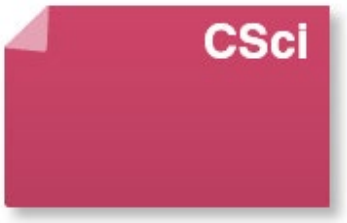
CSci Application Information

Self-guided & Workshop Routes

The Institution of Environmental Sciences



Outline

To become a Chartered Scientist (CSci) you need to complete all the application stages outlined below.

Checking your eligibility

To be eligible to apply, you must:

- be a paid-up Full Member or Fellow of the IES; and
- have a relevant Masters level degree or equivalent level of knowledge (see separate M-Level document (pdf)).

Application & Report

You need to submit the following to the IES:

- a completed application form where you:
  - agree to comply with the IES Code of Conduct (pdf) and Science Council Rules of Conduct for Registrants;
  - agree to comply with the IES' Continual Professional Development (CPD) requirements; and
  - agree to the provided data handling permissions.
- a long-form *curriculum vitae* which has been cross-referenced;
- a copy of your highest relevant education certificate;
- a report demonstrating development and achievement with reference to the five Key Competencies and subsets (fifteen in total) developed by the Science Council; and
- your CPD record for the past year.

The application and report should be combined and sent to the IES. The report should be written in English.

Your report will be reviewed by two trained chartered assessors. Successful candidates who have fully met the competencies 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. For workshop applicants, if an interview is required it will usually be held within two weeks of the workshop.

Professional Review Interview (PRI)

The PRI gives candidates the opportunity to further demonstrate knowledge and understanding, competence, and engagement in improving the application of science and technology to projects. The interview is not required for all candidates, but approximately half of candidates are interviewed. Do not judge it as a failure if you are invited for interview; sometimes this is because your report needs some further exploration, and sometimes it is for quality assurance purposes. The interview shall be completed in English.

This is the final stage of the application process. A successful interview will lead to the awarded of CSci.

Routes to Becoming a Chartered Scientist

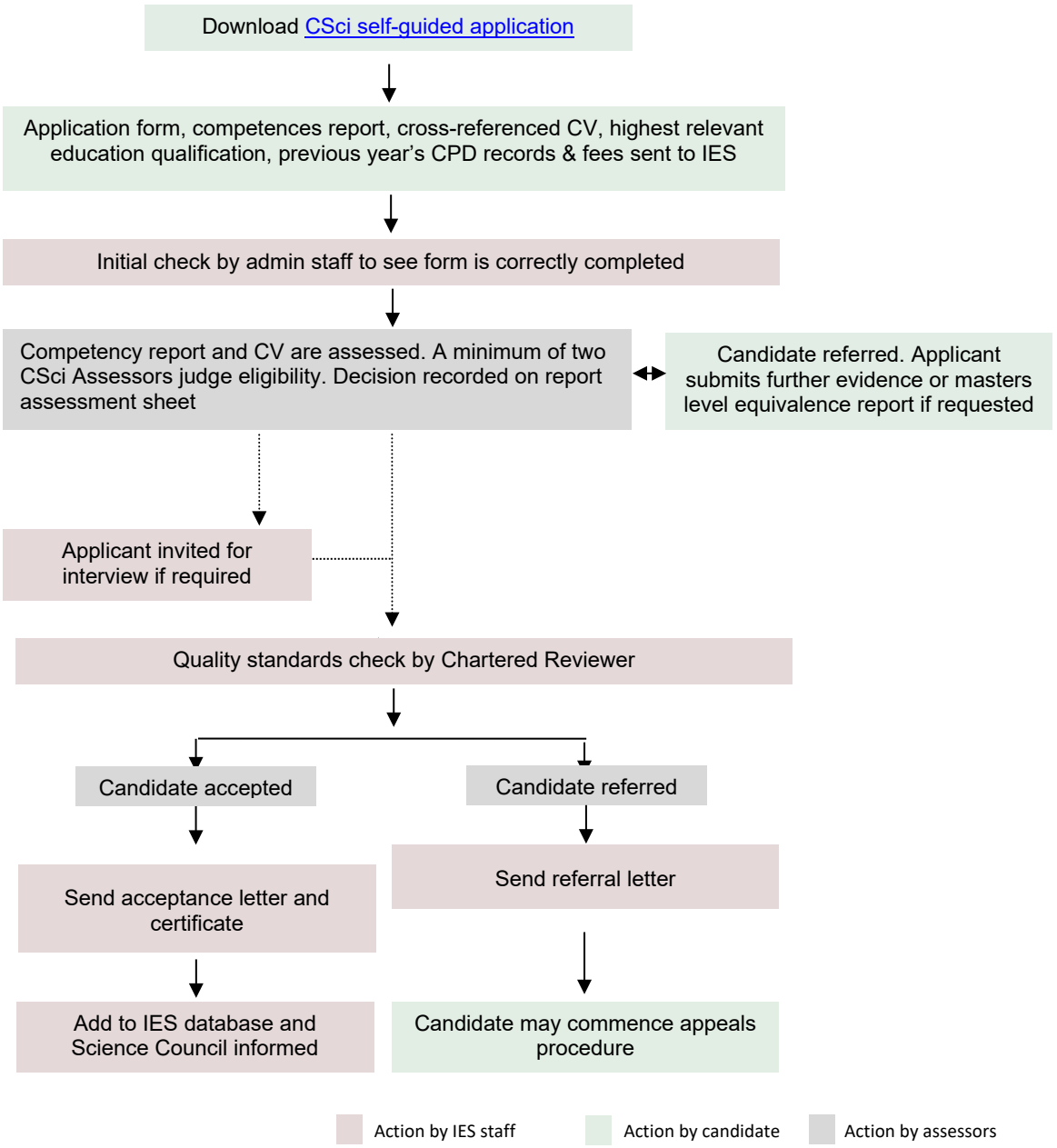
The IES offer two routes to obtain the Chartered Scientist designation:

- Self-guided route
- CSci Accelerated workshop route

Most members applying for CSci chose the workshop route, which condenses the assessment process and provides additional support which generally leads to higher success rates. Alternatively, our self-guided route allows

applicants to become Chartered in their own time and at their own pace. More information regarding the procedures of these routes can be found below.

CSci Self-guided Procedure



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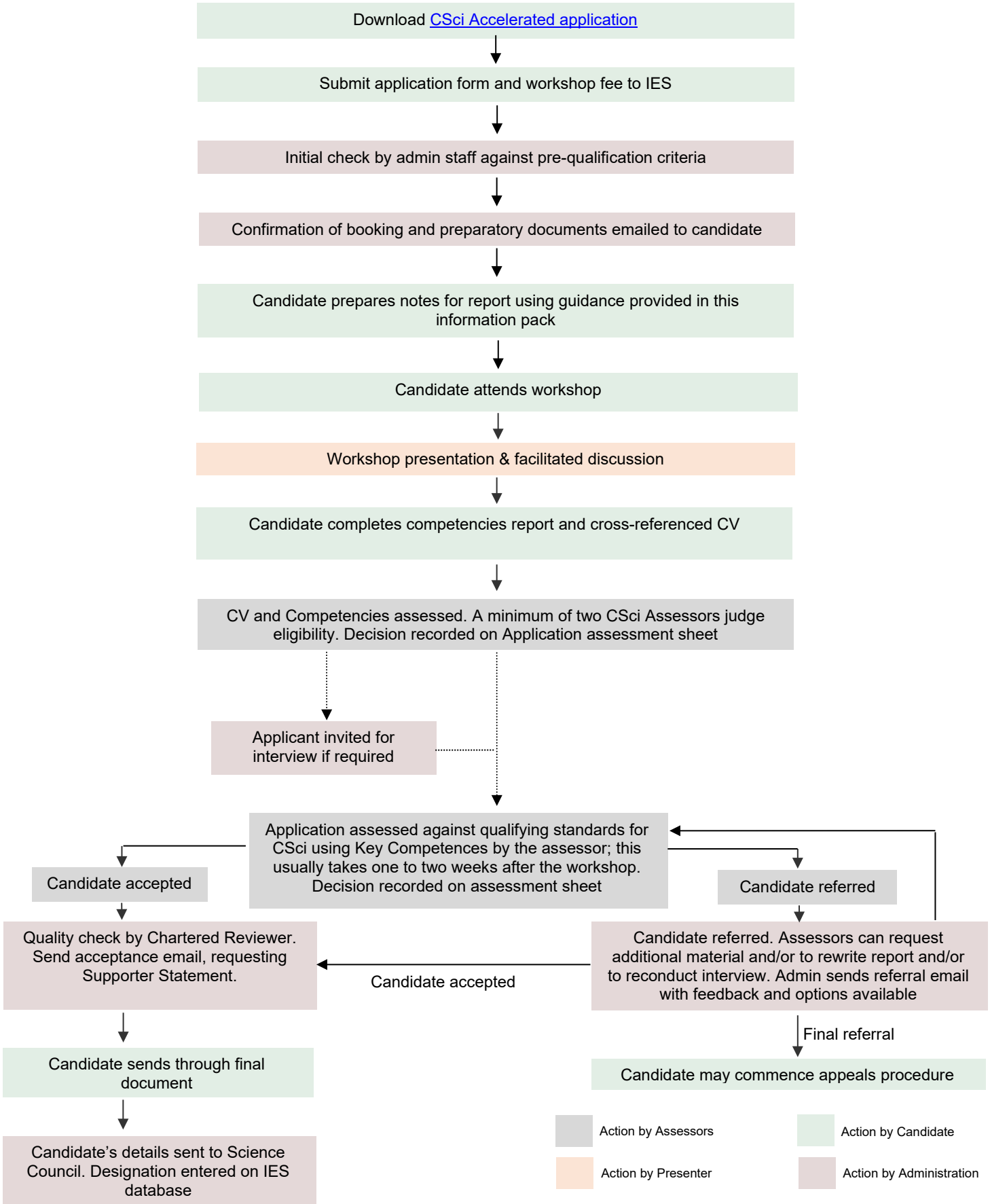
CSci Accelerated Procedure



