Higher Education Degree Accreditation Handbook

A Guide to CIEEM Accreditation for

Undergraduate Degree Programmes

and

Named Pathways through a Degree

September 2021

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 post-graduate degrees. The degree accreditation criteria was reviewed and updated in 2021.

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 Higher Education Institutions 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;

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

- Facilitate closer links between employers in industry and accredited degree programmes/pathways; and
- 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.

For practitioners working in ecology and environmental management there is a competency framework which describes the different levels of competence across a range of competencies expected of those working in an organisation or particular profession within this discipline. The competency framework also set out the standards expected from recently qualified individuals in their first post (i.e. basic level competency) and at more senior professional grades (i.e. capable, accomplished and authoritative).

The ecology and environmental competency framework was jointly developed by CIEEM and the key government agencies and employers in the sector.

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. basic 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 higher education institutions 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.

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

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.

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 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.

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

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 changes which might affect compliance with the accreditation eligibility criteria, e.g., revisions to degree or module learning outcomes and/or assessments, loss of academic staff who are members of CIEEM 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;

[7] Price correct as at July 2021, please check CIEEM website for current costs.

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 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 taught master's 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 accreditation of MSc programmes see separate handbook.

For undergraduate degrees, accreditation can be sought for either a full undergraduate 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 FIVE **essential criteria (A to E)**:

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

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

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.

* A full day of practical work or fieldwork is taken to be 6 or more hours.

The essential criteria above are the current accreditation criteria as of July 2021. 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 CIEEEMs 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 basic (graduate) competency level[8].

CIEEM defines BASIC (graduate) level competency as:

A graduate with some knowledge with an understanding of terminology and concepts. Who 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 BASIC level means:

- You understand the terminology and concepts and what such activities are about.
- You understand the importance of these 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 this activity.
- 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.

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 HEIs CIEEM identified 18 essential/mandatory competency areas which a degree programme or pathway needs to meet to be accredited.

The 18 Essential Competencies for accreditation fall into 10 broad competency areas, i.e.:

✓ **Surveying (S)**	4 Competencies S1, S2, S3, S4
✓ **Environmental Management (M)**	2 Competencies M2, M6
✓ **Environmental Assessment (A)**	2 Competencies A3, A4
✓ Scientific Method (SM)	3 Competencies SM1, SM2, SM3
✓ Education and Knowledge Exchange (E)	1 Competence E4

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

- ✓ Professional Conduct (PC) — 1 Competence PC1
- ✓ Health and Safety (HS) — 1 Competence HS1
- ✓ Communication (C) — 1 Competence C1
- ✓ Project management (PRM) — 1 Competence PRM1
- ✓ Information Management (IM) — 2 Competencies IM1, IM2

The 18 mandatory accreditation competencies were identified by those working in the profession as particularly important to potential employers. Table 1 sets out the full set of mandatory competencies.

Table 1 Mandatory Competencies for Graduates from CIEEM Accredited Degree Programes or Pathways
Technical Competencies
Surveying (S) *
S1: Habitat/species survey design, planning and fieldwork
S2: Species identification, handling and evaluation
S3: Habitat identification and evaluation
S4: Physical environment survey
Environmental Management (M) *
M2: Design and preparation of habitat / species management enhancement plans or projects
M6: Risk management during project implementation
Environmental Assessment (A)
A3: Environmental Impact Assessment (EIA)
A4: Ecological assessment inc. Preliminary Ecological Appraisal and Ecological Impact Assessment
Scientific Method (SM)
SM1: Scientific method design and implementation
SM2: Analysis of data
SM3: Interpretation and evidence-based reporting
Education and Knowledge Exchange (E)
E4: Publicly sharing research findings
Transferable Competencies
Professional Conduct (PC)
PC1: Professional conduct
Health and Safety (HS)
HS1: Occupational Health and Safety
Communication (C)
C1: Effective communication, ~~negotiation and influencing~~
Project management (PRM)
PRM1: Managing and evaluating projects
Information Management (IM)

IM1: Data & document management
IM2: Information technology

2.4 Knowledge, Skills, Understanding and Behaviours

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 programme or pathway to be accredited the teaching must cover ALL 18 of the mandatory competencies areas 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 these 18 mandatory competencies.

To help programmes determine if they are meeting a mandatory competency CIEEM has produced a series of questions for each mandatory 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.

The full list of competencies and questions is shown in the Application Form in Appendix 4 of this Handbook.

There is also a minimum requirement of 30 days of relevant practical and fieldwork work in an undergraduate programme or pathway. Practical work is key to the acquisition of skills and development of competency.

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 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 list of what is covered by relevant practical/field work and how this links to mandatory competencies is shown in Table 3. Further information is given in the full application form Appendix 4.

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. A full day of practical work or fieldwork is taken to be 6 or more hours.

Table 3: 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
Relevant practical work/fieldwork S1.1 - 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 assessment
Relevant practical work/fieldwork S2.1 - Graduates have practical experience in using taxonomic keys and other appropriate tools for identification of some more common taxa.
Relevant practical work/fieldwork S2.2 - 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
Relevant practical work/fieldwork S2.3 - Graduates have practical experience in undertaking surveys using some specialised equipment, such as bat detectors and acoustic recordings.
Competency S3: Habitat identification and assessment
Relevant practical work/fieldwork S3.1 - 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.
Relevant practical work/fieldwork S4,1 - 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. *
Relevant practical work/fieldwork S4.2 - Graduates have experience of setting appropriate objectives for physical environment surveys as part of fieldwork.
Relevant practical work/fieldwork S4.3 - 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 M2: Designing & preparing habitat/species management, mitigation, compensation &/or enhancement plans/projects.
Relevant practical work/fieldwork M2.1 - 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.
Relevant practical work/fieldwork M2.2 - Graduates have some practical experience of designing appropriate monitoring regimes
Competency M6: Risk management during project implementation
Relevant practical work/fieldwork M6.1 - 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 A3: Environmental Impact Assessment (EIA)
Relevant practical work/fieldwork A3.1 - Graduates have participated in EIA exercises, possibly including Ecological Impact Assessment EcoIA (see A4 below), Water Framework Directive Assessments and / or Landscape Visual Impact Assessments.
Relevant practical work/fieldwork A3,2 - Graduates have some practical experience in undertaking aspects of an EIAs.
Competency A4: Ecological assessment including Preliminary Ecological Appraisal, Ecological Impact Assessment and the use of biodiversity metrics as part of the assessment of existing/potential ecological features
Relevant practical work/fieldwork A4.1 - Graduates have some practical experience of undertaking PEAs and/or simple EcIAs.
Practical Competencies in Scientific Method as applied to ecology and environmental management (SM)
Competency SM1: Scientific method design and implementation
Relevant practical work/fieldwork SM1.1 - 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.
Relevant practical work/fieldwork SM1.2 - Graduates have experience in collecting and handling data relevant to the scientific questions or hypotheses relating to ecology and environmental management.

