



Outline

To become a Chartered Scientist through the self-guided route you must complete the following stages of application:

1. Application

To meet the application requirements, you must:

- be a paid-up Full (voting) Member or Fellow of the IES;
- have a relevant Masters level degree or equivalent level of knowledge (see [separate M-Level document](#) (pdf));
- agree to comply with the [IES Code of Conduct](#) (pdf) and [Science Council Model Rules of Conduct for Registrants](#);
- agree to comply with the IES' [Continual Professional Development \(CPD\) requirements](#); and
- agree to the provided permissions required under the Data Protection Act.

2. Report

To meet the requirement of the Report you must submit:

- a long-form *curriculum vitae*;
- a report which demonstrates development and achievement with reference to the five Key Competencies and subsets (fifteen in total) developed by the Science Council;
- your CPD record for the past year.

The application and report should be combined and sent to the IES. Your report will be reviewed by the IES Application Review Panel and successful candidates may be awarded CSci at this stage. If the report does not meet the standards it will be returned to you with guidance about what additional information needs to be submitted, or the assessors may invite you to interview.

3. Professional Review Interview (PRI)

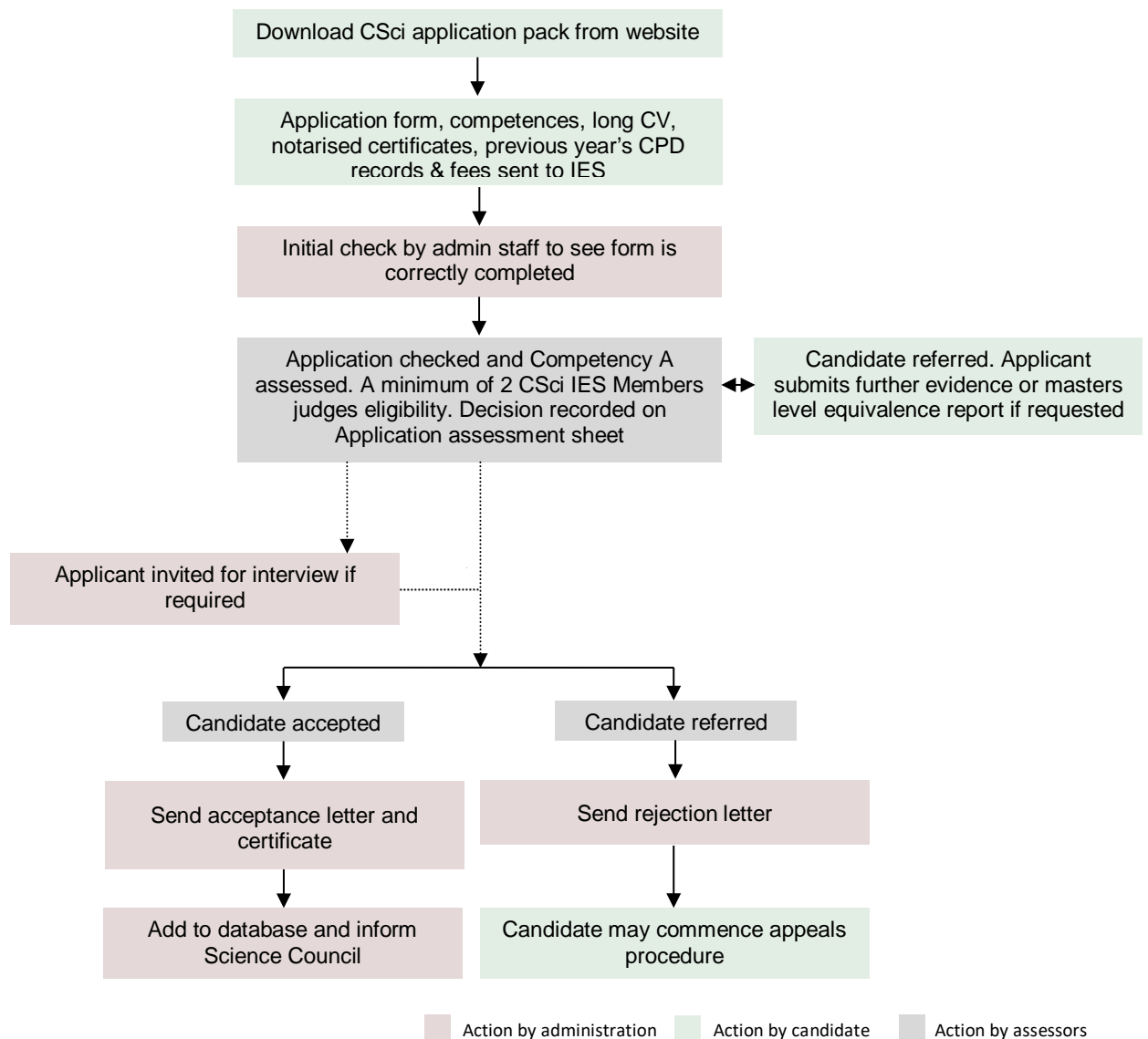
Candidates, in a professional interview, will be asked to demonstrate knowledge of sustainable practice and achievements within the five Key Competencies and subsets.

