-finance/value-for-money-as-a-student/consider-your-choices/

[6] Discover University https://discoveruni.gov.uk/about-discover-uni/

changes which might affect compliance with the accreditation eligibility criteria, e.g., revisions to degree or module learning outcomes and/or assessments etc.

CIEEM will review the annual returns and HEIs will be notified if any changes require the programme to be reassessed for accreditation, i.e., where the changes to the degree affect the basis upon which accreditation was awarded. 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 6.

1.4 Cost of Accreditation

The administrative cost of submitting an expression of interest to CIEEM is currently £250 +VAT[4].

The additional cost of submitting a full application and gaining a 5 year accreditation from CIEEM is currently £3,500 +VAT[7]. 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. Fees must be paid when the application for accreditation is submitted.

HEIs are also responsible for covering all of the accommodation costs associated with the site visit (for the Assessors and if required administrative support from CIEEM Secretariat for the site visit).

The normal cost for re-accreditation is £3,000 + VAT[4]

If an institution is looking to accredit several programmes/pathways at the same time then fees per programme may be reduced, please contact CIEEM to discuss.

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

1. undertake a desk-based review of the information submitted by an HEI against CIEEMs essential accreditation criteria set out in Section 2.1;
2. to conduct a site-based assessment, meet with academic staff, current students and recent graduates; and
3. to make a recommendation to CIEEM regarding whether accreditation should be awarded.

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

[7] Price correct as at April 2026, please check CIEEM website for current costs.

current best practice. Most Assessors 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 Parties Involved in Accreditation

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 Degree and Degree Pathway Accreditation

2.1 Introduction

Relevant honours degree undergraduate programmes (BSc Hons) and postgraduate degree programmes (MSc) are both potentially suitable for accreditation by CIEEM provided they meet the essential accreditation criteria set out in Section 2.1.

For undergraduate and postgraduate degrees, accreditation can be sought for either a full degree programme or a named pathway (or route) within that programme. In either case, the degree or named degree pathway must meet the criteria set by CIEEM set out in the Accreditation Handbook. The programme must have a proven track record of a high standard of teaching and the current validated programme/pathway and its core component modules/units must have run for at least one academic year in order for the Assessment Panel to confirm that graduates meet CIEEMs accreditation criteria.

Where a degree programme has a number of pathways, only those that meet the required course content will be considered for accreditation.

2.2 Essential Criteria

For accreditation to be awarded by CIEEM, a degree programme or named pathway must meet the following FOUR **essential criteria (A to D)**:

a) Assessors must be satisfied that graduates from the programme/pathway have developed the knowledge, skills, understanding and behaviours required to enter the profession. That the programme aims therefore align with CIEEM's aims of raising the profile of ecology and environmental management and aiding the development of new ecologists for the profession (see Table 1 Graduate Competencies).

b) Assessors must be satisfied with the standard of assessment and teaching.

c) Assessors must find evidence of sufficient high quality, relevant, applied work (a minimum of 180 hours for undergraduate programmes and 90 hours for postgraduate programmes) 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 by the CIEEM competencies selected for Accreditation purposes.

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

The essential criteria above are the current accreditation criteria as of April 2026. 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.

2.3 Graduate Competencies Required for Accredited Degrees

For a degree programme or pathway to meet CIEEMs accreditation requirements graduates from that degree must have obtained a level of competency sufficient to enable them to go onto work in the field of ecology and environmental management. In assessing a programme or pathway for accreditation CIEEM is looking for evidence that graduates from the programme/pathway have developed the knowledge, understanding and practical skills typically required for graduate entry level posts in this field.

CIEEM's competency framework sets out the levels of competency for all levels of employment in the profession including Foundation (graduate) competency level[8].

CIEEM defines FOUNDATION (graduate) level competency as someone who as:

"some knowledge with an understanding of terminology and concepts. Has some experience of practical application and would be able to carry out standard tasks to the required standard under supervision."

For a specific competency FOUNDATION level means:

- *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 relevant activities.*
- *You would not normally be expected to undertake tasks in relation to these activities unless under some level of supervision.*
- *You are aware of your limits of competence with such activities and do not work beyond them.*

CIEEM's competency framework covers 40 technical (subject specific) and transferable competencies in 14 broad competency areas, see Appendix 7 for further details about CIEEMs Competency Framework.

Following consultation with employers and Higher Education Institutions (HEIs), CIEEM identified 26 competencies that underpin accreditation requirements for degree programmes and pathways. These comprise 20 technical competencies and 6 transferable competencies. Programmes seeking accreditation must select and map to 12 of the technical competencies that best represent their strongest areas of alignment and must address all 6 transferable competencies in full.

Together, these competencies fall within 10 broad competency areas, as outlined below:

✓ Surveying (S)	4 Competencies S1, S2, S3, S4
✓ Environmental Management (M)	6 Competencies M1, M2, M3, M4, M5 M6
✓ Environmental Assessment (A)	6 Competencies A1, A2, A3, A4, A5, A6
✓ Scientific Method (SM)	3 Competencies SM1, SM2, SM3
✓ Education and Knowledge Sharing (E)	1 Competence E2

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

- ✓ Professional Standards (PS) — 1 Competence PS1
- ✓ Health, Safety and Wellbeing (HS) — 1 Competence HS1
- ✓ Communication (C) — 1 Competence C1
- ✓ Project management (PRM) — 1 Competence PRM1
- ✓ Information Management (IM) — 2 Competencies IM1, IM2

These competencies were identified by those working in the profession as particularly important to potential employers. Table 1 sets out the full set of competencies linked to degree accreditation.