3. Process of Accreditation

3.1. Summary of CIEEM Accreditation Process

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

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

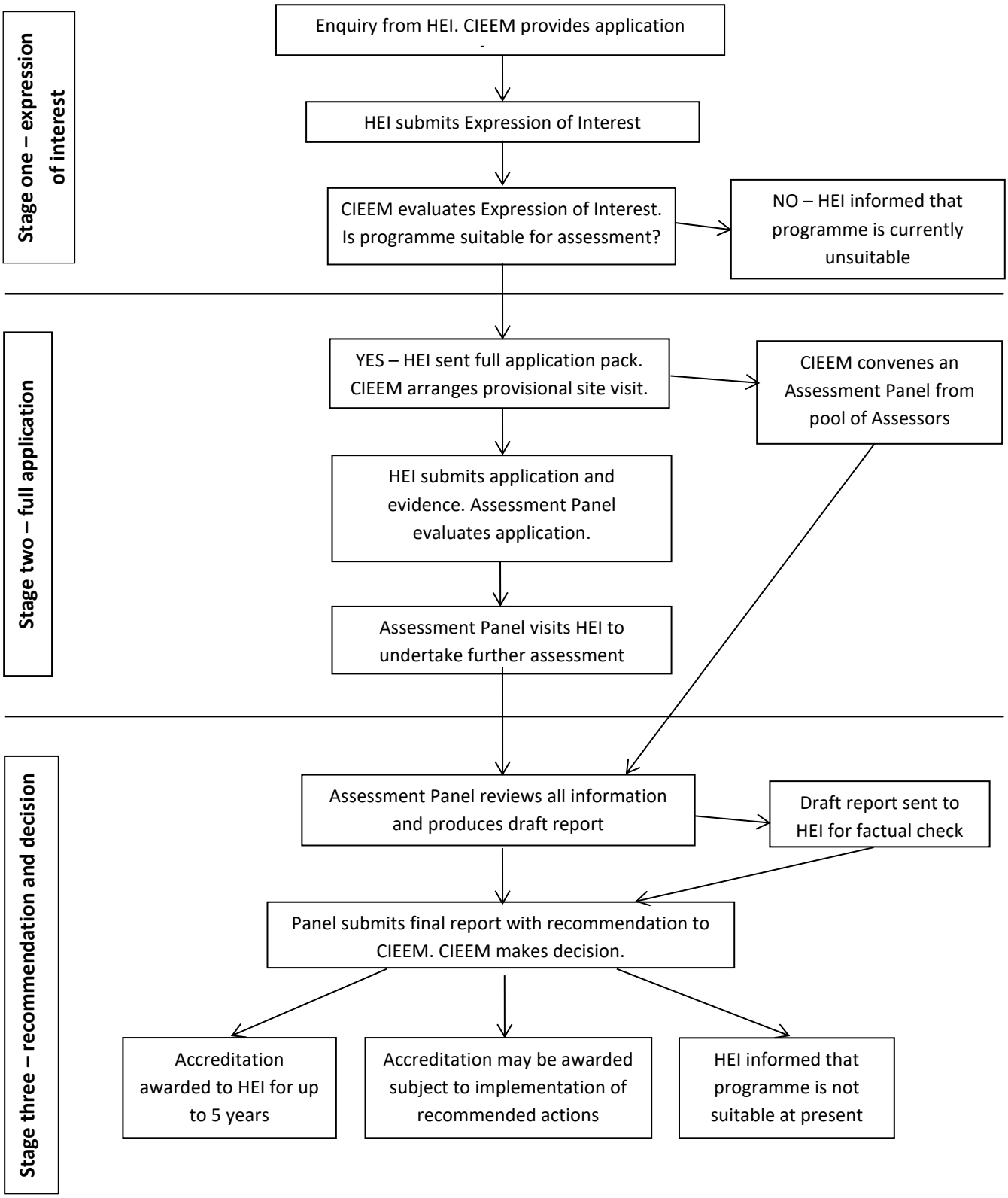
3.1 Assessment Panel makes a **recommendation** to CIEEM.

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 the 18 Essential Competencies for accreditation shown in Appendix 2. A copy of the application form and guidance for submitting an expression of interest for an undergraduate degree programme or degree pathway is attached at Appendix 3. 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 meet the mandatory competencies, 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 mandatory competencies (see Table 2 in Appendix 4);
- Details of relevant practical work (see Section 2.3) throughout the programme or paathway mapped against the mandatory competencies (see Table 3 in Appendix 4);
- 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.;
- 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 done by students (information to be made available during site-based assessment from CIEEM panel).

Guidance and an example undergraduate full application form 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[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 Pathway' logo to use, and the programme will be listed on the CIEEM website with a link

[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.

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, see CIEEM webpage for details.

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 graduate membership of CIEEM";

- 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. A graduate of an accredited degree programme/pathway 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

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:

- The core course teaching team no longer includes a Full member or Fellow of CIEEM.
- 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 days of and type of practical experience 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 they 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. A copy of the template can be found in Appendix 10

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:

- The core course teaching team no longer includes a Full member or Fellow of CIEEM.
- 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.

