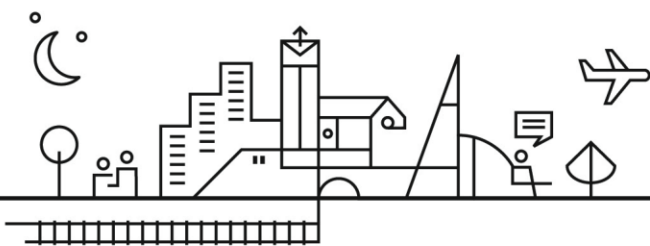


Course Specification

Certificate in Environmental Management



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1. ABOUT US

IEMA is the membership body for more than 15,000 environment and sustainability professionals worldwide.

We support individuals and organisations in setting and achieving globally recognised standards for sustainable practice, in turn driving the development and uptake of sustainability skills.

We add value for our members by providing the knowledge, connections and recognition necessary to lead change within organisations at all levels.

We are independent and international. We apply the combined expertise of our members to provide evidence and influence decision-making, working towards our vision of transforming the world to sustainability.

2. COURSE BACKGROUND

This course has been developed to provide learners with detailed environmental and sustainability knowledge as well as being able to apply environmental management/assessment tools and skills that are needed to be an effective environment/sustainability practitioner.

3. COURSE DURATION

The Guided Learning Hours (GLH) for the Certificate in Environmental Management course is a minimum of 120 hours (excluding breaks and assessment). Course delivery can be approved in a number of formats including classroom learning, blended learning or applied learning.

The course will normally be delivered across 3 taught modules detailed below. Each module will be assessed through a written assignment that will be marked by the Training Provider. Candidates will be required to submit an additional assessment directly to IEMA in order to complete the full course and achieve PIEMA membership.

Module 1: Fundamentals of Sustainability, Business and Governance

Module 2: Environmental Principles, Policy and Legislation

Module 3: Environmental Management/Assessment Tools and Skills

IEMA advise Training Partners to support candidates through the course within a 12 month period from module one to completing the Assessment of Competence. Training Partners who wish to deliver the course over a shorter timescale may do so, providing that they can ensure the candidate is receiving the relevant support and guidance throughout the course. IEMA will accept candidates Assessment of Competence up to two years after registering with IEMA to complete the Certificate in Environmental Management. If a candidate submits their Assessment of Competence after the two year deadline, they must complete the Practitioner exam to ensure their knowledge is relevant and up to date.

Please see section 14: Learning Outcomes for the recommended GLH.

4. WHO IS THIS COURSE FOR?

This course is aimed at learners who are working within environmental management and require detailed knowledge of environmental/sustainable principles, management tools and skills to effectively deliver positive change.

Learners attending this course are expected to have a foundation level of environmental / sustainability knowledge gained through work experience or a relevant course e.g. the IEMA Foundation Certificate in Environmental Management or equivalent.

5. MATERIALS

Training Centres that deliver this course have the option to either develop their own training course materials for approval by IEMA or purchase training materials that are being developed by IEMA.

Please contact training@ema.net for further details.

6. CERTIFICATION & MEMBERSHIP

Successful completion of all three modules and related assessments, including the assessment of competence confirms that candidates have met the IEMA Practitioner membership standard. A certificate of course completion and IEMA Practitioner membership will be provided once candidates have registered and paid the appropriate fees (see section 8).

Learners can also attend and complete individual modules, with module completion certificates provided.

7. ASSESSMENT

The assessment for modules 1-3 of this course is through assignments. The assignment packs and marking guidance for each module are provided by IEMA but marked by the IEMA Training Centre (subject to periodic external verification checks by IEMA). The assignment packs have several versions to accommodate re-sits.

The fourth assessment, Assessment of Competence, must be submitted to IEMA for marking. This can only be submitted to IEMA after all other modules have been successfully completed.

The course is assessed in English. Please contact IEMA if you would like to deliver the course in other languages.

Candidates for whom English is a second language are advised that their reading and writing skills should be equivalent to at least Level 6 of the International English Language Testing System (IELTS) Test for Non-Native Speakers of English. Candidates may obtain information on this language testing service from the IELTS website (www.ielts.org).