Further information

Meeting the entry standards

If you are not an IES Full Member (MIEnvSc) or Fellow (FIEnvSc) you must first apply to join the IES or apply for an IES membership 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.

The Long-form CV

Your CV should detail your entire relevant academic and work experience, with dates of study and work noted. Significant work and research projects should be detailed in chronological order, providing a clear record of progress. A long-form CV is usually about five pages long (dependant on the duration of your career) and should give details of projects you have undertaken in each job role. Any relevant publications or reports should be listed. If you have worked on numerous similar projects, you can group these to avoid unnecessary repetition.

The CV should be cross-referencing to the competences in the report. This allows the assessors to see that you have both a breadth and depth of understanding for each competence. A simple format is:

- Annotate to one side or list against the header of a project, relevant work experience or work completed, which of the sub-competencies is displayed at various points in your career. ***NB**: please do not use Word comments or notes as these do not save when uploaded for review.*
- Not all sub-competencies will apply to every role, but all need to be demonstrated at some point.
- Write just the letters not the competency e.g. just '**A1**'.
- Don't put down every competency for every job!

Competency Report

Applicants for CSci will need to demonstrate competence across 15 competencies. Guidance on what the assessors will be looking for under each competence is provided below. Examples are indicative: there will be many other valid examples you can choose.

Some tips to bear in mind when compiling your report:

- When structuring answers, think about examples of your experiences in terms of 'what you did, how you went about it and why you did it.'
- Where possible use examples that are fairly recent (i.e. from the last five years).
- 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.
- The report should be written in the first person with a clear articulation of your role and influence within each example.
- We recommend a word count of 5,000 words (maximum 5,500). This allows for roughly 250-350 words per competency.

The report should include details of relevant projects or specified activities demonstrating competence relating to 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 CPD tool in the Members' Area (Members only).

Supporter

You are required to identify one supporter who can confirm that the projects listed in your CV and detailed in the report represent your own work. The 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.

They should sign the form on the self-guided application, or on the document provided after the workshop for those in the workshop route. The supporter is also signing to confirm that they have seen the original of your highest relevant education certificate, and have also signed a copy of that certificate; which will be requested as part of the application documents.

The Competencies

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 250 - 350 words for each sub-section – each element of the competencies (i.e. A1, A2 etc) counts as an individual sub-section.

A	**Application of knowledge and understanding**
A1	**Demonstrate how you use knowledge, experience, skills and broader scientific understanding to optimise the application of existing and emerging science and technology.** *You should provide sufficient detail here to show your deep understanding of your specialist scientific subject 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:* • *Writing and presenting internal papers, reports or standards;* • *Conducting appropriate research to facilitate design and development of scientific processes;* • *Writing primary journal articles and patents.*
A2	**Exercise sound judgement and understand principles of uncertainty in complex and unpredictable situations.** *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:* • *When you have reacted and dealt with an unexpected outcome;* • *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	**Demonstrate critical evaluation of relevant scientific information and concepts to propose solutions to problems.**

	You should think of this competence in terms of selecting the best methodology, the subsequent data analysis, evaluations and conclusions you draw and how you overcome any barriers or issues. *Examples could include but are not limited to:* • *Engaging in experimental design and testing;* • *Reviewing relevant literature, databases, manuals or designs;* • *Statistical analysis and numerical modelling.*
B	**Personal responsibility**
B1	**Work autonomously and take responsibility for the work of self and others.** *It is important for this competence to ensure you describe your contribution, responsibility and impact on a certain task or project and make it clear what you personally have achieved i.e. "I" not "we".* *In formulating your answers and giving relevant examples, you should consider the following:* • *You will be expected to undertake 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	**Promote, implement and take responsibility for robust policies and protocols relating to health, safety and sustainability.** *You should demonstrate that you understand the policies and protocols related to health, safety and sustainability that apply to the work you are undertaking giving examples where you have implemented and promoted them and describe any responsibilities that you have related to this.* *In formulating your answers, you should consider the following:* • *Demonstrate that you know where these policies and protocols are documented, and that you are able to apply them in your practice;* • *How your work contributes to the update and development of your departments/organisations policies and procedures;* • *How you "promote" the awareness and application of these policies and protocols with others, especially peers and more junior colleagues.* • *An assessment of the efficacy of these policies and their promotion.*
B3	**Promote and ensure compliance with all relevant regulatory requirements and quality standards.** *You should demonstrate that you understand which regulatory requirements and quality standards apply to your area of work including data integrity and privacy.* *In formulating your answers and giving examples, you should consider the following:* • *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;* • *Describe how you safely store and handle data in line with national and international data protection and cyber security regulations.* • *An assessment of the efficacy of these policies and their promotion.*