Table 1 Technical and Transferable Competencies for Graduates from CIEEM Accredited Degree Programes or Pathways
Technical Competencies *(from the list of 20 technical competencies below, degree programmes must select and map to the 12 that best reflect their strongest areas of alignment.)*
Surveying (S) *
S1: Habitat/species survey design, planning and fieldwork
S2: Species identification, handling and population size
S3: Habitat identification, classification and assessment
S4: Physical environment survey and assessment
Environmental Management (M) *
M1: Providing specialist advice on ecological management and/or environmental schemes
M2: Designing and preparing environmental management, mitigation, restoration and enhancement plans
M3: Practical implementation of plans for ecological management and/or environmental schemes
M4: Livestock Management for Conservation
M5: Strategic monitoring, data management and reporting
M6: Risk management and control during project and/or scheme implementation
Environmental Assessment (A)
A1: Strategic Environmental Assessment
A2: Habitat Regulations Assessment (HRA) / Natura Impact Statements (NIS)
A3: Environmental Impact Assessment (EIA)/Water Framework Directive (WFD) Assessment
A4: Ecological assessment including Preliminary Ecological Appraisal (PEA), Ecological Impact Assessment (EcIA)
A5: Valuation of the Environment
A6: Quantifying Biodiversity Gain
Scientific Method and the Evidence-based Approach (SM)
SM1: Scientific method design and implementation
SM2: Analysis of environmental data and modelling
SM3: Interpretation and evidence-based reporting
Education and Knowledge Sharing (E)
E2: Publicly sharing research findings
Transferable Competencies (Mandatory)

Professional Standards (PA)
PS1: Professional Standards
Health, Safety and Wellbeing (HS)
HS1: Creating and maintaining a healthy and safe working environment
Communication (C)
C1: Communication
Project management (PRM)
PRM1: Managing, funding and evaluating projects
Information Management (IM)
IM1: Data & Document Management
IM2: Information technology

2.4 Knowledge and Skills.

Accredited programmes will need to give students the opportunity to acquire the knowledge, skills, understanding and behaviours central to future employability within the profession and membership of CIEEM.

For an undergraduate or postgraduate programme or pathway to be accredited the teaching must cover 18 of the competencies (12 of the technical and all 6 of the transferable competencies) listed in Appendix 2. You will need to show in your application how the programme or pathway covers the required content by mapping each module on the degree programme or pathway for which accreditation is sought, against the 18 competencies.

To help programmes determine if they are meeting a competency, CIEEM has produced a series of questions for each competency, example shown below.

For **Competency S1: Habitat/species survey design, planning and fieldwork**
Which of the following applies to graduates from your degree:

- Graduates understand the purpose of different kinds of habitat and species surveys and their importance in relevant decision-making.
- Graduates understand the purpose of desk studies and the role they can play in designing site surveys, decision-making etc.
- Graduates are aware of relevant good/best practice guidance for a range of different types of surveys.
- Graduates have some practical experience of setting appropriate objectives and undertaking a range of surveys using of commonly used sampling and recording equipment.
- Graduates have an understanding of potential survey constraints (e.g., methods used, seasonality, permits, etc.).
- Graduates understand about biosecurity protocols when undertaking surveys.

If you are able to state that ONE OR MORE of the bullet point statements applies to your graduates then you are able to say that your programme meets that competency.

There is also a minimum requirement of 180 hours of relevant applied fieldwork and labwork in an undergraduate programme or pathway, or 90 hours in a postgraduate programme or pathway. Applied work is key to the acquisition of skills and development of competency.

Applied 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. Applied 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 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 applied work but may contribute to achieving learning outcomes and should be recorded in the description of programme content.

The list of what is covered by relevant applied fieldwork/labwork and how this links to mandatory competencies is shown in Table 2.

The specified hours of relevant applied 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 specified hours must include a substantial proportion (at least 40%) of supervised field-based practical work.

Table 2: Summary of relevant practical work provided by degree programme or pathway

Practical Skills/Competencies which students gain from the programme:
Practical Competencies in Surveying (S)
Competency S1: Habitat/species survey design, planning and fieldwork
Graduates have some practical experience of setting appropriate objectives and undertaking a range of surveys using of commonly used sampling and recording equipment.
Competency S2: Species identification, handling and population size
Graduates have practical experience in using taxonomic keys and other appropriate tools for identification of some more common taxa.
Graduates have practical experience of accurately undertaking species identification for a range of commonly found species/taxa associated with recognised broad habitat types and/or man-made sites
Graduates have practical experience in undertaking surveys using some specialised equipment, such as bat detectors and acoustic recordings.
Competency S3: Habitat identification, classification and assessment
Graduates have some practical experience of undertaking habitat identification and condition assessment for a range of habitats using commonly applied techniques (e.g. National Vegetation Classification/Irish Vegetation Classification, Phase One Habitat Survey, UKHab, EUNIS).
Competency S4: Physical environment survey and assessment.
Graduates are aware, and have some experience of using, maps, aerial photographs, geological and soil survey maps, air quality data, climatic data and other desk-based information to identify physical features. *
Graduates have experience of setting appropriate objectives for physical environment surveys as part of fieldwork.
Graduates have some practical experience of undertaking a range of physical environment surveys, demonstrating the correct use of commonly used physical environment survey equipment.
Practical Competencies in Environmental Management (M)
Competency M1: Providing specialist advice on ecological management and/or environment schemes
Graduates have some practical experience of reviewing ecological data and policies to produce advice or recommendations for management actions.
Graduates have contributed to exercises simulating client or stakeholder communications, providing clear ecological advice in written or oral form.
Competency M2: Designing and preparing environmental management, mitigation, restoration and enhancement plans.
Graduates have some practical experience of designing simple but accurate and effective habitat and/or species management, mitigation, compensation or enhancement plans and projects, including appropriate monitoring regimes.
Graduates have some practical experience of designing appropriate monitoring regimes
Competency M3: Practical implementation of plans for ecological management and/or environmental schemes
Graduates have practical experience in undertaking habitat or species management tasks (e.g. vegetation clearance, planting, invasive species control).
Graduates have applied standard operating procedures or good practice guidance in supervised management activities.
Competency M4: Livestock management for conservation
Graduates have practical experience of contributing to supervised conservation grazing activities (e.g. measuring sward structure, assessing grazing impacts, or assisting with livestock management tasks).
Graduates understand and apply safe working practices when undertaking conservation grazing fieldwork.
Competency M5: Strategic monitoring, data management and reporting
Graduates have practical experience in recording ecological monitoring data in the field or during lab/desk-based projects.
Graduates have contributed to exercises involving data entry, organisation and presentation using standard templates or software.
Graduates have prepared simple monitoring reports or outputs, individually or as part of a group project.