This is the final stage of the application process. A successful interview will lead to the applicant being awarded of CSci. Successful candidates will be entitled to use the designation Chartered Scientist and the post-nominal CSci.

The assessment process shall be completed in English.

The full process is captured in the flowchart on the next page.

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In Depth

Meeting the entry standards

If you are not a Full Member (MIEnvSc) or Fellow (FIEnvSc) of the IES you must first apply for a re-grade. For information on the academic and work criteria need for these grades see www.the-ies.org/joining. Re-grading forms can be found at www.the-ies.org/members_documents.

CV

You are required to submit a long-form paper copy of your *curriculum vitae*. The CV should chronologically review your career, including both present and previous posts. A long-form CV is usually around five pages long, the exact length will depend on your career duration. It should include details of projects you undertook in each job role you have held. If you have undertaken numerous similar projects you can group these to avoid unnecessary repetition.

The long-form CV should demonstrate the breadth of your knowledge through listing the roles and projects you have been involved in, and how you have developed your skills and experience as a science professional.

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Competency Report

Applicants for CSci will need to demonstrate competence across five areas. Guidance on what the assessors will be looking for under each competence is provided below but the examples are just indicative – there will be many other valid examples you can choose.

Here are some tips you should bear in mind when compiling your application:

- When you are thinking about how to structure your answers, you will need to think of examples of your experiences in terms of what you did, how you went about it and why you did it.
- You should think about using examples that are fairly recent i.e. from the last three years, although you can also draw on relevant experience from further back in your career.
- You can use and refer to a particular example more than once, but do ensure you make it clear how and why it applies to a competence.
- You can use examples from broad professional experiences, but you must be able to show how you have applied the skills developed in your job role.
- We expect that in a typical application 200-350 words will be sufficient for each competence, although the level of detail required could be less if you are to be interviewed.

The report should include details of relevant projects or specified activities demonstrating competence relating to actual work for which you have been personally responsible and can be taken from more than one project or activity. The report enables you to demonstrate the depth of your knowledge through focusing on how you exercised specific skills and understanding in individual projects. A recommended structure is to discuss projects and how they prove fulfilment of a competency underneath the title of each competency sub-set.

CPD

Guidance on our CPD standards can be found at: www.the-ies.org/professional_development. Your CPD record should be loaded up to our [online system](#) (Members only) and a printed or electronic copy supplied with your application.

Supporter

Each applicant for the award of CSci is required to identify a supporter. This supporter is confirming that the projects listed in your CV and detailed in the report represent your own work. The applicant's supporter must be familiar with your work and will be a senior colleague, usually a line manager or supervisor. Wherever possible supporters should hold membership of a professional body and professional registration where it exists. They should sign the form on page two and also confirm that they have seen the originals of your certificates. They should also sign the front of the photocopies on each certificate.