Candidates for whom English is a second language may also apply for a Reasonable Adjustment (see below).

8. INTERNAL AND EXTERNAL VERIFICATION

Training Centres should follow their Internal Verification Policy to ensure that assessment decisions are valid, consistent and fair.

IEMA advises that Internal Verifiers should hold an internal verification qualification or have equivalent knowledge of internal verification and have strong knowledge of environment and sustainability. Ideally Internal Verifiers should meet the requirements of IEMA Approved Trainers and be a Full Member of IEMA.

A Training Centres Internal Verification Procedure should incorporate:

- All tutors are verified internally over a 12 month period
- All modules are verified for the validity of assessment decisions for each tutor over a 12 month period
- The full range of age, gender, new starters, mid term and well established candidates

- Internal summative assessment decisions – Internal Verification will not be an ‘end’ process
- New qualified and/or recruited tutors will be more frequently sampled until the Internal Verifier has confirmed effectiveness, reliability and quality of assessment decisions and practice
- Internal Verifiers should ensure that written feedback to tutors contributes on an ongoing basis to the standardisation of assessment decisions

External Verifiers are appointed to monitor the work of the Training Centres. External Verifiers are the key link between IEMA and the Training Centre. External Verifiers will verify a sample of assignments on an annual basis, this will usually fall in line with the Centre renewal process.

The role of the External Verifier is to:

- Sample assessment decisions to ensure that they are appropriate, consistent and monitored across and within Training Centres
- Ensure that their Training Centre have in place systems and processes that are robust, consistently applied and lead to good practice in record-keeping, support, advice, assessment and verification of the candidate and staff activities
- Provide a robust audit trail of external verification related activities to both IEMA and the Training Centre

9. CANDIDATE REGISTRATION

The registration process for IEMA Training Centres differs depending on what is being delivered and the requirements for each option are outlined below:

a. *Certificate in Environmental Management course*

IEMA Training Centres delivering the full course must register candidates with IEMA using the relevant booking form and supply accurate learner details and the appropriate fees at the time of booking.

Learners must be registered 15 working days (three weeks) prior to the course starting so their IEMA membership is initiated. Affiliate membership will be granted until the assessment has been successfully completed, upon which membership can be upgraded to Practitioner.

b. *Individual modules that learners wish to take in isolation*

Upon completion of the modules, please upload learner details onto the IEMA Certificate Portal as per the certification process.

10. REASONABLE ADJUSTMENTS

Where necessary, IEMA endeavours to make reasonable adjustments for candidates with particular requirements to enable them to have access to fair assessment and to demonstrate achievement. Candidates may require reasonable adjustments for a number of reasons including a permanent (long term) or temporary disability or medical condition; communication and interaction needs; where English is an additional language.

Reasonable adjustments are made to ensure that candidates receive recognition of their achievement without compromising the equity, validity and reliability of the assessment. They are not concessions to make assessment easier for candidates, nor advantages to give candidates a head start.

Learners may require reasonable adjustments to be made related to the course and/or assessment for a number of reasons including:

- a permanent (long-term) or temporary disability or medical condition;
- communication and interaction needs;
- where English is an additional language.

As part of their general responsibilities, Centres should:

- Have robust pre-course procedures which can help:
 - decide whether potential learners are capable of meeting the requirements of the course
 - identify any specific learner requirements which may affect their ability to successfully complete the course (with evidence where applicable e.g. medical document)
 - discuss requirements with learner(s) and make any required changes (using specialist advice where necessary) ensuring these are suitable
- Allow reasonable adjustments within the assessment process ensuring that these:
 - Do not invalidate the assessment requirements set out in the specification for the course
 - Reflect the current needs of the individual learners and, as far as is reasonable possible, their usual methods of working
 - Do not give the learners an unfair advantage compared to learners for whom reasonable adjustments are not being made
 - Maintain the relevance, validity, reliability, comparability and integrity of the assessment

The Reasonable Adjustments Policy and Application Form can be downloaded from IEMA's website. Candidates requiring reasonable adjustments for their assessment must submit a Reasonable Adjustment Application Form at the earliest possible opportunity and no later than 15 working days (three weeks) prior to the assignment or Assessment of Competence submission date, except in exceptional circumstances, e.g. injury in the days leading up to the examination.