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 mandatory competencies are met. The mapping should identify any

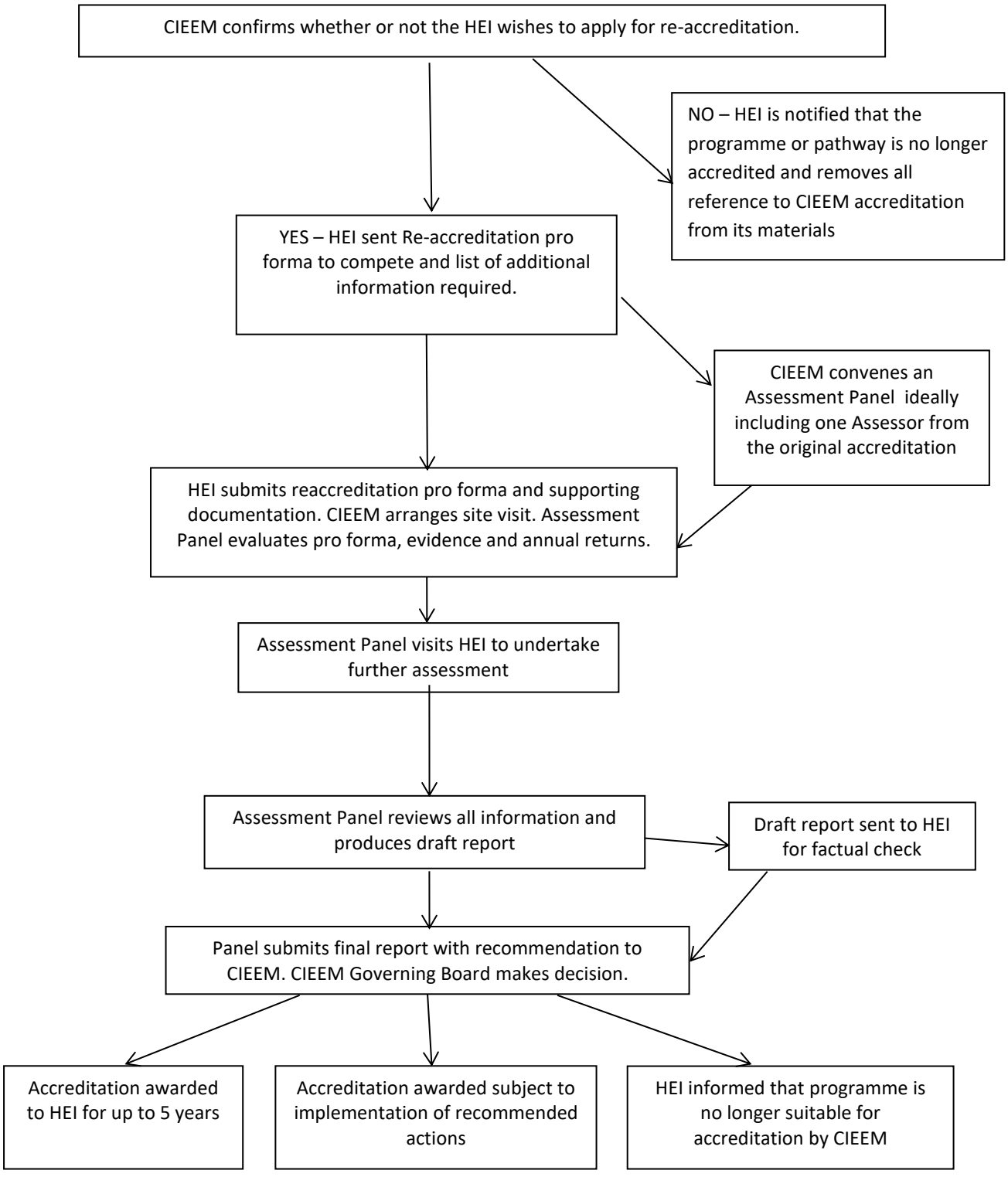
changes to the mapping undertaken in the initial accreditation, where appropriate.
    - A list of the 30+ days of relevant practical and field work provided by the programme, the modules in which these activities take place and the type of activities. The list should indicate any changes to the relevant practical work which have occurred since initial accreditation.
    - Planned future changes to the programme.
    - Staffing changes which have occurred during the accreditation period and planned future changes, including staff with CIEEEM membership.
    - 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 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/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 July 2021, 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 – Mandatory Graduate Competencies Required in an Accredited Degree Programme or Named Pathways

Technical Competencies

Surveying (S)

S1: Habitat/species survey design, planning and fieldwork
S2: Species identification, handling and evaluation
S3: Habitat identification and evaluation
S4: Physical environment survey

Environmental Management (M)

M2: Design and preparation of habitat / species management enhancement plans or projects
M6: Risk management during project implementation

Environmental Assessment (A)

A3: Environmental Impact Assessment (EIA)
A4: Ecological assessment including Preliminary Ecological Appraisal and Ecological Impact Assessment

Scientific Method (SM)

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

Education and Knowledge Exchange (E)

E4: Publicly sharing research findings

Transferable Competencies

Professional Conduct (PC)

PC1: Professional conduct

Health and Safety (HS)

HS1: Occupational Health and Safety

Communication (C)

C1: Effective communication, negotiation and influencing

Project management (PRM)

PRM1: Managing 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 see Table 2 in Appendix 4.

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 Programme / Degree Pathway:
for which accreditation is sought

Programme Leader / Lead Contact:

Email and Tel no. of Lead Contact:

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

The current administrative cost of submitting an expression of interest is £250 +VAT*. 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 coverage of the mandatory competencies – 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

* Fees as at July 2021 please check CIEEMs Website for current fees

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

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

Section 2: Please list the principal academic delivery team for the Degree Programme/Pathway, together with their qualifications and professional membership status. NOTE 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 mandatory competencies in the Table below.

Please note that the degree programme/pathway **must** cover all 18 mandatory competencies , although how this content is covered will vary from one degree programme to the next.