The Competencies

A	Application of knowledge and understanding
A1	<p>Use specialist experiential knowledge and broader scientific understanding to optimise the application of existing and emerging science and technology</p> <p><i>You should provide sufficient detail here to show your specialist experiential knowledge and how you have applied it. Further to this, include any examples of where your broader scientific understanding is applied to your area of practice. Examples could include but are not limited to:</i></p> <ul style="list-style-type: none">• Writing and presenting internal papers, reports or standards;• Conducting appropriate research to facilitate design and development of scientific processes.



A2	<p>Exercise sound judgement in the absence of complete information and in complex or unpredictable situations.</p> <p><i>This competence is asking you to identify and be aware of the limit of your own knowledge and professional competence, to demonstrate an ability to manage your own strengths and weaknesses and to recognise the level of risk attached to your actions. Examples could include but are not limited to:</i></p> <ul style="list-style-type: none"> • Considering when you have approached a piece of work or project flexibly and in a novel or different way, or reacted to an unexpected outcome.
A3	<p>A3: Demonstrate critical evaluation of relevant scientific information and concepts to propose solutions to problems</p> <p><i>You should think of this competence in terms of selecting the best methodology, the subsequent data analysis and conclusions you draw and how you overcome any barriers or issues. Examples could include but are not limited to:</i></p> <ul style="list-style-type: none"> • Engaging in experimental design and testing; • Reviewing relevant literature, manuals or designs; • Sharing your findings with others.
<p>B Personal Responsibility</p>	
B1	<p>Work autonomously and take responsibility for the work of self and others</p> <p><i>It is important for this competence to ensure you describe your contribution, responsibility and impact on a certain task and make it clear what you personally have achieved i.e. “I” not “we”. In formulating your answers, you should consider the following:</i></p> <ul style="list-style-type: none"> • You will be expected to undertake much of your work without day-to-day supervision and so you should demonstrate that you are able to achieve this; • You should demonstrate your understanding of when you may need to seek guidance from others and how you would obtain this guidance; • If you are responsible for managing the work of others, you should clearly describe how you discharge those responsibilities.
B2	<p>Promote and implement robust policies and protocols relating to health, safety and security</p> <p><i>You should demonstrate that you understand the policies and protocols related to health, safety and security that apply to the work you are undertaking and describe any responsibilities that you have related to this. Security can include issues related to data, Intellectual Property, confidentiality, prevention of contamination, traceability of documents and information. In formulating your answers, you should consider the following:</i></p> <ul style="list-style-type: none"> • These policies and protocols will document how relevant aspects of your work must be carried out. Demonstrate that you know where these policies and protocols are documented, and that you are able to apply them in your practice; • What risks you are aware of related to the security aspects of the work you carry out, and how you seek to mitigate these risks; • How you “promote” the awareness and application of these policies and protocols with others, especially peers and more junior colleagues.
B3	<p>Promote and ensure compliance with all relevant regulatory requirements and quality standards.</p> <p><i>You should demonstrate that you understand which regulatory requirements and quality standards apply to your area of work. In formulating your answers, you should consider the following:</i></p>