11. SPECIAL CONSIDERATION

Special consideration may result in an adjustment to the marks of candidates who have not been able to demonstrate attainment because of exceptional circumstances during an examination/assessment.

Candidates requiring special consideration for their examination/assessment must submit a Special Consideration Application Form within five working days of the assessment.

12. MALPRACTICE

The fairness of the assessment depends upon all parties acting in good faith and adhering to the highest professional standards of conduct. Any evidence of deviation from such standards may lead to disqualification of candidates. Plagiarism and collusion are considered to be malpractice. Training providers should make their candidates aware of the Malpractice Policy which can be found in the Examination Handbook.

In cases where a tutor suspects a candidate(s) of plagiarism, the Training Centre should follow their internal Malpractice and Plagiarism Policy. If the Training Centre requires additional support, they should contact their External Verifier. In cases where the External Verifier and Training Centre require additional support, the assignments should be sent to the Head of Professional Standards at IEMA for a final decision.

13. RE-SITS

Candidates may re-sit the module assignments through their IEMA Training Centre. Assessments of Competence can be re-submitted by re-registering either directly through IEMA or by re-registering through their IEMA Training Centre.

There is no limit to the number of re-sits a candidate can take; the first re-sit can be taken free-of-charge but thereafter re-sit fees apply.

14. APPEALS

All learners on an IEMA Certified or Approved course have the right to enquire about their result and appeal against the outcome of that enquiry. The IEMA Training Centre must have in place, policies to deal with result enquiries and appeals thoroughly and fairly. Candidates must apply to the Training Centre in the first instance when appealing an assessment decision and the centre should follow their internal Appeal Procedure. In cases where the Candidate is not satisfied with the outcome of the appeal, Candidates can appeal to the Head of Professional Standards at IEMA. An appropriate External Verifier and the Head of Professional Standards will then review the Candidate's assignment, assignment feedback, internal verification reports (if required) and previous appeal separately and in some cases, may consult the Professional Standards Committee. If the candidate is not satisfied with the outcome of the appeal from IEMA, the appeal will be taken to the Professional Standards Committee.

15. TRAINER REQUIREMENTS

In addition to the trainer requirements set out in the policy manual of the *Guide to becoming an IEMA Training Centre*, trainers are required to be a Full member of IEMA, or as a minimum have

equivalent knowledge and experience that has been assessed against the IEMA Environmental Skills Map at the managerial level.

Trainers must have practice experience of sustainability, environmental management or assessment and maintain subject and training expertise through Continuing Professional Development.

Trainers should have assessor/verifier qualifications when marking and standardising assignments or be able to demonstrate effective marking and standardisation through relevant experience and procedures.

16. LEARNING OUTCOMES

The learning outcomes and recommended Guided Learning Hours (GLH) for each module are:

Module 1: Fundamentals of Sustainability, Business and Governance

Learning Outcome	Recommended GLH
1. Explain the implications of global trends for the environment, for society, for the economy and for organisations and the role of an Environment/Sustainability practitioner in overcoming these challenges	40
2. Explain sustainable business/governance models, their underlying principles and their relationship with organisations, products and services	

Module 2: Environmental Principles, Policy and Legislation

Learning Outcome	Recommended GLH
3. Explain environmental principles and their relationship with organisations, products and services	40
4. Explain major policy and legislation and their implications for organisations, products and services	

Module 3: Environmental Management/Assessment Tools and Skills

Learning Outcome	Recommended GLH
5. Explain major and relevant tools, techniques, systems and practices, their application and how they can be used to develop sustainable products and services and improve sustainability performance	40
6. Explain the role of innovation and other leading practices in developing sustainable products and services and providing sustainable solutions	
7. Collect and critically analyse data, and report information that informs decision making	
8. Identify problems and assess opportunities that deliver innovative and sustainable products and services	
9. Determine, implement and measure methods of effective communication	
10. Identify and engage in two way communication with stakeholders	

11. Apply or implement tools, techniques, systems and practices that identify opportunities and risks	
12. Deliver projects and programmes that achieve performance improvement	
13. Implement change and transformation	

Please note that learning outcomes 6-13 should also be incorporated within module 1 and 2 where appropriate but will only be assessed via the module 3 assignment.