For undergraduate degree programmes where some of the 18 mandatory competencies are only covered by optional modules, it may only be possible to accredit a specific compulsory named pathway/route through the degree, 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**

Table 1: How the Degree Programme / Degree Pathway meets the required graduate competencies (see note below)

Mandatory Competencies		**Covered in Degree** **YES / NO**	**Module(s) where students acquire competency** (i.e. knowledge, skills, understanding and behaviours relating to this subject)
Surveying (S)	S1: Habitat/species survey design, planning and fieldwork		
	S2: Species identification, handling and evaluation		
	S3: Habitat identification and evaluation		
	S4: Physical environment survey		
Environmental Management (M)	M2: Design and preparation of habitat / species management enhancement plans or projects		
	M6: Risk management during project implementation		
Environmental Assessment (A)	A3: Environmental Impact Assessment (EIA)		
	A4: Ecological assessment including Preliminary Ecological Appraisal and Ecological Impact Assessment		
Scientific Method (SM)	SM1: Scientific method design and implementation		
	SM2: Analysis of data		
	SM3: Interpretation and evidence-based reporting		
Education and Knowledge Exchange (E)	E4: Publicly sharing research findings		
Professional Conduct (PC)	PC1: Professional conduct		
Communication (C)	C1: Effective communication		
Project management (PRM)	PRM1: Managing and evaluating projects		
Information Management (IM)	IM1: Data & document management		
	IM2: Information technology		

Note: Degree Programmes/Named Pathways should meet ALL 18 Competencies at BASIC Level (see Appendix for description of Basic/Graduate level competency*)

NB: Please supply module summaries of all the modules covering the mandatory competencies as shown above.

For more information about specific competencies see the BSc Accreditation Handbook or Full Accreditation Form Table 2.

Table 2: Relevant Practical Work and Fieldwork

Practical Competencies which students gain from the programme:	**Covered in Degree** **YES / NO**	**Module(s) where Skills / Competencies gained** (indicate year, code and module name)	**F = field** **L = lab**	**Hours**
S1: Habitat/species survey design, planning and fieldwork				
S2: Species identification, handling & population assessment				
S3: Habitat identification and assessment				
S4: Physical environment survey and assessment.				
M2: Designing & preparing habitat/species management, mitigation, compensation &/or enhancement plans/projects.				
M6: Risk management during project implementation				
A3: Environmental Impact Assessment (EIA)				
A4: Ecological assessment including Preliminary Ecological Appraisal … and the assessment of existing/potential ecological features				
SM1: Scientific method design and implementation				
			Fieldwork total (hours)	
			Laboratory work total (hours)	
			Practical work total (days)	

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, 180+ hours (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.

Note: A full day of practical work or fieldwork is taken to be 6 or more hours.

Appendix: CIEEM Competency Framework: Description of Basic/Graduate Competence Level

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	Basic	Has a basic knowledge with a simple understanding of terminology and concepts. Has some experience of practical application. Would be able to carry out standard tasks under supervision.	• *You recognise the terminology and concepts and broadly understand what this activity is about.* • *You have a basic understanding of the importance of this activity.* • *You have some experience of practical application in this activity.* • *You would not be expected to undertake tasks in relation to this activity unless under supervision.*

Appendix 4 – Example Application Form and Guidance for Submitting a Full Application - Undergraduate

Higher Education Degree Accreditation

Application for CIEEM Accreditation – Undergraduate Degree Programme or Named Pathways

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 current fees for submitting a full application and gaining a 5 year accreditation from CIEEM is £3,500*. 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

* Fees correct as of July 2021 please check CIEEMs website for current fees

Section 1: Key Information

Name of HEI:

Title of Degree Programme / Degree Pathway:
for which accreditation is sought

Programme Leader / Lead Contact:

Email and 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 or named pathway must meet FIVE **essential criteria**:

a) Assessors must be satisfied that graduates from the programme have developed the knowledge, skills, understanding and behaviours required to enter the profession and 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) At least one member of the core academic staff team must be a Full Member of CIEEM.

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

d) Assessors must find evidence of sufficient high quality, relevant, practical work (a minimum of 15 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.

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

- Programme Aims and Learning Outcomes.
- Methods of Assessment – especially assessment of practical/field skills which relate to competencies.
- Modes of Delivery – FT, PT, sandwich etc.
- List of Modules and how these relate to the development of graduate competencies.

- Curriculum Content - current programme documents and module documents for accredited modules.
- Relevant Practical Work and Fieldwork – complete Table 3 and provide links to any other relevant documents.
- Professional Skills and Practice – including any links to industry, key modules where professional skills are developed, documents relating to employability etc.
- Staff experience, development and training – especially experience relating to accreditation competencies.
- Quality Assurance – short narrative on changes in programme over the last 3 to 5 years covering main changes to the curricula, teaching and assessment especially where these relate to graduate skills and employability, 3 years of annual programme review documents.
- Facilities available to students including: pastoral, academic and welfare support.
- Student satisfaction including: 3 years of external examiners and student feedback on programme and modules, NSS or post-graduate equivalent.
- Graduate employment including: 3 years of graduate destination surveys, any other quantitative or qualitative data on graduate destinations.

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 find easily all of the required information

Table 1: Summary of Documentation Submitted with the Application

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 and Learning Outcomes		
Methods of Assessment		
Modes of Delivery		
Modules / Curricula Content which are relevant to this accreditation		
Relevant Practical Work/Fieldwork		
Professional Skills and Practice		
Staff experience, development and training		
Quality Assurance		
Facilities available to Students – including pastoral, academic and welfare support		
Student Satisfaction		
Graduate Employment		

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

- **Table 2** provides a summary of how your degree programme meets the 18 graduate competency areas required for accreditation by CIEEM. It will also indicate the **main modules** where competency (knowledge, skills, understanding and behaviours) are gained.

- **Table 3** provides a summary of the relevant practical work and fieldwork provided by the degree programme

Table 2: Checklist of detailed graduate attributes/competencies to aid in determining if a Programme meets CIEEM's Mandatory Graduate Competencies

Please indicate which of the following attributes/competencies are met by students graduating from the programme.

