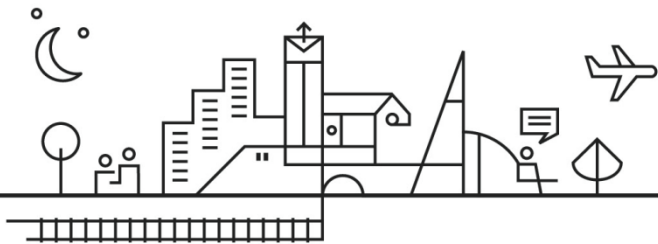
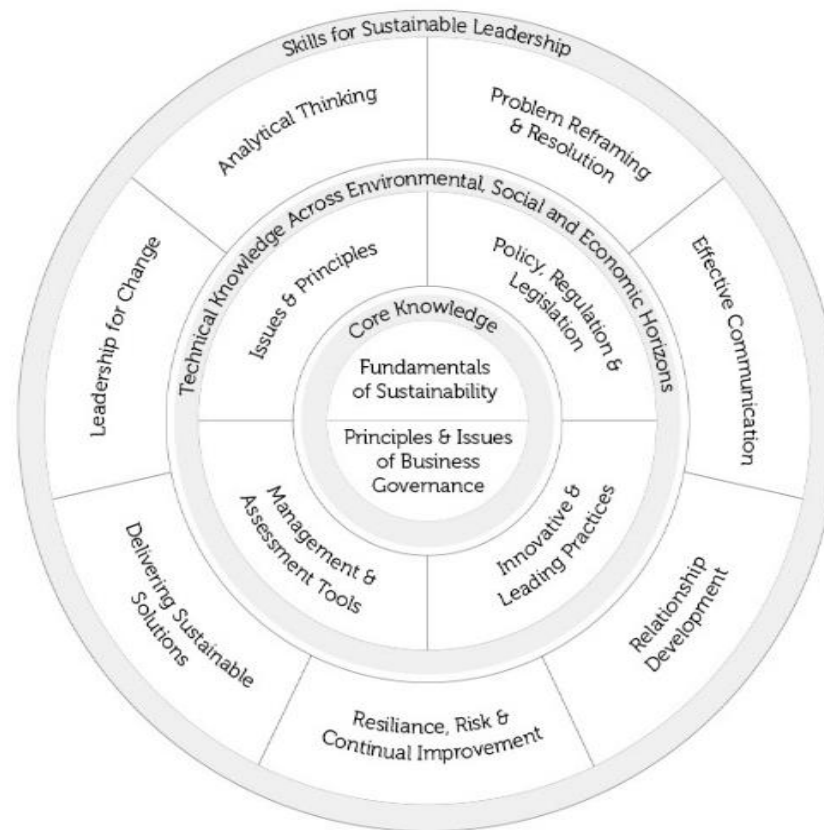


IEMA Skills Map & Membership Standards



The IEMA Skills Map

IEMA's Skills Map sets out the knowledge and skills required of sustainability professionals at all stages in their career. Through engagement with members and employers, we identified 13 knowledge and skill areas that are key for high performing environment and sustainability professionals. These 13 knowledge and skill areas are identified in the skills map below. The Associate, Graduate, Practitioner, Full and Fellow Membership Standards describe in detail what a member at each grade is expected to know and be able to do.



Core Knowledge

At the very core of high performing environment and sustainability professionals is a requirement to understand the fundamentals of sustainability and business. This underpins what it means to be a sustainability professional in today's economy and recognises that knowing about sustainability alone is not enough. In order to make change happen we need to get buy in for what we are doing, the easiest way of doing this is understanding how organisations work and being able to talk the same language as our colleagues. This core knowledge is at the heart of all of our professional membership grades.

Technical Knowledge

In addition to the core knowledge described above, Sustainability Professionals need more detailed technical knowledge across environment, social, economic and business/governance horizons. The scope and depth of technical knowledge will be relevant to each individual, and their experience and your career aspirations.

Regardless of the scope and depth of technical knowledge, all IEMA members will need to cover;

- Fundamental issues and principles
- Relevant Policy and legislation
- Relevant Management and assessment tools
- Relevant Innovation and leading practices

When it comes to demonstrating technical knowledge to gain professional membership – this isn't a one size fits all approach – if you are an environmental specialist you will have a depth of knowledge in the environment horizon, if you work in corporate sustainability you are more likely to have a broader knowledge base covering all four horizons. It is about having the knowledge that is right for your chosen career path.