Assessment 4: Assessment of Competence

This assessment covers learning outcomes 1-13 in a practical application context. For details regardng this please see the IEMA Practitioner Assessment of Competence application form

Detailed assessment criteria and scope for each learning outcome are provided on the following pages.

A number of Command Words are used within the Learning Outcomes and associated Assessment Criteria to help IEMA Training Centres and learners understand the level of detail required. These include:

Identify/Recognise: Stating the name or identifying the characteristics/main point of something. Normally a name, word or phrase will be sufficient, provided the reference is clear.

Outline: Stating the most important features of something. Equivalent to a thin description but involves more than simply listing.

Describe: Providing a thorough description and enough detail about an item for a learner to have a clear picture of it.

Explain: Providing a detailed response (definition and explanation). 'Explain' may involve giving reasons for something, linking causes and effects, drawing parallels, pointing to relationships or showing how theory can be applied.

Assess/Analyse: Subject something to critical analysis in order to make a judgement about its value, use, suitability, integrity or accuracy.

Interpret: Interpret a set of data by describing the main trends, highlighting any anomalies, then providing an explanation of the data based on knowledge and understanding of the particular subject area.

Monitor: Observe and check the progress or quality of (something) over a period of time; keep under systematic review.

Demonstrate/Show: Provide a practical exhibition and explanation of how a skill, task, tool, technique or systems performed.

Apply/Implement: Carry out or put into practice a specific skill, task, tool, technique or system

Deliver: Produce the promised, desired, or expected results.

Challenge: To question the validity of something e.g. a practice, behaviour, system or rule

Learning Outcome (the learner will...)	Assessment criteria (the learner will be able to demonstrate knowledge by...)	Prescribed Content (the learner will be familiar with...)
CORE KNOWLEDGE		
Fundamentals of Sustainability		
<p>1. Explain the implications of global trends for the environment, for society, for the economy and for organisations and the role of an Environment/Sustainability practitioner in overcoming these challenges</p>	<p>1.1. Explaining the global mega-trends driving the need to transform the world to sustainability</p> <p>1.2. Explaining the concept of sustainable development</p> <p>1.3. Explaining how the UN's Sustainable Development Goals provide a framework for action</p> <p>1.4. Describing the five sustainable capitals and the dependencies between them</p> <p>1.5. Explaining how environmental limits and the equalities agenda are fundamental to maintaining economic growth and sustainable capital</p> <p>1.6. Explaining how current economic activity regularly creates unintended environmental and social consequences, locally and globally</p> <p>1.7. Describing the role of an Environment/Sustainability practitioner and how this requires the application of sustainability skills to overcome internal and external challenges</p>	<p>Mega Trends: Climate Change (GHG and climate consequences), population, global middle class, urbanisation, pivot to asia-pacific market, resource scarcity, biodiversity loss</p> <p>Sustainable Development: Brundtland definition; triple bottom line (environment, society and economy)</p> <p>Sustainable Capital: Natural, Social, Human, Financial and Manufactured/Built</p> <p>Environmental Limits: Planetary boundaries concept (Stockholm Institute)</p> <p>Sustainability Skills: IEMA Skills Map (overview of all the various skills required and introduction to module 3 where skills will be explored in further detail)</p>
Fundamental Business and Governance Principles and Issues		
<p>2. Explain sustainable business/governance models, their underlying principles and their relationship with</p>	<p>2.1. Describing the role of ethics in individual and organisational decision making</p>	<p>Corporate Responsibility, Corporate Sustainability and Sustainable Business: IEMA-GACSO lexicon definition</p>