Competency M6: Risk management and control during project and/or scheme implementation
Graduates have some practical experience of managing risks arising from project implementation, e.g. as part of writing a management plan or EIA.
Practical Competencies in Environmental Assessment (A)
Competency A1: Strategic Environmental Assessment (SEA)
Graduates have taken part in simulated or real SEA case studies, contributing to scoping, baseline description or impact prediction.
Graduates have participated in exercises interpreting policy documents and environmental datasets for inclusion in an SEA report.
Competency A2: Habitat Regulations Assessment (HRA)/Natura Impact Statements (NIS)
Graduates have participated in exercises screening plans or projects for likely significant effects on designated sites.
Graduates have contributed to supervised assessments considering mitigation options in relation to HRA/NIS requirements.
Competency A3: Environmental Impact Assessment (EIA)/Water Framework Directive (WFD) Assessment
Graduates contribute to Environmental Impact Assessment (EIA) processes, including supporting baseline data collection, impact identification and evaluation, and assisting in the preparation of Environmental Statements.
Graduates contribute to Water Framework Directive (WFD) assessments by identifying potential impacts on water bodies, applying relevant assessment criteria and supporting the development of mitigation measures.
Competency A4: Ecological assessment including Preliminary Ecological Appraisal (PEA), Ecological Impact Assessment (EcIA)
Preliminary Ecological Appraisal, Ecological Impact Assessment and the use of biodiversity metrics as part of the assessment of existing/potential ecological features
Graduates have some practical experience of undertaking PEAs and/or simple EcIAs.
Competency A5: Valuation of the Environment
Graduates have undertaken case studies applying simple valuation techniques (e.g. ecosystem service assessment, biodiversity offsetting metrics).
Graduates have participated in group exercises exploring the trade-offs and implications of valuing environmental features.
Competency A6: Quantifying Biodiversity Gain
Graduates have applied biodiversity gain metrics to a sample site or project as part of coursework or group exercises.
Graduates have undertaken fieldwork or desk-based tasks to calculate baseline habitat values and potential post-intervention gains.
Practical Competencies in Scientific Method as applied to ecology and environmental management (SM)
Competency SM1: Scientific method design and implementation
Graduates have used a range of appropriate qualitative and/or quantitative investigative methods to answer scientific questions/test hypotheses relating to ecology and environmental management.
Graduates have experience in collecting and handling data relevant to the scientific questions or hypotheses relating to ecology and environmental management.
Competency SM2: Analysis of environmental data and modelling
Graduates have practical experience of applying statistical or numerical methods to ecological and environmental datasets.
Graduates have used software tools (e.g. Excel, R, GIS, or specialist modelling packages) to explore patterns, trends, or scenarios.
Graduates have presented results of data analysis using appropriate tables, graphs or models.
Graduates have worked with real or simulated datasets to assess ecological or environmental questions.
Competency SM3: Interpretation and evidence-based reporting
Graduates interpret straightforward ecological and environmental data to draw reasoned conclusions and support the interpretation of more complex datasets, considering limitations in data and analysis.

3. Process of Accreditation

3.1. Summary of CIEEM Accreditation Process

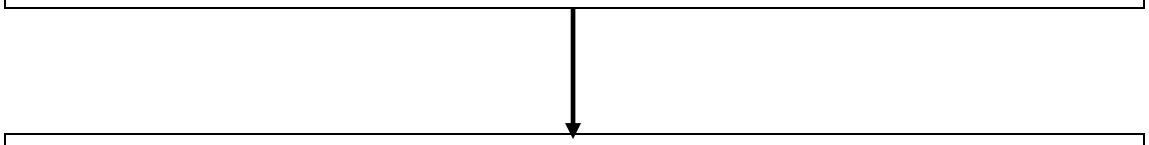
There are three stages to accreditation, see below:

Stage One

1.1 Enquiry from HEI to CIEEM.

1.2 HEI submits **expression of interest** to CIEEM to demonstrate that the degree programme or named pathway is eligible for accreditation.