Skills for Sustainable Leadership

Skills are key to putting our technical knowledge to good use. Those that are key for sustainability professionals we have identified as:

- Analytical thinking
- Problem reframing and resolution
- Effective communication
- Relationship development

- Resilience, risk and continual improvement
- Delivering sustainable solutions and
- Leadership for transformational change

All of IEMAs professional membership grades require you to demonstrate knowledge and skills across these 13 areas (core knowledge, technical knowledge and skills for sustainable leadership). At the Full and Fellow member level a much higher level of competence is expected than at the entry level.

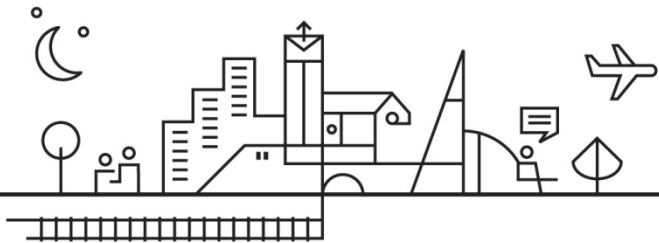
The IEMA Membership Journey

Now more than ever, the world's sustainability professionals must work together. As a combined force we'll influence the big decisions and mobilise the resources necessary to reshape the future on a global scale. Membership of IEMA is about belonging, and the power of partnership. It's a way to reach those you need to work with; to open up opportunities, get the support you need and be recognised for all you achieve.

Being a member of IEMA is a journey with real and exciting goals. Each stage of the journey calls on you to play new roles, whether through doing, influencing, developing, learning or leading.

| | |
|--------------|---|
| Student | A BROAD HORIZON If your studies relate to environment and sustainability then IEMA offers a bright vision and tremendous possibility. |
| Affiliate | STAY CONNECTED Affiliate membership gives the wider professional community a way to benefit from the connections IEMA can provide. |
| Associate | MAKE YOUR MARK There's a whole new world of opportunity for environment and sustainability professionals — and this is your way in. |
| Graduate | LEADERS OF THE FUTURE We're already looking to the next generation of sustainability professionals. We're looking to you. |
| Practitioner | TAKING ACTION At the heart of IEMA is a community of professional experts working to make the future better. |
| Full | THE POWER TO INFLUENCE Lead change in your organisation — with the full force of IEMA behind you. |
| Fellow | A NEW KIND OF LEADER Join a new generation of ambassadors for sustainability — leaders who are challenging the norms and transforming the world. |

Associate Membership Standard



Introduction

There are 13 Learning Outcomes covered within the Associate membership standard which align to the Entry level of the IEMA Skills Map. These are split into the areas of core knowledge, technical knowledge and skills/knowledge of skills.

The technical knowledge section is split into environment and socio-economic. Those who wish to take the environment exam related to this Standard will be assessed on only the environment related learning outcomes but those who wish to take the sustainability exam will be assessed on the environment and socio-economic related learning outcomes.

As a general guide, the recommended study time is 40 hours to ensure coverage of these learning outcomes. However, as every learner has a different background and learning style, please use as much time as required to feel confident in meeting the Associate standard.

Learning Outcomes

The 13 Learning Outcomes are listed below:

Core Knowledge

1. Outline the implications of global trends for the environment, for society, for the economy and for organisations
2. Outline sustainable business/governance principles and their relationship with organisations, products and services

Technical Knowledge

3. Outline environmental / socio-economic principles and their relationship with organisations, products and services
4. Outline major policy and legislation and their implications for organisations, products and services
5. Outline major tools, techniques, systems and practices used to improve sustainability performance
6. Outline the role of innovation and other leading practices in developing sustainable products and services and providing sustainable solutions

Knowledge of Skills

7. Collect data, perform analysis, and evaluate information
8. Research and plan to provide sustainable solutions
9. Deliver effective communication and capture feedback
10. Engage with stakeholders
11. Outline tools and techniques that identify opportunities and risks
12. Identify and propose ways to improve performance
13. Support change and transformation to improve sustainability

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

Command Words

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

Identify: 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.

Recognise: Same meaning as Identify.

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.