Learning Outcome (the learner will...)	Assessment criteria (the learner will be able to demonstrate knowledge by...)	Prescribed Content (the learner will be familiar with...)
organisations, products and services	2.2. Explaining the importance of accountability, equalities (incl: gender equality), inclusivity, integrity, stewardship, transparency, cultural context and engagement 2.3. Explaining the importance of corporate responsibility, corporate sustainability and sustainable business 2.4. Describing the differences between balancing and resolving interactions between social, environmental and economic issues in the context of sustainable development 2.5. Explaining the concept of safe operating space and to what extent they can impact an organisation 2.6. Describing the sustainable business models that will help drive the transition to a sustainable economy	Resolving: Finding a complete solution, rather than accepting impacts in one area are offset by benefits elsewhere Safe Operating Space: Rockstrom, Raworth Sustainable Business Models: Doughnut economics, green economy, blue economy, circular economy
TECHNICAL KNOWLEDGE - ENVIRONMENT		
Fundamental Environmental Issues and Principles		
3. Explain environmental principles and their relationship with organisations, products and services	3.1. Explaining the importance of natural cycles, ecological systems, ecosystem services and environmental limits and their impact on your organisation 3.2. Explaining the impact of human interventions on natural ecological systems, habitats, species and individuals 3.3. Describing pollution sources, pathways and receptors	Natural Cycles: Carbon, Nitrogen, Phosphorus and Water Ecological Systems: Plants and animals and their interactions with non-living components including energy Ecosystem Services: Supporting, Provisioning, Regulating and Cultural Environmental Limits: Planetary boundaries concept (Stockholm Institute)

Learning Outcome (the learner will...)	Assessment criteria (the learner will be able to demonstrate knowledge by...)	Prescribed Content (the learner will be familiar with...)
		Pollution Sources, Pathways and Receptors: Including the concept of pollution linkages
Policy, Regulation and Legislation		
4. Explain major policy and legislation and their implications for organisations, products and services	4.1. Explaining how sustainability issues link to policy 4.2. Outlining the main types of law and the relationship between international, national and sub-national law 4.3. Describing key policy instruments in place and how they are used to achieve sustainable change 4.4. Explaining key environmental principles and how they have been applied within policies 4.5. Explaining key environmental legislation 4.6. Outlining the role of environmental regulators and penalties for non-compliance 4.7. Identifying relevant stakeholders that influence environmental issues and policy development 4.8. Explaining the benefits and opportunities organisations can achieve in moving beyond compliance	Types of Law: Common, Statute, Civil and Criminal law (in jurisdictions where they exist) Policy Instruments: Fiscal, legislative, market and voluntary instruments Principles of environmental policy: Polluter Pays, Precautionary Principle, Best Available Technique, Hierarchy Approach, Producer Responsibility, Lifecycle Thinking Environmental Legislation: Legislation in relation to natural environment, air, water, land, energy, waste, resources, climate change, planning and producer responsibility Environmental Regulators: National regulators appropriate to country or region of operation/activity (in jurisdictions where they exist) Penalties: Civil and criminal sanctions (in jurisdictions where they exist)
Management and Assessment Tools		
5. Explain major and relevant tools, techniques, systems and practices, their application and how they can be used to	5.1. Explaining the application of major environmental management tools , techniques, systems and practices, their advantages and disadvantages	Application: purpose, stages in the process of implementation, relevant standards and guidelines

Learning Outcome (the learner will...)	Assessment criteria (the learner will be able to demonstrate knowledge by...)	Prescribed Content (the learner will be familiar with...)
develop sustainable products and services and improve sustainability performance	5.2. Explaining the concept of lifecycle thinking, its benefits and challenges 5.3. Explaining the different roles people play in delivering sustainable outcomes 5.4. Describing the tools, techniques, systems and/or practices used by organisations to manage compliance and non-compliance 5.5. Describing the role verification and assurance plays in improving sustainability performance	Environmental Management Tools: Focus within this course should be on Environmental Management Systems (EMS) and Audit (energy, environment). Brief coverage of the following: Environmental Management Plans (EMP), Impact Assessment (EIA, SEA, EcIA), Lifecycle Thinking (LCA, footprinting, hotspot analysis), Corporate Reporting People: Sustainability profession, leaders (organisational), wider professions, everyone Verification and Assurance: Including accounting principles 'materiality, responsiveness and completeness'
Innovative and Leading Practices		
6. Explain the role of innovation and other leading practices in developing sustainable products and services and providing sustainable solutions	6.1. Explaining how innovation and other leading practices can be used to develop sustainable products and services and provide sustainable solutions 6.2. Explaining innovation and how the principles of innovation can be applied in any given context	It is expected that a variety of case studies are provided from different sectors e.g. energy, transport, manufacturing, the built environment and agriculture
SKILLS		
Analytical Thinking		
7. Collect and critically analyse data, and report information that informs decision making	7.1. Identifying relevant sources of data and describing techniques used to collect, process, and store accurate data 7.2. Explaining the importance of relevant and accurate data	Data: Absolute and Normalised data, Qualitative and Quantitative data