1.3 CIEEM reviews eligibility of programme and gives a response.

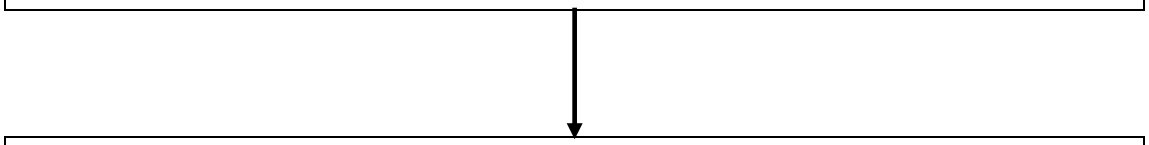


Stage Two

2.1 HEI submits **full application** with supporting documentation.

2.2 Assessment Panel evaluates the application.

2.3 Assessment Panel visits HEI to undertake further assessment.



Stage Three

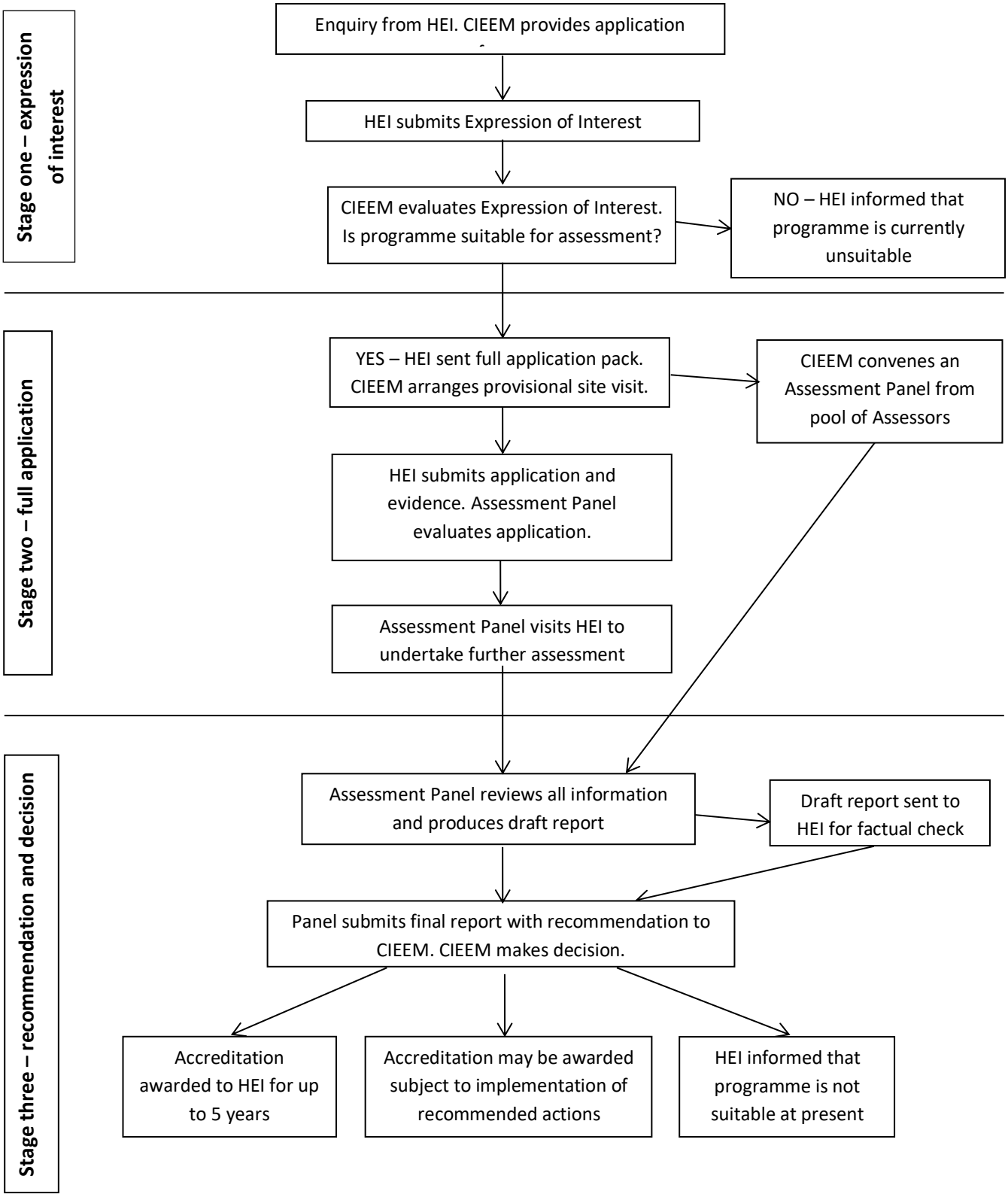
3.1 Assessment Panel makes a **recommendation** to CIEEM.

3.2 CIEEM reviews recommendation, make a decision and informs HEI.

3.3 If accreditation is awarded the HEI will be entitled to call the degree programme 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 along with the relevant fee. This gives HEIs the opportunity to set out briefly why the degree programme or pathway is appropriate for CIEEM accreditation and to map the programme against 18 Competencies for accreditation shown in Appendix 2, selecting which 12 of the technical competencies it is opting to map against.

CIEEM will check the eligibility of the programme for accreditation. Those that meet 18 of the competencies and meet the minimum relevant applied hours 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 competencies, showing how the programme aligns with **12 technical competencies** (selected to reflect the strongest links) and **all 6 mandatory transferable competencies**;
- Details of relevant practical work (see Section 2.3) throughout the programme or pathway mapped against the mandatory competencies;
- Professional skills and practice, information on links with industry;
- Names and curriculum vitae of staff with details of development and training, and membership of professional bodies;
- Improvement in quality of programme, external examiner reports etc.;
- How the course team has considered the particular equality, diversity and inclusion challenges facing the ecology and environmental management sectors, and how these are addressed within the programme
- Facilities available to students including laboratory and field equipment;

- Pastoral, academic and welfare support;
- Student evaluation of programmes and modules and NSS student satisfaction;
- Graduate employment record; and
- Selection of assessments completed by students, to be made available to CIEEM assessors in advance of the assessment day for review as part of the desk-based assessment, and for further discussion during the site-based assessment;

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[9].

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

i) Accreditation awarded

Degrees programmes or pathways approved by CIEEM will be awarded accreditation for the applied for period of time, up to a maximum of 5 years. The HEI will receive a certificate of accreditation from CIEEM and a 'CIEEM Accredited Degree' or 'CIEEM Accredited Degree

[9] 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.

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 no cost.

ii) Accreditation subject to implementation of actions

For those programmes or pathways 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 or pathways that do not currently meet the criteria for accreditation will be given guidance by CIEEM on the areas that require attention. A programme or pathway 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 or pathway has been officially awarded accreditation by CIEEM.

HEIs with accredited degree programmes or pathways 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/pathway is accredited by the Chartered Institute of Ecology and Environmental Management for delivering the knowledge and skills required for a career within the ecology and environmental management sector"
- Use the following statement on the HEI's webpages:
  "This programme/pathway has been accredited by the Chartered Institute of Ecology and Environmental Management. Degree accreditation by CIEEM recognises that graduates are leaving this degree programme/pathway with the knowledge, understanding and skills central to the profession of ecology and environmental management. The accreditation criteria require the programme/pathway to demonstrate how its graduates are *achieving a level of competency in key ecology and environmental management skill including defined levels of relevant practical skills."*

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

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 mean that the degree programme may no long meet CIEEMS essential criteria for accreditation including mandatory competencies.

Significant changes include:

- Changes to programme content which mean that graduates are no longer meeting one or more of the accreditation competencies.
- Changes to the relevant practical element within the accredited programme either in terms of total hours and/or type of practical competencies/skills being developed.