NOTE: Graduates need to meet AT LEAST ONE of the detailed attributes in a specific competency (e.g. for M1 graduates must have met at least one of the seven attributes listed)

Knowledge, Skills, Understanding and Behaviours which students gain from the programme:	Covered in Degree Yes/No	Module(s) where covered
M: Environmental Management		
M2: Designing and preparing habitat/species management, mitigation, compensation and/or enhancement plans or projects.		
Graduates understand the abiotic factors affecting the distribution of the species and habitats.		
Graduates have an understanding of the impact of changes, such as climate change, on habitats/species and the need for sustainable design solutions.		
Graduates can set appropriate objectives for simple/straightforward habitat/species management, mitigation, compensation and enhancement interventions. And understand the importance of establishing ecological baselines		
Graduates can identify appropriate monitoring of effectiveness in relation to the objectives.		
Graduates aware of relevant good practice guidance for designing and preparing habitat and/or species management or mitigation plans and projects and/or delivering biodiversity net gain.		
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		
M6: Risk management during project implementation		
Graduates understand the risks to biodiversity associated with practical habitat and/or species management and/or mitigation work.		
Graduates understand the different risks arising from projects and their significance.		
Graduates aware of relevant good practice requirements in relation to risk management arising from projects, including the application of the mitigation hierarchy in relation to managing risk in planning and development projects.		
Graduates have some practical experience of managing risks arising from project implementation, e.g. as part of writing a management plan or EIA.		

NOTE: Each of the individual questions about Graduate's Knowledge, Skills, Understanding and Behaviours have been adapted from the questions CIEEM uses to determine if an applicant meets the requirements for Basic/Graduate Membership.

Knowledge, Skills, Understanding and Behaviours which students gain from the programme:	Covered in Degree Yes/No	Module(s) where covered
S: Surveying		
S1: Habitat/species survey design, planning and fieldwork		
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.		
S2: Species identification, handling and population assessment		
Graduates understand how ecology and external factor affecting the distribution of a range of species and habitats.		
Graduates have a knowledge of taxonomic principles and understand the importance of accurate identification in fieldwork.		
Graduates have practical experience in using taxonomic keys and other appropriate tools for identification of some more common taxa.		
Graduates aware of good practice guidance for species identification, handling and population assessment of the significance of the population.		
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.		
S3: Habitat identification and assessment		
Graduates understand what habitat identification and assessment is for and its importance to a proper understanding of site ecological features, problems and potential.		
Graduates understand/can explain the commonly used techniques employed for habitat identification/condition assessment & how they are applied.		
Graduates aware of relevant good practice guidance and standards for habitat identification and condition 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).		
Graduates have some familiarity with nationally identified priority habitat types.		
S4: Physical environment survey and assessment.		
Graduates understand the purpose of physical environment survey and its importance to a proper understanding of site conditions.		
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 aware of relevant good practice guidance for different types of physical environment surveys.		
Graduates have experience of selecting appropriate techniques for 'standard' physical environment surveys, and biosecurity protocols where relevant.		
Graduates have some practical experience of undertaking a range of physical environment surveys, demonstrating the correct use of commonly used physical environment survey equipment.		

Knowledge, Skills, Understanding and Behaviours which students gain from the programme:	Covered in Degree Yes/No	Module(s) where covered
M: Environmental Management		
M2: Designing and preparing habitat/species management, mitigation, compensation and/or enhancement plans or projects.		
Graduates understand the abiotic factors affecting the distribution of the species and habitats.		
Graduates have an understanding of the impact of changes, such as climate change, on habitats and species and the need for sustainable design solutions.		
Graduates can set appropriate objectives for simple/straightforward habitat/species management, mitigation, compensation and enhancement interventions. And understand the importance of establishing ecological baselines		
Graduates can identify appropriate monitoring of effectiveness in relation to the objectives.		
Graduates aware of relevant good practice guidance for designing and preparing habitat and/or species management or mitigation plans and projects and/or delivering biodiversity net gain.		
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		
M6: Risk management during project implementation		
Graduates understand the risks to biodiversity associated with practical habitat and/or species management and/or mitigation work.		
Graduates understand the different risks arising from projects and their significance.		
Graduates aware of relevant good practice requirements in relation to risk management arising from projects, including the application of the mitigation hierarchy in relation to managing risk in planning and development projects.		
Graduates have some practical experience of managing risks arising from project implementation, e.g. as part of writing a management plan or EIA.		

Knowledge, Skills, Understanding and Behaviours which students gain from the programme:	Covered in Degree Yes/No	Module(s) where covered
A: Environmental Assessment		
A3: Environmental Impact Assessment (EIA)		
Graduates aware of, and have an understanding of, the main principles, purpose and approaches of EIA and the national policies, tools and legislative requirements for this activity.		
Graduates have participated in EIA exercises, possibly including Ecological Impact Assessment EcoIA (see A4 below), Water Framework Directive Assessments and / or Landscape Visual Impact Assessments.		
Graduates have some practical experience in undertaking aspects of an EIAs.		
Graduates aware of relevant good practice guidance and standards for EIA.		
Graduates understand the nature and significance of environmental impacts and risks, and how they can be quantified.		
A4: Ecological assessment including Preliminary Ecological Appraisal, Ecological Impact Assessment and the use of biodiversity metrics as part of the assessment of existing/potential ecological features (e.g. biodiversity net gain).		
Graduates understand the purpose of Preliminary Ecological Appraisal (PEA) and Ecological Impact Assessment (EcIA), the different contexts in which each should be used, the legislative and the planning policy drivers for these ecological assessments.		
Graduates can explain the importance of the mitigation hierarchy in a planning context.		
Graduates understand the importance of setting appropriate objectives for ecological assessments and how to undertake and use desk study information / walkover surveys to inform assessment strategies.		
Graduates aware of relevant good practice guidance for PEA and EcIA.		
Graduates able to reference good practice guidance for biodiversity net gain implementation.		
Graduates have some practical experience of undertaking PEAs and/or simple EcIAs.		