Associate Standard in Detail

Core Knowledge

| Learning Outcome (the learner will...) | Assessment criteria (the learner will be able to demonstrate knowledge by...) | Prescribed Content (the learner will be familiar with...) |
|--|---|--|
| Fundamentals of Sustainability | | |
| 1. Outline the implications of global trends for the environment, for society, for the economy and for organisations | 1.1. Outlining the global mega-trends driving the need to transform the world to sustainability 1.2. Outlining the concept of sustainable development 1.3. Outlining the UN's Sustainable Development Goals 1.4. Describing the five sustainable capitals and the dependencies between them 1.5. Outlining the concept of environmental limits 1.6. Recognising that economic activity regularly creates unintended environmental and social consequences, locally and globally 1.7. Recognising that delivering sustainable outcomes involves applying sustainability skills to overcome internal and external challenges | Mega Trends: Climate Change (GHG and climate consequences), population, global middle class, urbanisation, pivot to asia-pacific market, resource scarcity, biodiversity loss Sustainable Development: Brundtland definition; triple bottom line (environment, society and economy) Sustainable Capital: Natural, Social, Human, Financial and Manufactured/Built Environmental Limits: Planetary boundaries concept (Stockholm Institute) Sustainability Skills: IEMA Skills Map |
| Fundamental Business and Governance Principles and Issues | | |
| 2. Outline sustainable business/governance principles and their relationship with organisations, products and services | 2.1. Outlining the role of ethics in individual and organisational decision making 2.2. Outlining the importance of accountability, equalities (incl: gender equality), inclusivity, integrity, stewardship, transparency, cultural context and engagement | |

Technical Knowledge

This section is split into Environmental and Socio-Economic themes.

Those who wish to take the environment exam related to this Standard will be assessed on only the environment related learning outcomes but those who wish to take the sustainability exam will be assessed on the environment and socio-economic related learning outcomes.

Environment

| Learning Outcome (the learner will...) | Assessment criteria (the learner will be able to demonstrate knowledge by...) | Prescribed Content (the learner will be familiar with...) |
|---|---|---|
| Fundamental Environmental Issues and Principles | | |
| 3. Outline environmental principles and their relationship with organisations, products and services | 3.1. Outlining the importance of natural cycles, ecological systems, ecosystem services and environmental limits , and their impact on your organisation 3.2. Outlining 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) Pollution Sources, Pathways and Receptors: Including the concept of pollution linkages |
| Policy, Regulation and Legislation | | |
| 4. Outline major policy and legislation and their implications for organisations, products and services | 4.1. Outlining 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. Identifying key policy instruments in place and how they are used to achieve sustainable change | 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 |

| Learning Outcome (the learner will...) | Assessment criteria (the learner will be able to demonstrate knowledge by...) | Prescribed Content (the learner will be familiar with...) |
|---|---|---|
| | 4.4. Outlining key environmental principles that form the basis of policy 4.5. Outlining 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. Outlining the benefits and opportunities organisations can achieve in moving beyond compliance | 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. Outline major tools, techniques, systems and practices used to improve sustainability performance | 5.1. Outlining major environmental management tools , techniques, systems and practices, their advantages and disadvantages 5.2. Outlining the concept of lifecycle thinking, its benefits and challenges 5.3. Identifying the different roles people play in delivering sustainable outcomes 5.4. Outlining the tools, techniques, systems and/or practices used by organisations to manage compliance and non-compliance | Environmental Management Tools: Environmental Management Systems (EMS) and Audit covering the main applicable standards and key elements/steps within the tools as well as advantages and disadvantages. Brief coverage of the following: Impact Assessment, Lifecycle Thinking and Corporate Reporting covering main features, advantages and disadvantages only. People: Sustainability profession, leaders (organisational), wider professions, everyone |
| Innovative and Leading Practices | | |
| 6. Outline the role of innovation and other leading practices in developing sustainable products and services and providing sustainable solutions | 6.1. Identifying examples of innovation and other leading practices in developing sustainable products and services or providing sustainable solutions | |