Any change to modules or a programme which requires internal review by the HEI should be regarded as a major change and reported to CIEEM as part of the Annual Return, see Section 5.

Changes which affect the basis upon which accreditation made must be highlighted in the Annual Return, as should any steps taken to address these gaps. Such changes include:

- Removal of a module which is core to accreditation, i.e. modules where graduates gain an accreditation competency and/or practical skills.
- Significant changes to the content, assessments and learning outcomes in a module which is core to accreditation, if such changes affect the knowledge, understanding and practical skills being developed by student (i.e. they impact on graduate competencies).
- Changes to number of hours of and type of applied work on the degree programme, e.g. changes to field course location and content, changes to practical session in a module which affect the practical skills being developed by the students. It is particularly important to report any changes which may mean that students are no longer gaining practical skills and experience in one or more of the accreditation practical competencies.

If significant changes have taken place and this means the degree no longer meets CIEEMs criteria CIEEM reserves the right to withdraw or suspended accreditation.

5. Annual Review and Return

As indicated in Section 4.2 once a year 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 or pathways which may potentially affect the basis upon which accreditation was awarded including:

- Changes to programme content which mean that graduates are no longer meeting one or more of the accreditation competencies.
- Changes to the relevant applied hours within the accredited programme, either in terms of total hours and/or type of practical competencies/skills being developed.

See Section 4.2 for more advice on what changes need reporting.

6 Re-Accreditation

6.1 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;
- show 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/pathway.

6.2 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:

- HEI confirms to CIEEM that it wishes to re-accredit the degree programme or pathway and submits a short 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/pathway identifying the modules where the 18 competencies are met. The mapping should identify any changes to the mapping undertaken in the initial accreditation, where appropriate.
    - A list of the hours (180 for undergraduate/90 for postgraduate) of relevant applied fieldwork/labwork provided by the programme, the modules in which

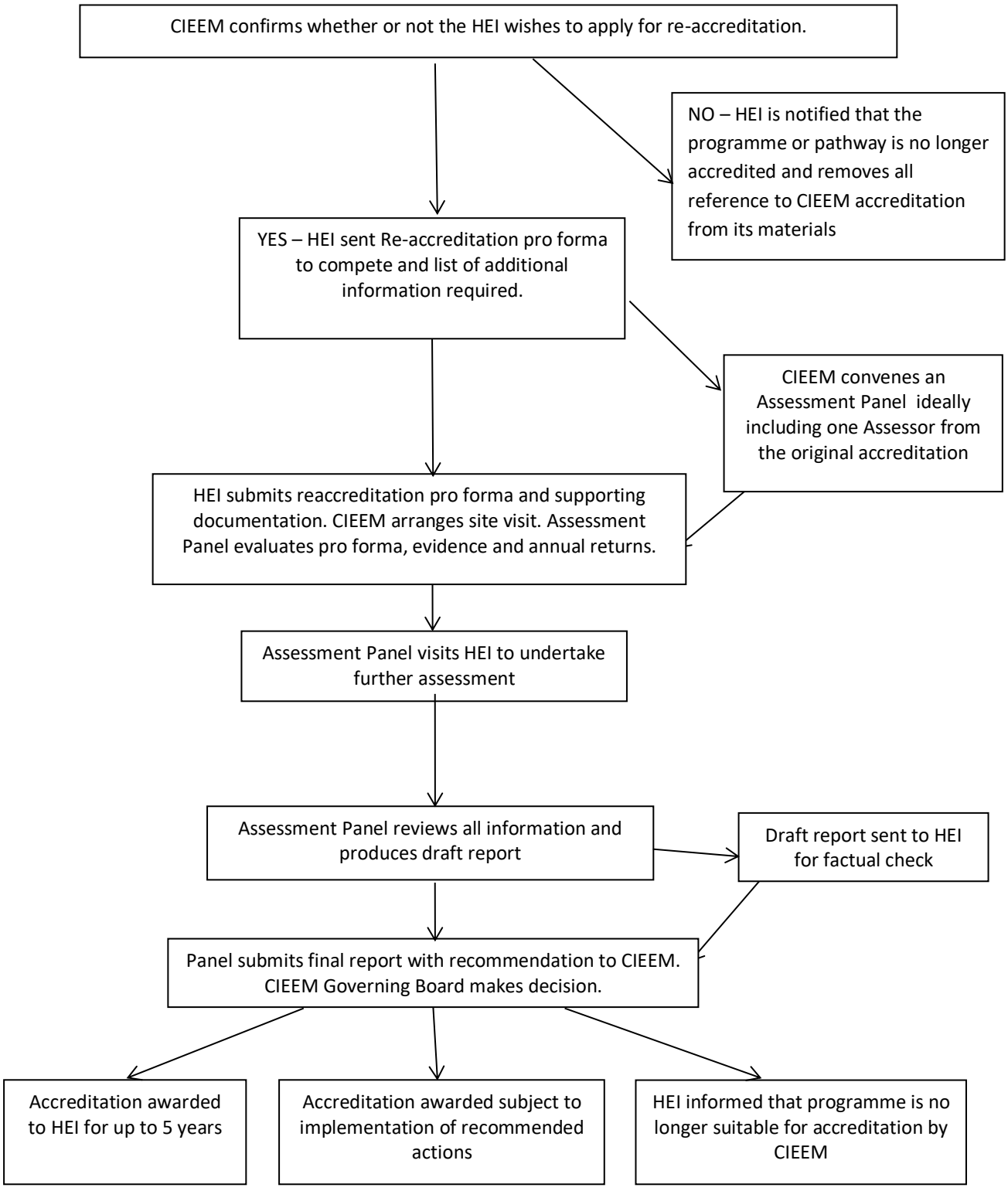
these activities take place and the type of activities. The list should indicate any changes to the relevant practical work which have occurred since initial accreditation.
    - Staffing changes which have occurred during the accreditation period and planned future changes.
    - A summary of how CIEEM 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, the relationship between CIEEM and the HEI, graduate employability etc.
    - 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



6.3 Re-accreditation assessment outcomes

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

i) Accreditation awarded

Degrees programme or pathways is re-accredited by CIEEM and will be awarded accreditation for up to 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 no cost.

ii) Accreditation subject to implementation of actions

For those programmes where re-accreditation is subject to implementation of specific actions, the programme/pathway 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/pathways that no longer meet the criteria for accreditation will be given guidance by CIEEM on the areas that require attention. A programme/pathway may not meet the criteria for a number of reasons, for example:

- The programme/pathway no longer meets the essential criteria required for accreditation;
- The programme /pathway no longer provides the knowledge, understanding and practical skills (i.e. competencies) that CIEEM considers are essential for graduates entering the profession;
- Poor feedback from students and external examiners; or
- 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.