Learning Outcome (the learner will...)	Assessment criteria (the learner will be able to demonstrate knowledge by...)	Prescribed Content (the learner will be familiar with...)
	7.3. Analysing and interpreting data / information to draw appropriate conclusions and make practical recommendations that improve sustainability performance 7.4. Monitoring a programme to improve sustainability performance using appropriate methods	
Problem Reframing and Resolution		
8. Identify problems and assess opportunities that deliver innovative and sustainable products and services	8.1. Identifying the benefits of research, planning and keeping up-to-date with innovations to provide sustainable solutions 8.2. Identifying challenges to sustainability and reframing them as opportunities	Innovations: Academic research, developments by competitors, other sectors and wider stakeholders, new business models
Effective Communication		
9. Determine, implement and measure methods of effective communication	9.1. Explaining the role effective communication plays in achieving sustainable outcomes 9.2. Identifying the interests and viewpoints of relevant internal and external stakeholders 9.3. Explaining how communication methods need to be adapted to ensure meaningful engagement 9.4. Demonstrating effective use of communication skills and understanding how communication methods can facilitate improved performance 9.5. Describing the differences between informing, consulting and engaging	Internal Stakeholders: Leadership Team, Operations, Finance, Other Specific Departments, All Staff External Stakeholders: Partners, Clients, Customers, Suppliers, Shareholders, Regulators, Local Community

Learning Outcome (the learner will...)	Assessment criteria (the learner will be able to demonstrate knowledge by...)	Prescribed Content (the learner will be familiar with...)
Relationship Development		
10. Identify and engage in two way communication with stakeholders	10.1. Identifying the benefits of collaboration and cooperation in responding to sustainability challenges, particularly when facing the same issues 10.2. Working collaboratively in teams and across broader structures and networks 10.3. Using a positive, proactive and resourceful approach to delivering tasks and working with others	Broader Structures: Different functions in the same organisation; value-chain, sectoral and cross-sector, between different countries
Resilience, Risk and Continual Improvement		
11. Apply or implement tools, techniques, systems and practices that identify opportunities and risks	11.1. Demonstrating selection and use of appropriate tools, techniques and systems to identify risks and opportunities 11.2. Showing how identifying and tackling risks to the delivery of products and services can achieve resilience in changing and dynamic world	Risks and Opportunities: At an operational and organisational level, risks and opportunities to the environment, risks and opportunities presented by a changing environment
Delivering Sustainable Solutions		
12. Deliver projects and programmes that achieve performance improvement	12.1. Describing how a long-term vision for sustainability, with milestones and targets, facilitates delivery of sustainable products and services 12.2. Demonstrating use of key project management techniques that have delivered sustainable outcomes 12.3. Demonstrating how a financial return on investment and wider benefits create a business case for sustainability 12.4. Demonstrating how contracting and procurement is a vital component of improving sustainability performance	

Learning Outcome (the learner will...)	Assessment criteria (the learner will be able to demonstrate knowledge by...)	Prescribed Content (the learner will be familiar with...)
Leadership for Change		
13. Implement change and transformation	13.1. Demonstrating knowledge of change management principles 13.2. Explaining how organisational culture contributes to improved sustainability performance 13.3. Identifying common barriers to creating positive sustainability cultures 13.4. Challenging unsustainable business behaviours	

17. PROGRESSION AFTER THIS COURSE

Learners wishing to progress after this course should consider taking the following membership option with linked course:

- IEMA Full membership through the Diploma in Sustainable Business Practice

18. CONTACT US

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