Socio-Economic

| Learning Outcome (the learner will...) | Assessment criteria (the learner will be able to demonstrate knowledge by...) | Prescribed Content (the learner will be familiar with...) |
|---|---|---|
| Fundamental Socio-Economic Issues and Principles | | |
| 3. Outline socio-economic principles and their relationship with organisations, products and services | 3.1. Outlining the importance of tackling global inequalities, a social protection floor and their impact on your organisation 3.2. Outlining the impact of human interventions on social systems, cultural practices, community cohesion and individuals 3.3. Outlining the social and physical determinants of health | Social Protection Floor: access to essential health care (including maternity care), basic income security for children, persons unable to work and older persons. |
| Policy, Regulation and Legislation | | |
| 4. Outline major policy and legislation and their implications for organisations, products and services | 4.1. Outlining 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. Identifying key policy instruments in place and how they are used to achieve sustainable change 4.4. Outlining key socio-economic principles that form the basis of policy 4.5. Outlining key social legislation 4.6. Outlining the role of regulators and penalties for non-compliance 4.7. Identifying relevant stakeholders that influence socio-economic issues and policy development 4.8. Outlining 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 socio-economic policy: People Centred, responsive and participatory, multi-level, conducted in partnership, sustainable, dynamic Social Legislation: Legislation in relation to human rights, equality, gender, labour rights, health and safety, inclusivity, diversity, engagement, healthcare, income security, and well being Regulators: National regulators appropriate to country or region of operation/activity (in jurisdictions where they exist) |

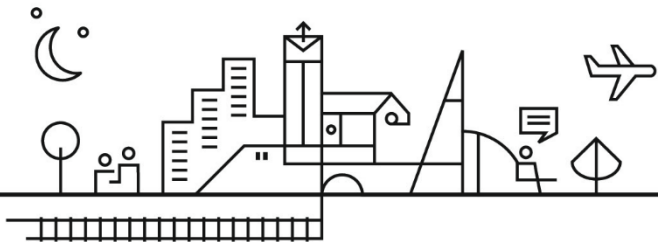
| Learning Outcome (the learner will...) | Assessment criteria (the learner will be able to demonstrate knowledge by...) | Prescribed Content (the learner will be familiar with...) |
|---|--|---|
| | | Penalties: Civil and criminal sanctions (in jurisdictions where they exist) |
| Management and Assessment Tools | | |
| 5. Outline major tools, techniques, systems and practices used to improve sustainability performance | 5.1. Outlining major socio-economic management tools , techniques, systems and practices, their advantages and disadvantages 5.2. Outlining the concept of lifecycle thinking, its benefits and challenges 5.3. Identifying the different roles people play in delivering sustainable outcomes 5.4. Outlining the tools, techniques, systems and/or practices used by organisations to manage compliance and non-compliance | Socio-Economic Management Tools: Impact Assessment (Social, Health, Human Rights), Socio-Economic Surveys, Stakeholder Engagement, Auditing (labour, human rights), Corporate Reporting People: Sustainability profession, leaders (organisational), wider professions, everyone |
| Innovative and Leading Practices | | |
| 6. Outline the role of innovation and other leading practices in developing sustainable products and services and providing sustainable solutions | 6.1. Identifying examples of innovation and other leading practices in developing sustainable products and services or providing sustainable solutions | |

Knowledge of Skills

| Learning Outcome (the learner will...) | Assessment criteria (the learner will be able to demonstrate knowledge by...) | Prescribed Content (the learner will be familiar with...) |
|---|--|---|
| Analytical Thinking | | |
| 7. Collect data, perform analysis, and evaluate information | 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 7.3. Describing how to analyse and interpret data / information to draw appropriate conclusions and make practical recommendations that improve sustainability performance 7.4. Describing methods to monitor a programme to improve sustainability performance | Data: Absolute and Normalised data, Qualitative and Quantitative data |
| Problem Reframing and Resolution | | |
| 8. Research and plan to provide sustainable solutions | 8.1. Identifying the benefits of research, planning and keeping up-to-date with innovations providing sustainable solutions | Innovations: Academic research, developments by competitors, other sectors and wider stakeholders, new business models |
| Effective Communication | | |
| 9. Deliver effective communication and capture feedback | 9.1. Explaining the role effective communication plays in achieving sustainable outcomes 9.2. Identifying a range of internal and external stakeholders 9.3. Identifying different communication methods that provide information and capture feedback | Internal Stakeholders: Leadership Team, Operations, Finance, Other Specific Departments, All Staff External Stakeholders: Partners, Clients, Customers, Suppliers, Shareholders, Regulators, Local Community |
| Relationship Development | | |
| 10. Engage with stakeholders | 10.1. Identifying the benefits of collaboration and cooperation in responding to sustainability challenges, particularly when facing similar issues | |
| Resilience, Risk and Continual Improvement | | |