6.4 Re-Accreditation Fees

The fee for assessment for re-accreditation for 5 years is currently £3,000 +VAT[10].

HEIs are also responsible for covering all of the accommodation costs associated with the site visit (for the Assessors and if required administrative support from CIEEM Secretariat for the site visit).

If an institution is looking to re-accredit several programmes/pathways at the same time then fees per programme may be reduced, please contact CIEEM to discuss.

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.

[10] Price correct as at April 2026, please check CIEEM website for current costs.

Appendices

Appendix 1 – Responsibilities of Parties Involved in Accreditation

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

CIEEM staff and Accreditation Panels Members 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; and
- 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; and
- 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; and
- encouraging flexibility, openness and co-operation in considering potentially beneficial variations of the accreditation process.

Appendix 2 – Graduate Competencies for CIEEM Accredited Degree Programmes and Named Pathways *(Comprising 20 Technical and 6 Transferable Competencies)*

Technical Competencies

Surveying (S)

- **S1:** Habitat/species survey design, planning and fieldwork
- **S2:** Species identification, handling and population size
- **S3:** Habitat identification, classification and assessment
- **S4:** Physical environment survey and assessment

Environmental Management (M)

- **M1:** Providing specialist advice on ecological management and/or environmental schemes
- **M2:** Designing and preparing environmental management, mitigation, restoration and enhancement plans
- **M3:** Practical implementation of plans for ecological management and/or environmental schemes
- **M4:** Livestock Management for Conservation
- **M5:** Strategic Monitoring, Data Management & Reporting
- **M6:** Risk management and control during project and/or scheme implementation

Environmental Assessment (A)

- **A1:** Strategic Environmental Assessment (SEA)
- **A2:** Habitat Regulations Assessment (HRA) / Natura Impact Statements (NIS)
- **A3:** Environmental Impact Assessment (EIA)/Water Framework Directive (WFD) Assessment
- **A4:** Ecological assessment including Preliminary Ecological Appraisal (PEA), Ecological Impact Assessment (EcIA)
- **A5:** Valuation of the Environment
- **A6:** Quantifying Biodiversity Gain

Scientific Method (SM)

- **SM1:** Scientific method design and implementation
- **SM2:** Analysis of environmental data and modelling
- **SM3:** Interpretation and evidence-based reporting

Education and Knowledge Exchange (E)

- **E2:** Sharing research findings

Transferable Competencies

Professional Standards (PS)

- **PS1:** Professional conduct

Health, Safety and Wellbeing (HS)

- **HS1:** Creating and maintaining a healthy and safe working environment

Communication (C)

- **C1:** Communication

Project management (PRM)

- **PRM1:** Managing, funding and evaluating projects

Information Management (IM)

- **IM1:** Data & document management
- **IM2:** Information technology

For further information about the type of competency and level of competency to meet each of the above competencies.

Appendix 3 – 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 mandatory competencies 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 ends		

Appendix 4 – 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 5 – Complete List of CIEEMs Competency Framework Themes and Subthemes

Ecological/Environmental themes are in shown in Grey,
Transferable themes are in White.

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 evidence-based good practice. • Identifying the most appropriate types of data and data capture methods. • Fieldwork skills including planning, selection and use of equipment for survey and recording which may include GPS, data collection apps, aerial survey and other technologies. • Planning and implementing appropriate biosecurity measures.
	S2	Species identification, handling and population size	• Application of knowledge of species ecology and distribution. • Species identification including the use of appropriate tools and techniques (e.g. analysis of acoustic recordings for identification purposes, DNA and eDNA sampling and/or analysis). • Safe, biosecure and legal species handling techniques. • Assessment of population size.
	S3	Habitat identification, classification and assessment	• Identifying, classifying and assessing habitats (including habitat condition) in accordance with local, national and international classifications appropriate to biogeographic regions (e.g. NVC, Phase 1, UK HAB, EUNIS, Ireland Heritage Council Habitat Classification, River Habitat Survey, JNCC Marine Habitat Classification and Habitats Directive Annex I habitats) and at a variety of spatial scales. • Using appropriate methods for habitat assessment as part of broader evaluation approaches.
	S4	Physical environment survey and assessment	• Identifying, classifying and assessing the influence of the physical aspects of the environment (e.g. landscape character, soils, climate/microclimate, hydrology, air quality, geomorphology, deposition and erosion) that affect the range and abundance of habitats and species.
Environmental management	M1	Providing specialist advice on ecological management and/or environmental schemes	• Providing specialist evidence-based advice to land managers, other professionally qualified staff, project teams, developers and/or organisations on ecological management and/or environmental schemes including, for example, species-level conservation projects, habitat/species/landscape management and/or managing habitats with reference to climate change adaptation. • Collecting and/or scrutinising all relevant information in order to inform advice.
	M2	Designing and preparing environmental management, mitigation, restoration and enhancement plans	• Establishing baselines, setting objectives and producing evidence-based plans for habitat/species/landscape management, mitigation, restoration and enhancement including, where appropriate, species reintroduction and/or habitat translocation. This may include conservation and restoration projects, nature reserve management, development-related plans, green infrastructure, farm/estate management plans, plans for seeking funding, monitoring and adaptive management plans and nature-based solutions to mitigate climate change effects.
	M3	Practical implementation of plans for ecological management and/or environmental schemes	• Implementing (using appropriate techniques, machinery, tools, and biosecurity measures) or supervising implementation of plans for ecological management including site-based management and/or environmental schemes. • Monitoring the effectiveness of such schemes to ensure that outcomes are achieved and implementing remedial actions if required. • May act as an Ecological Clerk of Works (ECoW) or an Environmental Clerk of Works (EnvCoW).
	M4	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.
	M5	Strategic monitoring, data management and reporting	• Designing strategies to monitor change in the condition, extent, abundance, distribution and/or conservation status of ecological features, including setting of objectives and reference criteria for outcomes. • Reviewing results from monitoring to determine effectiveness and providing evidence-based recommendations. • Collation, aggregation, analysis and reporting on results of complex monitoring data sets.