	<ul style="list-style-type: none"> • Describe what you do to ensure that these requirements and standards are being followed for those activities for which you are responsible; • Describe how you “promote” the awareness of regulatory requirements and quality standards amongst peers and more junior colleagues.
B4	<p>Oversee the implementation of solutions with due regard to the wider environment and broader context.</p> <p><i>You should demonstrate an understanding of the potential and actual impacts of your work on your organisation, on the profession, on the general public and on the physical environment. Examples could include but are not limited to:</i></p> <ul style="list-style-type: none"> • Indicating that you are aware of the sensitivity of your work and show how this understanding translates into the ways in which you carry out your work; • Showing an awareness of how your profession is portrayed and viewed by the public at large, and how you take responsibility for recognising this in the work you do; • Describing how you seek to avoid reputational damage related to the work you carry out; • Explaining how you set a good example to others in the way you discharge the responsibilities related to the work you undertake.
C Interpersonal skills	
C1	<p><i>Demonstrate the ability to communicate effectively with specialist and non- specialist audiences</i></p> <p><i>A non-specialist audience is anyone working outside of your particular area of expertise, so it would not necessarily be a non-scientist. Your example(s) should indicate how you have communicated in a way that is effective to each type of audience. In formulating your answers, you should consider the following:</i></p> <ul style="list-style-type: none"> • Not just the content of the message but also the mode or style of delivery that is adapted according to the audience; • The feedback loop to gauge the understanding and improve future communications.
C2	<p>Demonstrate effective leadership through the ability to guide, influence, inspire and empathise with others</p> <p><i>This competence is about understanding your leadership skills and is not reserved for those in management roles; it is applicable to all. Examples could include but are not limited to:</i></p> <ul style="list-style-type: none"> • Experiences of mentoring or coaching you have had; you should consider how effective this was and the overall impact; • Considering when you have managed change within your organisation or overseen the implementation of any new processes. •
C3	<p>Demonstrate the ability to mediate, develop and maintain positive working relationships</p> <p><i>You should describe or define the “working relationship” and provide at least one example which focuses on your handling of a challenging interpersonal situation and demonstrates your ability to mediate and achieve a positive outcome. You should consider how through your approach you have changed or modified the behaviour or attitudes of others to positive effect. Examples could include but are not limited to:</i></p> <ul style="list-style-type: none"> • How you have managed the merger or integration of different teams; • Managing working relationships across different departments or organisations; • Interactions with committees, working groups or other professional body activities; • How you have managed and resolved a difficult relationship situation between members of a team for which you are responsible.
D Professional practice	



D1	<p>Scope, plan and manage multifaceted projects</p> <p><i>Describe a project that you have managed and make it clear the level of autonomy you had while working on the project, especially if you were in a team. You should show how you contributed to determining the resulting courses of action. Examples could include but are not limited to:</i></p> <ul style="list-style-type: none"> • An operational project utilising resources across several disciplines; • A change management project aligning processes across sites; • An industry-wide project establishing guidance on technical standards and requirements.
D2	<p>Demonstrate the achievement of desired outcomes with the effective management of resources and risks</p> <p><i>Using the project you have discussed under D1, or another project with which you have been involved, you should describe your roles and responsibilities in managing the activities to achieve the desired outcomes. Examples could include but are not limited to:</i></p> <ul style="list-style-type: none"> • Identifying the resources (people and/or money) needed to undertake the activities; • Monitoring and surveillance of the progress of the activities; • Identification, evaluation and implementation of changes that may be needed to ensure the activities are successfully completed; • Identification and management of risks that could impact on the successful completion of the activities.
D3	<p>Take responsibility for continuous performance improvement at both a personal level and in a wider organisational context</p> <p><i>Your examples should indicate what actions you take to make improvements to your personal performance and to your organisation as a whole. This could be through encouraging the continuous development of junior staff or through improvements to processes within the organisation. Examples could include but are not limited to:</i></p> <ul style="list-style-type: none"> • Identification of lessons learned from activities undertaken by yourself or by others for whom you are responsible, such as what went well, went badly or was lacking; • Evaluation of the performance of specialists methods and tools used; • Development of recommendations for future enhancements or modifications to procedures or working practices in order to achieve performance improvements; • Description of examples where your actions have led to performance improvement by yourself or others.
E	Professionalism
E1	<p>Demonstrate understanding and compliance with relevant codes of conduct</p> <p><i>You should describe how the codes of conduct under which you practice relate to the work that you carry out and give examples of how they govern your professional practice. Within this, you should include any ethical considerations, both in terms of scientific and business practices. Examples you may wish to use may relate to:</i></p> <ul style="list-style-type: none"> • Standards of professional practice in respect of your profession, employer, clients or patients; • Standards of professional behaviour in respect of attitudes, respect and confidentiality; • Standards of professional competence in respect of personal development and the development of others.

E2	<p>Demonstrate a commitment to professional development through continuing advancement of own knowledge, understanding and competence</p> <p><i>Your answer should provide specific examples of what you have already done in terms of continuing professional development (CPD) and your plans for the coming year. In your examples you should describe how your engagement in CPD has benefited your practice and the users of your work.</i></p> <p><i>Examples can be taken from any of the five learning categories defined at: www.the-ies.org/professional_development.</i></p>
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Given the diverse nature of scientific practice, achieving the required level for these professional competencies will involve a broad range of activities.