| Learning Outcome (the learner will...) | Assessment criteria (the learner will be able to demonstrate knowledge by...) | Prescribed Content (the learner will be familiar with...) |
|--|--|---|
| 11. Outline tools and techniques that identify opportunities and risks | 11.1. Outlining tools and techniques that can be used to identify risks and opportunities | 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. Identify and propose ways to improve performance | 12.1. Outlining how a long-term vision for sustainability, with milestones and targets, can improve sustainability performance 12.2. Identifying key project management techniques that, when used, can deliver sustainable outcomes 12.3. Outlining how a financial return on investment and wider benefits can create a business case for sustainability 12.4. Outlining how contracting and procurement can be a vital component of improving sustainability performance | |
| Leadership for Change | | |
| 13. Support change and transformation to improve sustainability | 13.1. Outlining the principles of change management | |

Graduate Membership Standard



CORE KNOWLEDGE

| Learning Outcome (the learner will...) | Assessment criteria (the learner will be able to demonstrate knowledge by...) |
|---|--|
| Fundamentals of Sustainability | |
| <p>2. Explain the implications of global trends for the environment, for society, for the economy and for organisations</p> | <p>13.2. Explaining the global mega-trends driving the need to transform the world to sustainability</p> <p>13.3. Explaining the concept of sustainable development</p> <p>13.4. Explaining how the UN's Sustainable Development Goals provide a framework for action</p> <p>13.5. Describing the five sustainable capitals and the dependencies between them</p> <p>13.6. Explaining how environmental limits and the equalities agenda are fundamental to maintaining economic growth and sustainable capital</p> <p>13.7. Explaining how current economic activity regularly creates unintended environmental and social consequences, locally and globally</p> <p>13.8. Recognising that delivering sustainable outcomes involves applying sustainability skills to overcome internal and external challenges</p> |
| <p>14. Explain sustainable business/governance models, their underlying principles and their relationship with organisations, products and services</p> | <p>14.1. Explaining the role of ethics in individual and organisational decision making</p> <p>14.2. Explaining the importance of accountability, equalities (incl: gender equality), inclusivity, integrity, stewardship, transparency, cultural context and engagement</p> <p>14.3. Explaining the concepts of corporate responsibility, corporate sustainability and sustainable business</p> <p>14.4. Describing the differences between balancing and resolving interactions between social, environmental and economic issues in the context of sustainable development</p> <p>14.5. Explaining the concept of safe operating space and to what extent they can impact an organisation</p> <p>14.6. Describing the sustainable business models that will help drive the transition to a sustainable economy</p> |

TECHNICAL KNOWLEDGE

This section is split into Environmental and Socio-Economic themes. Graduates can choose either path or both paths depending on the nature of the degree programme.

ENVIRONMENT

| Learning Outcome (the learner will...) | Assessment criteria (the learner will be able to demonstrate knowledge by...) |
|--|---|
| Fundamental Environmental Issues and Principles | |
| 15. Explain environmental principles and their relationship with organisations, products and services | 15.1. Explaining the importance of natural cycles, ecological systems, ecosystem services and environmental limits and their impact on your organisation 15.2. Explaining the impact of human interventions on natural ecological systems, habitats, species and individuals 15.3. Describing pollution sources, pathways and receptors |
| Policy, Regulation and Legislation | |
| 16. Explain major policy and legislation and their implications for organisations, products and services | 16.1. Explaining how sustainability issues link to policy issues 16.2. Outlining the main types of law and the relationship between international, national and sub-national law 16.3. Describing key policy instruments in place and how they are used to achieve sustainable change 16.4. Explaining key environmental principles and how they have been applied within policies 16.5. Explaining key environmental legislation 16.6. Outlining the role of environmental regulators and penalties for non-compliance 16.7. Identifying relevant stakeholders that influence environmental issues and policy development, and explaining their roles 16.8. Explaining the benefits and opportunities organisations can achieve in moving beyond compliance |