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.
	M6	Risk management and control during project and/or scheme implementation	• Managing the risks to stakeholders (including landowners and developers), biodiversity and the wider environment associated with project and/or scheme implementation activities.
Environmental assessment	A1	Strategic Environmental Assessment (SEA)	• Advising on Strategic Environmental Assessment requirements as part of sustainability appraisal for policies, plans or programmes. • Undertaking Strategic Environmental Assessment for policies, plans or programmes. • Scrutinising and evaluating Strategic Environmental Assessment submissions as a consultee.
	A2	Habitat Regulations Assessment (HRA) / Natura Impact Statements (NIS)	• Advising on Habitat Regulations Assessment (HRA) or Appropriate Assessment (AA)/Natura Impact Assessment (NIA) requirements for plans or projects. • Undertaking HRA or AA for a plan or project. • Production of a Natura Impact Statement (not UK). • Scrutinising and evaluating HRA, AA and/or NIS as a consultee.
	A3	Environmental Impact Assessment (EIA)/Water Framework Directive (WFD) Assessment	• Advising on EIA or WFD Assessment requirements for developments or projects. • Undertaking EIA or WFD Assessment for projects. • Preparing Environmental Statements. • Scrutinising and evaluating EIAs and WFD Assessments as a consultee.
	A4	Ecological assessment including Preliminary Ecological Appraisal (PEA), Ecological Impact Assessment (EcIA)	• Advising on environmental assessment requirements, such as Preliminary Ecological Appraisal (PEA) and Ecological Impact Assessment (EcIA), for policies, plans, programmes or projects. • Undertaking PEA and/or EcIA. • Scrutinising, reviewing and/or evaluating plans, projects, reports and proposals as a consultee. • Developing equivalent methods and standards.
	A5	Valuation of the Environment	• Valuation of ecological and broader environmental features as part of an economic valuation of the environment e.g. for ecosystem services assessment, natural capital valuation and/or wider environmental net gain assessment (but not biodiversity net gain). • Demonstrating understanding of the risks of environmental valuation approaches.
	A6	Quantifying Biodiversity Gain	• Advising on development-related metric-based enhancement approaches such as Biodiversity Net Gain (BNG) and associated habitat metrics. • Undertaking biodiversity gain processes in accordance with published standards and good practice guidelines. • Scrutinising, reviewing and evaluating biodiversity gain assessments and delivery plans as a consultee.
Policy, legislation and standards	P1	Development of legislation, policies, programmes, strategic plans, guidance or standards	• Contributing to, developing or revising legislation and policy or associated guidance. • Providing evidence on nature conservation and wider environmental management to successfully influence Government / local government / organisational policies, programmes and strategic plans.
	P2	Designing legislation, policy or strategy implementation mechanisms.	• Designing mechanisms to implement legislation, policy or strategy.
	P3	Advising on requirements of policy, legislation, standards	• Advising on the requirements of legislation, policy and guidance or international standards
	P4	Compliance and enforcement of environmental (and relevant other) legislation, policy and standards	• Regulatory compliance monitoring of actions undertaken to fulfil relevant licence/permit/consent/scheme requirements. • Co-ordinating and/or undertaking enforcement action using appropriate channels.
Scientific method	SM1	Scientific method design and implementation	• Setting appropriate scientific questions/hypotheses relevant to ecology and environmental management and designing methodologies to answer/test these. • Implementing relevant research methodologies appropriately, with a suitable programme and resources.

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.
	SM2	Analysis of environmental data and modelling	• Understanding of the requirements for specific statistical analysis and other forms of data analysis and the appropriate application of such analysis tools. • Carrying out appropriate analysis of experimental data (e.g. statistical tests, ecological simulation, environmental or ecological modelling, social survey data analysis) in relation to ecological and/or environmental research and experimentation. • Assessment of limitations in both data collection and analysis.
	SM3	Interpretation	• Interpreting outcomes from ecological and/or environmental research and investigations and drawing valid conclusions, including explanation of the implication of limitations on data collection and analysis in interpreting results and formulating recommendations.
Education and Knowledge Sharing			•
	E2	Sharing research findings	• Producing clear, concise, factual and accurate scientific/technical peer-reviewed research reports and papers in academic literature and media. • Contributing to the dissemination of research through a peer reviewer or editor role.
	E3	Raising environmental awareness	• Developing, delivering and evaluating training, interpretation and other education activities to raise environmental awareness and understanding (either broadly or in a specialist area) and/or to influence stakeholders' behaviours and practices (e.g. reserve visitors, farmers and land managers). • Delivering environmental education and outreach activities using a range of media and techniques.
	E4	Using learning to inform wider professional practice	• Reporting on quality evidence using a range of non-academic media channels (e.g. grey literature and web-based). • Contributing to the dissemination of research and practice outcomes (e.g. case studies) for ecological and environmental management practitioners and other professions.
Professional Standards	PS1	Professional Standards	• Demonstrating high standards of professional practice. • Recognition and appropriate management of ethical considerations and obligations to the environment, to stakeholders and to society. • Demonstrating commitment and informed action to reduce emissions of greenhouse gases and improve opportunities for biodiversity on an individual and/or community and/or organisational basis. • Recognising personal limitations and areas for development and seeking opportunities to develop knowledge, understanding and skills
Health, Safety and Wellbeing	HS1	Creating and maintaining a healthy and safe working environment	• Understanding and compliance with health and safety legislation, organisational policy and procedures appropriate to role. • Demonstrating a positive approach to health and safety and wellbeing. • Risk management, including identification of hazards, risks and control measures.
Communication	C1	Communication	• Understanding the purpose and appropriate format of different communications and their intended audience. • Communicating clearly in a style appropriate to the audience. • Producing concise, factual and accurate written communications (e.g. reports, committee papers). • Presenting with impact. • Chairing face to face, online and hybrid meetings effectively. • Effective negotiation and conflict-resolution. • Influencing decision-makers.
Formal Facilitation, Consultation, Engagement and Partnering	F1	Partnership working, consultation and stakeholder engagement	• Working with a range of partners to achieve positive outcomes for the environment. • Engaging with stakeholders, statutory consultees and the general public. • Designing and implementing consultations. • Analysing and evaluating feedback.
	F2	Inter-disciplinary collaboration.	• Developing working relationships with individuals and project teams from other professions to generate ideas, produce solutions and improve inter-disciplinary understanding and cooperation.
Organisational management	OM1	Managing quality	• Developing and delivering quality services and/or products (including programmes of learning or visitor experiences). • Demonstrating compliance with quality management systems (internal and/or external) and recognised standards. • Quality management auditing.
	OM2	Resource efficiency and sustainability	• Championing resource efficiency, sustainability and monitoring. • Developing and delivering resource efficiency targets (e.g. addressing climate change, energy conservation, waste management, water use).