Please write between 200 – 350 words for each sub-section – each element of the competencies (i.e. A1, A2 etc) counts as an individual sub-section.

The Professional Review Interview (PRI)

The PRI is undertaken by at least two environmental science professionals – who themselves are Chartered Scientists – trained in the professional assessment process. The PRI will normally be a face-to-face interview lasting between 30 and 50 minutes. Candidates who struggle to get to our London office can be interviewed via Skype. Please contact the office for details on this option.

The PRI gives you the opportunity to further demonstrate under critical examination knowledge and understanding, competence and engagement in science. You will be tested in relation to the Key Competencies list, taking into account the submitted report. It is recognised that each candidate will have a unique engagement with science, dependent upon his or her job role, experience and/or qualifications.

The Panel will reach a unanimous decision on suitability for registration as Chartered Scientist. On completion of the PRI, the IES will advise you of the outcome within a few days of the assessment.



Payments

The IES is a constituent body of the Science Council. A proportion of the money collected from CSci application and subscriptions is therefore forwarded to the Science Council and a proportion retained to cover the costs of application. The price of an application is £122. Payments are due on application and are non-refundable.

Included in a successful candidate's fee will be payment of their CSci status to the end of that calendar year, after which the standard CSci annual subscription is required. Each year a successful candidate will be required to pay their CSci status fee and their IES membership fee.

Payments should be made by credit/debit card, cheque or bank transfer. To pay by credit or debit card, please ring +44 (0)20 7601 1920. Please make cheques payable to "Institution of Environmental Sciences" and write your name and stage on the reverse of the cheque then send to the address below. To pay by BACS please use the following details: The Cooperative Bank, 65225655, 08-92-99. Electronic receipts are provided for all payments.

Post assessment

Appeals Process

The IES sees the application process as a supportive route. If you do not pass any of the stages, the IES is committed to providing detailed feedback on particular areas to develop or improve to support you in achieving the CSci qualification in the future. This feedback will be constructive to support you in achieving the CSci competencies. If you need to re-submit your report then you will be given a chance. If you need to return for a second interview, you will be invited to do so by the IES Project Office. These 'second chances' are at the discretion of the panel and do not incur additional charges.

On the rare occasion that a candidate disagrees with the reasoning of the panel's decision, the candidate may appeal. If this is at the report stage the application will be reviewed by two new panel members who were not involved in the original assessment and a decision made. At the interview stage the candidate will be re-interviewed with two new panel members who were not involved in the original assessment. There will be a charge at the discretion of the panel to cover the interview costs.

Use of information

The Chartered Scientist application process may involve the provision of information that is considered confidential. The IES staff and interviewers involved in the assessment process are bound by the IES' Confidentiality Policy (see www.the-ies.org/members_documents)

The IES will not return any information submitted as part of an application once the assessment has taken place. Therefore, you are requested to keep copies of any material submitted. While every care will be taken with the applications, the IES cannot take responsibility for any loss or damage incurred.

Membership

If a registered Chartered Scientist is suspended from registration by the IES for failure to pay registration fees, submit CPD or any other reason, the Institution shall notify the Registration Authority of the date suspension and they will then be transferred to the list of suspended registrants. If they then become eligible for reinstatement within a period of three years following the date of notification of suspension by the Institution, this may be done without any need for re-assessment or interview. If the reinstatement is after three years from the date of suspension, the IES will interview the person to ensure that they are still competent to be registered as a Chartered Scientist.

Chartered Scientists may transfer their registration, to another licensed Constituent Body of the Science Council.

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CPD requirements

You are required to complete at least 30 hours of CPD each year and to submit a record of this to the IES Project Office. CPD can be (but is not limited to): lectures and seminars; conferences; courses and technical training; writing articles and papers; private study; research projects; committee work. The IES provides an online recording tool for members to aid this process. Further details can be found at www.the-ies.org/professional_development.

Further information

The IES staff are keen to help candidates with their application. Enquiries should be referred to: info@the-ies.org, (+44) (0)20 7601 1920.