B4	**Oversee the implementation of solutions and demonstrate an understanding of potential and actual impacts of your work on your organisation, on the profession and on the wider community.** *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:* • *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 and the benefits to the organisation.*
C	**Interpersonal skills**
C1	**Demonstrate the ability to communicate effectively with specialist and non-specialist audiences.** *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:* • *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	**Demonstrate effective leadership through the ability to guide, influence, inspire and empathise with others.** *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:* • *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; you should consider how effective this was and the overall impact.*
C3	**Demonstrate the ability to mediate, develop and maintain positive working relationships.** *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:* • *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	**Demonstrate how you scope and plan and manage projects.** *Describe an example where you have developed a project scope with clearly defined boundaries and project plans. Any problem solving techniques used should be highlighted along with potential benefits of the project to the business. You should make it clear the level of autonomy you had while working on the project, especially when the project is large covering multiple areas and a significant time span. You should show how you contributed to determining the resulting courses of action.* *Examples could include but are not limited to:* • *Lead 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	**Demonstrate the achievement of desired outcomes with the effective management of resources and risks.** *Using projects with which you have been involved as examples you should describe your roles and responsibilities in managing the activities to achieve the desired outcomes.* *Examples could include but are not limited to:* • *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	**Take responsibility for continuous improvement within a scientific or technical environment.** *Your examples should indicate what actions you take to make improvements 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:* • *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;* • *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.*
E	**Professional standards**
E1	**Comply with and promote relevant codes of conduct and practice.** *You should provide comprehensive examples of how you have applied and promoted the codes of conduct under which you practice and the outcome.* *Examples you may wish to include but are not limited to equality, diversity and inclusion, reliability and integrity and ethical practices.*
E2	**Demonstrate a commitment to professional development through continuing advancement of your own knowledge, understanding and competence.**

	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 must describe how your engagement in CPD has benefited your practice and the users of your work and reflect on its impact. *Examples can be taken from any of the five categories of activity (work based learning, professional activity, formal/educational, self-directed learning and other). For example:* • *Application of knowledge acquired on an external course that has benefitted the business – how you acquired the knowledge of a new technology and how you planned, implemented and reviewed its success in your organisation;* • *Your work to promote careers in the STEM area including the design of materials and reflection on success.* *We are not looking for a list of courses here but evidence of how your CPD benefits your practice and benefits others.* *(Note registrants will need to comply with the Science Council CPD Standards)*

The Professional Review Interview (PRI)

The PRI is not a compulsory element of the CSci Registration. Those who are invited to a PRI will be interviewed by two environmental science professionals, who themselves are Chartered, trained in the professional assessment process. The PRI will normally be an online interview lasting between 45 and 60 minutes.

The PRI gives an opportunity to further demonstrate under critical examination of your 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 weeks 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 forwarded to the Science Council and a proportion retained to cover the costs of application.

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 can be made by credit/debit card or bank transfer.

- Card: please call +44 (0) 20 3862 7484.
- Bank transfer: INST OF ENVRNMNTL SCIENCES LTD RC277611, 65225655, 08-92-99.
- For international payments: SWIFT code: CPBKGB22 and IBAN number: GB20 CPBK 0892 9965 2256 55.
- Details on payment via WISE, available on request.

Electronic receipts are provided for all payments.

Workshop payment Terms: Payment must be received at least 5 weeks before the workshop to confirm your space, or one month after the booking forms are received, whichever falls early. If you book a workshop within those 5 weeks, you are required to pay upon booking to confirm your space. If these payment terms are not met, the IES reserves the right to reallocate your place on the workshop to another candidate.

Post Assessment Appeals Process

The IES sees the application process as a supportive route. If you do not pass any of the stages, we will provide detailed and constructive feedback on particular areas to develop or improve to support you in achieving the CSci qualification in the future. 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 assessors and do not incur additional charges.

On the rare occasion that a candidate disagrees with the reasoning of the assessment 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-interview 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 costs of this interview.

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).

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 more than two years from the date of suspension, the IES will interview the candidate to ensure that they are still competent to be registered as a CSci.

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

CPD Requirements

You are required to complete at least 30 hours of CPD each year and to submit a record online. 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 3862 7484.