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.
	OM3	Managing operations	• Setting and delivering organisational vision, values and culture. • Financial, change and risk management. Operational management. Contract management. • Strategic business planning including use of planning tools.
	OM4	Care and service	• Delivering high standards of care and service for stakeholders (e.g. visitors, clients, students, volunteers, regulators, members of the public).
Project management	PRM1	Managing, funding and evaluating projects	• Developing and implementing processes and systems to manage projects and, where appropriate, project stakeholders. • Securing and/or managing project funding (if required). • Evaluation of projects.
Information management	IM1	Data and document management	• Developing, promoting and/or using organisational procedures for data and document management. • Demonstrating compliance with data protection and data management legislation and standards.
	IM2	Information Technology	• Developing, promoting and/or using common, specialist and/or bespoke software and other digital technologies to collect, manage, analyse and present data.
People management	PEM1	Recruiting and developing people	• Recruiting and managing staff and/or volunteers, following relevant legislation and organisational policies. • Fostering a positive approach to diversity and inclusion. • Supporting others to achieve their full potential, e.g. through coaching or mentoring. • Planning and supervising early career schemes.
	PEM2	Leadership	• Motivating people to act towards achieving a common goal, through direction, inspiration and effective communication. • Developing and managing teams and organisations to meet defined targets. • Leading through change

Appendix 6 CIEEM Competency Framework: Competence Levels

Category		Definition	Descriptor of what competence at this level looks like NB: To be competent in an activity at this level you will be able to demonstrate the majority, if not all, of the bullet points.
Level 1	Foundation	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 relevant activities.* • *You would not normally be expected to undertake tasks in relation to these activities unless under some level of supervision.* • *You are aware of your limits of competence with such activities and do not work beyond them.*
Level 2	Capable	Has the knowledge and experience essential to carry out standard tasks unsupervised 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 in straightforward situations.* • *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.*
Level 3	Proficient	Has the knowledge and experience of this activity to carry out complex, specialist or non-standard tasks to the required standard 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 able to explain it to a range of different audiences.* • *You have 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 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.*
Level 4	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	• *You have a detailed level of knowledge relating to the activity and its application in many and varied circumstances.*

		all of the activities covered by this competence.	• *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*. You may be called upon as an expert witness in relation to this activity. • You may deliver training and education to others on this activity at all levels of competence. NB: At this Authoritative level you may demonstrate only three or four of the descriptor statements

Appendix 7 – Annual Review and Return Form

Chartered Institute of Ecology and Environmental Management (CIEEM)	**Accredited Degree/Degree Pathway** **Annual Return**

1. Name of Higher Education Institution:

2. Name of programme or pathway:

3. Month and Year accredited:

4. Name of person completing this form:

5. How many students are currently following your accredited programme or pathway?

6. Changes to your programme

a) **Major changes;** any change to modules or a programme which requires internal review by the HEI should be regarded as a major change.

Have there been any **major changes** to your degree programme / named pathway in the last year?

Yes ☐ No ☐ *(Please tick)*

If yes, please outline the major changes that have taken place

b) **Significant changes;** include learning outcomes no longer matching the framework that the course has been accredited against and changes to the relevant practical element within the accredited pathway

Have there been any **significant changes** to your degree programme / named pathway in the last year?

Yes ☐ No ☐ *(Please tick)*

If yes, please list any significant changes (referencing the affected curriculum areas) that have been made to the programme, using the following headings:

Changes to any of the learning outcomes identified as part of CIEEM's accreditation requirements (see Accreditation Handbook for details)

Changes to the practical element(s) of the programme or pathway

☐**Please tick to indicate that you are able to provide underpinning documentation detailing the significant and / or major changes outlined on this form, if requested to do so by CIEEM**

7. Any other information regarding the programme that you feel is relevant

NB: If your accreditation report recommended that certain actions should be undertaken during the first year, please make sure you describe fully where these actions have been implemented and supply documentary evidence to support this. This evidence will be reviewed by the assessor panel.

8. What interaction has there been between CIEEM, its members and the programme/students over the past twelve month period? (e.g. careers events, talks, invitations to students to attend CIEEM events, Section events hosted by the HEI)

9. What further support would your HEI like from CIEEM to build on the benefits of accreditation?

10. Any other comments?

Signature:	**Date:**

☐ I have attached copies of our latest External Examiners report(s) for the CIEEM accredited programme / pathway

☐ I have attached a summary of feedback from students in the CIEEM accredited programme / pathway