Knowledge, Skills, Understanding and Behaviours which students gain from the programme:	Covered in Degree Yes/No	Module(s) where covered
SM: Scientific Method		
SM1: Scientific method design and implementation		
Graduates understand how to formulate appropriate scientific questions and hypotheses		
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.		
Graduates have an understanding of research bias and its significance		
SM2: Analysis of environmental data and modelling		
Graduates have an understanding of various standardised methods for undertaking analysis of simple ecological and environmental? data sets.		
Graduates have used appropriate statistical analysis of data and reached conclusions as a result.		
Graduates can demonstrate the use of appropriate graphical presentation tools (e.g. graphs and tables).		
Graduates have experience in the use of simple data analysis techniques to identify patterns and trends.		
SM3: Interpretation and evidence-based reporting		
Graduates have some experience of interpreting the outcomes of scientific investigations involving simple data sets appropriately and drawing valid conclusions.		
Graduates are able to identify limitations on data in relation to their interpretation.		
Graduates have experience in some approaches to producing accurate, factual, well-reasoned scientific outputs		
Graduates are able to produce non-technical summaries and/or reports for non-technical audiences		

Knowledge, Skills, Understanding and Behaviours which students gain from the programme:	Covered in Degree Yes/No	Module(s) where covered
E: Education and Knowledge Exchange		
E4: Publicly sharing research findings		
Graduates understand the range of avenues available for reporting on research findings in order to reach professional or other audiences.		
Graduates have researched and synthesized the work of others to present a body of information (e.g. literature reviews).		
Graduates have some practical experience of reporting on research that they have undertaken, either individually or in collaboration with others.		
Graduates can prepare reports to a good standard.		

Knowledge, Skills, Understanding and Behaviours which students gain from the programme:	Covered in Degree Yes/No	Module(s) where covered
Transferrable Competencies		
PC1: Professional conduct		
Graduates understand what professional conduct is and its importance in their own and wider professional practice.		
Graduates can make appropriate reference to sources of advice and guidance in relation to professional conduct issues.		
Graduates can explain how professional conduct issues may arise in relation to their work.		
Graduates recognise their own limitations of competence and experience, and when supervision is required.		
HS1: Occupational Health and Safety		
Graduates understand the importance of health and safety in their work and studies, its scope and who it applies to.		
Graduates are aware of relevant health and safety legislation and/or university/organisational policies and procedures and explain how it applies to their own work		
Graduates have experience of situations where they have had to implemented safe working practices prescribed by others, e.g. in lab and field work for their dissertation.		
Graduates can recognise unsafe working practices and know how to report situations they are unsure about.		
Graduates have undertaken risk assessments in straightforward situations (e.g. project proposal) and acted on the outcomes to create a safe working environment.		
C1: Effective communication, negotiation and influencing		
Graduates understand the importance of good communication (verbal and in writing), have experience in effective communication activities, and are able to adapt for different audience.		
Graduates have achieved a good standard of written communication, with good spelling and generally correct use of grammar.		
Graduates under appropriate advice/supervision can produce clear, concise and factual reports, papers and other written communications.		
Graduates have experience in responding to feedback and acting on it.		
PRM1: Managing and evaluating projects		
Graduates understand the importance of good project management and can describe some of the critical stages and processes in successful project management.		
Graduates have experience in project work and are able to explain their contribution and how they contributed to the outcomes of the project.		
Graduates are aware of the range of sources of funding for projects and have been involved in successful fundraising activities.		
Graduates understand the importance of evaluating project effectiveness, and have reflected on the success of projects they have been involved in.		
Graduates are able, under appropriate supervision to manage simple projects to the standard required		

IM1: Data & document management		
Graduates understand the importance of good data and document management and can describe some of the principles involved.		
Graduates know the importance of organisational processes and standards in data and document management.		
Graduates understand and are able to comply with data protection legislation and data security.		
Graduates understand and are able to comply with licenses, agreements and legislation in use of third party data.		
IM2: Information technology		
Graduates have experience in using a range of common software packages relevant to their degree subject.		
Graduates have experience in using databases and information management tools.		
Graduates understand the application of GIS software and have some experience in using it.		
Graduates understand about compliance with licenses, agreements and legislation in use of third party data.		

NOTE Graduates need to meet AT LEAST ONE of the detailed attributes in a competency before the degree programme can be said to meet that competency.

Table 3: Summary of Relevant Practical work provided by Degree Programme/Degree Pathway

Practical Competencies which students gain from the programme:	Covered in Degree Yes/No	Module(s) where Skills / Competencies gained (indicate code and module name)	F = field L = lab	Hours
S: Surveying				
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.				
S2: Species identification, handling and population assessment				
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.				
S3: Habitat identification 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).				
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.				
M: Environmental Management				
M2: Designing & preparing habitat/species management, mitigation, compensation &/or enhancement plans/projects.				
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				

Practical Competencies which students gain from the programme:	Covered in Degree Yes/No	Module(s) where Skills / Competencies gained (indicate code and module name)	F = field L = lab	Hours
M6: Risk management during project implementation				
Graduates have some practical experience of managing risks arising from project implementation, e.g. as part of writing a management plan or EIA.				
A: Environmental Assessment				
A3: Environmental Impact Assessment (EIA)				
Graduates have participated in EIA exercises, possibly including Ecological Impact Assessment EcoIA (see A4 below), Water Framework Directive Assessments and / or Landscape Visual Impact Assessments.				
Graduates have some practical experience in undertaking aspects of an EIAs.				
A4: Ecological assessment including Preliminary Ecological Appraisal, Ecological Impact Assessment and the use of biodiversity metrics as part of the assessment of existing/potential ecological features(e.g. biodiversity net gain).				
Graduates have some practical experience of undertaking PEAs and/or simple EcIAs.				
SM: Scientific Method				
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.				
			Fieldwork Total Hours	
			Laboratory Work Total Hours	
			Practical work total (15+ days or 105 hours**)**	

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

- ***Included*** *as relevant for the 15 days (postgraduate): 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.*

Practical Competencies which students gain from the programme:	Covered in Degree Yes/No	Module(s) where Skills / Competencies gained (indicate code and module name)	F = field L = lab	Hours
The 15 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 15 days minimum must include a substantial proportion (at least 60%) of supervised field-based practical work.				

Note: A full day of practical work or fieldwork is taken to be 6 or more hours.