| Learning Outcome (the learner will...) | Assessment criteria (the learner will be able to demonstrate knowledge by...) |
|---|---|
| Management and Assessment Tools | |
| 17. 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 | 17.1. Explaining the application of major environmental management tools , techniques, systems and practices, their advantages and disadvantages 17.2. Explaining the concept of lifecycle thinking, its benefits and challenges, and illustrating its application in decision making 17.3. Explaining the different roles people play in delivering sustainable outcomes, and their interactions 17.4. Describing the tools, techniques, systems and/or practices used by organisations to manage compliance and non-compliance 17.5. Describing the role verification and assurance plays in improving sustainability performance |
| Innovative and Leading Practices | |
| 18. Explain the role of innovation and other leading practices in developing sustainable products and services and providing sustainable solutions | 18.1. Explaining how innovation and other leading practices can be used to develop sustainable products and services and provide sustainable solutions 18.2. Explaining innovation and how the principles of innovation can be applied in any given context |

SOCIO-ECONOMIC

| Learning Outcome (the learner will...) | Assessment criteria (the learner will be able to demonstrate knowledge by...) |
|--|--|
| Fundamental Socio-Economic Issues and Principles | |
| 3. Explain socio-economic principles and their relationship with | 3.1. Explaining the importance of tackling global inequalities, a social protection floor and their impact on your organisation |

| Learning Outcome (the learner will...) | Assessment criteria (the learner will be able to demonstrate knowledge by...) |
|---|--|
| organisations, products and services | 3.2. Explaining the impact of human interventions on social systems, cultural practices, community cohesion and individuals 3.3. Describing the social and physical determinants of health |
| 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 socio-economic principles and how they have been applied within policies 4.5. Explaining key legislation 4.6. Outlining the role of regulators and penalties for non-compliance 4.7. Identifying relevant stakeholders that influence socio-economic issues and policy development, and explaining their roles 4.8. Explaining the benefits and opportunities organisations can achieve in moving beyond compliance |
| Management and Assessment Tools | |
| 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 | 5.1. Explaining the application of major socio-economic management tools , techniques, systems and practices, their advantages and disadvantages 5.2. Explaining the concept of lifecycle thinking, its benefits and challenges, and illustrating its application in decision making 5.3. Explaining the different roles people play in delivering sustainable outcomes, and their interactions |

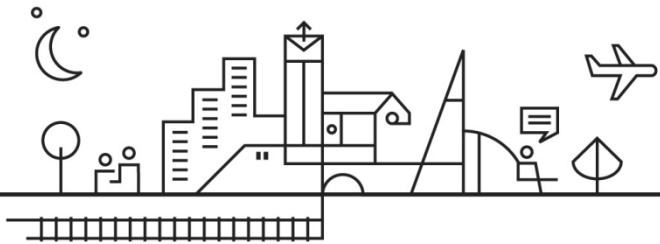
| Learning Outcome (the learner will...) | Assessment criteria (the learner will be able to demonstrate knowledge by...) |
|---|--|
| sustainability performance | 5.4. Describing the tools, techniques, systems and/or practices used by organisations to manage compliance and non-compliance 5.5. Describing the role verification and assurance plays in improving sustainability performance |
| 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 |

KNOWLEDGE OF SKILLS

| Learning Outcome (the learner will...) | Assessment criteria (the learner will be able to demonstrate knowledge by...) |
|---|--|
| Analytical Thinking | |
| 7. Collect data, perform analysis, and evaluate information | 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 7.3. Describing how to analyse and interpret data / information to draw appropriate conclusions and make practical recommendations that improve sustainability performance 7.4. Describing methods to monitor a programme to improve sustainability performance |
| Problem Reframing and Resolution | |
| 8. Research and plan to provide sustainable solutions | 8.1. Identifying the benefits of research, planning and keeping up-to-date with innovations to provide sustainable solutions |