Section 3: Appendices with supporting information

Appendix 1 Guidance on information required for accreditation

To demonstrate that a degree programme or named pathway 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 and Programme Learning Outcomes	• Provide current validated Aims and Learning Outcomes for the programme and/or named route (i.e. copy of current validated programme documentation).
Methods of Assessment	• Details of programme assessment strategy • Proportion of written exams, coursework and practical work (use programme documentation and data from Key Information Sets (KIS data)) • Relevant HEI Key Information Sets (note this information is normally available in the current validated programme documentation).
Modes of Delivery	• Modes of delivery for which validation is sought, is the programme offered in Full-Time / Part-Time / Sandwich Mode, are there variations of the programme for which accreditation is sought e.g. degree award with study abroad year. • Contact hours and individual study expected in each year of the programme (use KIS data) • Details of formalised academic tutorial and other academic support similar arrangements including contact hours, size of groups and personal tutorial contacts (programme documentation or student handbooks) • Describe any special provisions that have been made for part-time or off-campus students, students with disabilities etc. (programme documentation, students handbook, Departmental or University disability policy/processes, equality, diversity and inclusivity policies etc.)
Modules / Curriculum content	• Lists of all modules on the degree programme and if relevant named route (programme documents) • List of compulsory and optional modules – modules which relate to CIEEM accreditation should be highlighted (programme documents) • Module documentation for all modules which relate to CIEEM accreditation (module specification and current module handbooks)
Relevant Practical Work/Fieldwork	• Summarise relevant practical work/fieldwork undertaken, including, stage of degree, modules, whether compulsory or optional, and at what stage in the course undertaken (complete Table 3 of this form) • Total number of hours of relevant practical work/fieldwork broken down into fieldwork and other types of practical work (complete Table 3 of this form) • **During the site visit by the CIEEM Assessment Panel** – Provide a selection of assessments done by students during/following practical work that evidences the skills learnt.
Professional Skills and Practice	• Explain how and where 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

Information required by CIEEM	Guidance on the information required
	presentation; project planning, professional codes of conduct (programme documents, HEAR statement, student handbooks may relate, include graduate skills or employability documents if available) • 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 (List of speakers/practitioner input for last academic year).
Staff experience	• Submit names and CVs of staff (complete Section 2 and provide summary staff CVs) • Include information on skills and experience which relates to the accreditation criteria (for key academic staff i.e. staff who are module leaders and/or who make a substantial contribution to the modules for which accreditation is sought – please provide a summary of their input and relevant experience which relates to the competency areas especially practical work and fieldwork) • Include details of professional memberships (staff CVs or separate table) • 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. (departmental or university documents)
Programme Quality Assurance	• Short narrative on changes in programme over the last 3 to 5 years covering main changes to the curricula, teaching and assessment especially where these relate to graduate skills and employability, • Links to Programme and Departmental QA documentation • Provide 3 years of programme review documents • Provide 3 year external examiner reports and other quality control reviews such as periodic reviews if any took place in the last 3 years • Provide most recent validation or revalidation report • Provide most recent QAA report where this includes particularly relevant information to the programme • **During the site visit by the CIEEM Assessment Panel** – Provide a selection of module review documents and student feedback for modules being considered in relation to this accreditation. Provide student programme feedback and minutes from programme committees.
Facilities available to students including pastoral, academic and welfare support	• Outline of the facilities and support available to students including: – 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 – Other opportunities available to students, such as participation in research seminars – Pastoral and welfare support provided including - Induction arrangements, support during placements, work experience opportunities or study abroad, careers advice. • Refer to any features of the curriculum that may raise issues associated with equality and diversity and how you address these • Responses made to any student support issues raised in the last 3 years of National Student Survey.

Information required by CIEEM	Guidance on the information required
Student satisfaction	• Details/minutes from staff / student meetings (see also QA above) • Summary of mechanisms for students to give feedback e.g. annual module/programme reviews, in class feedback etc. • 3 years of internal and external student surveys – NSS or post-graduate equivalent, student feedback on modules and programme etc. (see QA above) • Relevant Key Information Set
Graduate employment	• Last three years of graduate destination data (if available) • Provide details of graduate success in finding employment and destination of graduates • Relevant Key Information Set

Note: The appendix with mandatory competencies in the application form is not duplicated here – please refer to Table 1 and 2 for mandatory competencies

Appendix 2: CIEEM Competency Framework: Basic / Graduate Competence Level

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	Basic	Has a basic knowledge with a simple understanding of terminology and concepts. Has some experience of practical application. Would be able to carry out standard tasks under supervision.	• *You recognise the terminology and concepts and broadly understand what this activity is about.* • *You have a basic understanding of the importance of this activity.* • *You have some experience of practical application in this activity.* • *You would not be expected to undertake tasks in relation to this activity unless under supervision.*

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 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 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 – 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 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.

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.
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, 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/enforcement of legislation, policy, 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.
	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.

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.
Education and knowledge exchange	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, engagement and collaboration	F1	Facilitation, consultation and stakeholder engagement	• Engaging with stakeholders and statutory consultees. • Designing and implementing consultation projects. • 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.

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.
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

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	Basic	Has a basic knowledge with a simple understanding of terminology and concepts. Has some experience of practical application. Would be able to carry out standard tasks under supervision.	• You recognise the terminology and concepts and broadly understand what this activity is about. • You have a basic understanding of the importance of this activity. • You have some experience of practical application in this activity. • You would not be expected to undertake tasks in relation to this activity unless under supervision.
Level 2	Capable	Has the knowledge and experience essential to carry out standard tasks unsupervised confidently and consistently. 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 drivers supporting this activity. • You have experience of putting this activity into practice. • You can carry out this activity to the expected standard when straightforward, following advice and guidance as necessary. • You know where to source guidance and information regarding this activity and use this confidently. • 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, if appropriate, who to defer to in the event of needing further advice.
Level 3	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 to others on this activity.	• You are knowledgeable on this subject 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.
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 on the activity.	• You have a detailed level of knowledge relating to the activity and its application in many and varied circumstances. • You are able to share your knowledge with others and have done so on many occasions 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 routinely provide authoritative guidance, instruction and advice to others. • You may 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 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 9 – Annual Review and Return

	Accredited Degree Programme/Pathway **Annual Review and Return**
1. Name of Higher Education Institution:	
2. Name of Accredited Programme or Pathway:	
3. Month and Year Accredited:	
4. Name of person completing this form: **Position in relation to Accredited Programme/Pathway:** (e.g. Programme Leader)	
5. How many students are currently registered on your accredited programme or pathway? **Total for all years/levels:** **Total for each year/level of study:**	
6. Changes to your programme **6.1 Major Changes:**	

NOTE: any change to modules or a programme which requires internal review or validation 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 ☐ *(Please tick)*

NO ☐

If YES, please outline the major changes that have taken place below:

a. **Signification Changes** i.e. changes which affect the basis upon which accreditation was Awarded:
NOTE: Significant changes include: the core teaching team no longer include a Full Member or Fellow of CIEEM , changes to programme content which mean that graduates are no longer meeting one or more of the accreditation competencies/learning outcomes, changes to the amount or type of relevant practical work or field work on the accredited programme.

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

YES ☐ *(Please tick)*

NO ☐

If YES, please outline the Significant Changes under the following headings:

6.2.1 Changes to Core Teaching Team

List all core teaching team changes below, for any new staff or staff who have been lost please indicate if they are a member of CIEEM.

6.2.2 Changes to Programme Content

List all changes to the accredited programme/pathway including changes to module content, assessments etc. where this affects the development of accreditation related competencies or learning outcomes.

6.2.3 Changes to the Relevant Fieldwork / Practical Work on the accredited programme or pathway

List any changes to the amount of and type of fieldwork and practical work on the programme. If the amount of fieldwork/practical work has changed, please indicate the total number of days or relevant practical work/fieldwork on the revised accredited programme.

☐ **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/pathway that you feel is relevant

NOTE 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. In the last year has there been an interaction between CIEEM, its members and the accredited programme and/or it's students

YES ☐ *(Please tick)*

NO ☐

If YES please provide details below. Interactions include: CIEEM members involvement in careers talks or events, guest lecturers from CIEEM Members, staff or students attending CIEEM events online or in person (e.g. webinars, conferences, talks etc.) guest lectures or talks to students, invitations to students to attend CIEEM events, section events hosted by the HEI.

9. Are there any addition ways in which CIEEM could support your accredited programme/pathway and students? If YES provide details below
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 copies of our latest Annual Programme Review(s) for the CIEEM accredited programme / pathway

☐ I have attached an annual summary of feedback from students on the CIEEM accredited programme / pathway

Appendix 10 - Application for Re-Accreditation

Higher Education Degree Programme or Pathway

Application for Re-Accreditation by CIEEM

11. Name of Higher Education Institution		
12. Name of accredited programme or pathway		
13. Month and Year Last Accredited		
14. Details of person completing this form	Name:	Signature:
	Role in relation to Accredited Programme/Pathway:	
15. How many students have completed your accredited programme or pathway since last accreditation?	Please indicate 1: number of graduates by year and 2: current number of students registered	
16. Please list all of the current core programme teaching team who are members of CIEEM	Name and post:	Input into accredited programme:
17. Please summarise the main changes to the programme		

or pathway since accreditation	
18. Please outline known planned future changes to the programme or pathway.	
19. Please outline how CIEEM membership and activities promoted to students following your accredited programme or pathway?	
20. What has been the value of accreditation to your accredited programme/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 or pathway
- 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 discuss 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.

Table 1: Information Required for RE-Accreditation – summary of documentation submitted

Information required by CIEEM	**Name of document(s)** that where the required evidence can be found Please ensure that this matches the document file name so that it can be easily identified.	**Section and page numbers** in document(s) which relate
Programme Aims		
Methods of Assessment		
Programme Learning Outcomes		
Modes of Delivery		
List of Modules / Units on the accredited programme		
Curriculum Content for modules		
Relevant Practical Work and Field Work		
Professional Skills and Practice – indicate what graduate skills are developed & where gained		
Relevant Experience of Core Teaching Staff		
Student Satisfaction		
Graduate employment data – for current accreditation period		

Examples of how this information can be provided is shown below.

Information required by CIEEM	**Guidance on the information required**
Programme Aims	• Provide details of all programme aims.
Methods of Assessment	• Proportion of written exams, coursework and assessed practical work • Relevant Key Information Sets
Programme Learning Outcomes	• Provide details of all programme learning outcomes.
Modes of Delivery	• Type of course e.g. full-time / part-time / sandwich course and any 'with' options e.g. with study abroad. • Student contact hours and individual study expected in each year/level of study • 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 on the accredited programme	• Outline compulsory modules and optional modules on accredited degree or named pathway • Explain any optionality (module combinations) offered within the accredited programme/pathway
Curriculum Content for modules	• Include detailed content and the learning outcomes of each module on accredited degree/pathway • Outline any entry requirements e.g. for MSc programmes what relevant knowledge and skills are required in applicants • Outline how students' knowledge/skills are monitored during the programme and how any gaps are addressed during the programme, e.g. how are students with learning needed identified, what actions and support is provided. • Please indicate clearly any documents which relate to the above.
Relevant Practical Work and Field Work	• Please ensure that Table 3 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 – indicate what graduate skills are developed & where gained	• 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
Relevant Experience of Core Teaching Staff	• CVs and/or summary of experience relevant to CIEEM and the accreditation competencies.
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 data – for current accreditation period	• Provide details of graduate success in finding employment and destination of graduates • Relevant Key Information Set

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

Table 2 provides a summary of how your degree programme meets the 18 graduate competency areas required for accreditation by CIEEM. It will also indicate the **main modules** where competency (knowledge, skills, understanding and behaviours)are gained.

Table 3 provides a clear summary of the relevant practical work and fieldwork provided by the degree programme

NOTE: Table 1 and Table 2 are not included in this handbook. These tables are the same as tables as used in the accreditation application form (Appendix 4). The full re-accreditation application form including Tables 1 and 2 is available on CIEEMs website.