| Learning Outcome (the learner will...) | Assessment criteria (the learner will be able to demonstrate knowledge by...) |
|--|--|
| Effective Communication | |
| 9. Deliver effective communication and capture feedback | 9.1. Explaining the role effective communication plays in achieving sustainable outcomes 9.2. Identifying a range of internal and external stakeholders 9.3. Identifying different communication methods that provide information and capture feedback 9.4. Describing the differences between informing, consulting and engaging |
| Relationship Development | |
| 10. Engage with stakeholders | 10.1. Identifying the benefits of collaboration and cooperation in responding to sustainability challenges, particularly when facing the same issues |
| Resilience, Risk and Continual Improvement | |
| 11. Outline tools and techniques that identify opportunities and risks | 11.1. Outlining tools and techniques that can be used to identify and understand risks and opportunities 11.2. Determine the nature of risks related to sustainability challenges |
| Delivering Sustainable Solutions | |
| 12. Identify and propose ways to improve performance | 12.1. Outlining how a long-term vision for sustainability, with milestones and targets, can improve sustainability performance 12.2. Identifying key project management techniques that, when used, can deliver sustainable outcomes 12.3. Outlining how a financial return on investment and wider benefits can create a business case for sustainability 12.4. Outlining how contracting and procurement can be a vital component of improving sustainability performance |
| Leadership for Change | |
| 13. Support change and transformation to improve sustainability | 13.1. Outlining the principles of change management |

Practitioner Membership Standard



Introduction

There are 13 Learning Outcomes covered within the Practitioner membership standard which align to the Operational level of the IEMA Skills Map. These are split into the areas of core knowledge, technical knowledge and skills.

The technical knowledge section is split into environment and socio-economic. Those who wish to take the environment exam related to this Standard will be assessed on only the environment related learning outcomes but those who wish to take the sustainability exam will be assessed on the environment and socio-economic related learning outcomes.

As a general guide, the recommended study time is 120 hours to ensure coverage of these learning outcomes. However, as every learner has a different background and learning style, please use as much time as required to feel confident in meeting the Practitioner standard.

Learning Outcomes

The 13 Learning Outcomes are listed below:

Core Knowledge

1. Explain the implications of global trends for the environment, for society, for the economy and for organisations
2. Explain sustainable business/governance models, their underlying principles and their relationship with organisations, products and services

Technical Knowledge

3. Explain environmental / socio-economic principles and their relationship with organisations, products and services
4. Explain major policy and legislation and their implications for organisations, products and services
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

6. Explain the role of innovation and other leading practices in developing sustainable products and services and providing sustainable solutions

Skills

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

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

Command Words

A number of Command Words are used within the Learning Outcomes and associated Assessment Criteria to help 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 system is 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

Practitioner Standard in Detail

Core Knowledge

| Learning Outcome (the learner will...) | Assessment criteria (the learner will be able to demonstrate knowledge by...) | Prescribed Content (the learner will be familiar with...) |
|---|--|--|
| Fundamentals of Sustainability | | |
| <p>3. 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>18.3. Explaining the global mega-trends driving the need to transform the world to sustainability</p> <p>18.4. Explaining the concept of sustainable development</p> <p>18.5. Explaining how the UN's Sustainable Development Goals provide a framework for action</p> <p>18.6. Describing the five sustainable capitals and the dependencies between them</p> <p>18.7. Explaining how environmental limits and the equalities agenda are fundamental to maintaining economic growth and sustainable capital</p> <p>18.8. Explaining how current economic activity regularly creates unintended environmental and social consequences, locally and globally</p> <p>18.9. 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 | | |

| Learning Outcome (the learner will...) | Assessment criteria (the learner will be able to demonstrate knowledge by...) | Prescribed Content (the learner will be familiar with...) |
|---|---|---|
| <p>19. Explain sustainable business/governance models, their underlying principles and their relationship with organisations, products and services</p> | <p>19.1. Describing the role of ethics in individual and organisational decision making</p> <p>19.2. Explaining the importance of accountability, equalities (incl: gender equality), inclusivity, integrity, stewardship, transparency, cultural context and engagement</p> <p>19.3. Explaining the importance of corporate responsibility, corporate sustainability and sustainable business</p> <p>19.4. Describing the differences between balancing and resolving interactions between social, environmental and economic issues in the context of sustainable development</p> <p>19.5. Explaining the concept of safe operating space and to what extent they can impact an organisation</p> <p>19.6. Describing the sustainable business models that will help drive the transition to a sustainable economy</p> | <p>Corporate Responsibility, Corporate Sustainability and Sustainable Business: IEMA-GACSO lexicon definition</p> <p>Resolving: Finding a complete solution, rather than accepting impacts in one area are offset by benefits elsewhere</p> <p>Safe Operating Space: Rockstrom, Raworth</p> <p>Sustainable Business Models: Doughnut economics, green economy, blue economy, circular economy</p> |

Technical Knowledge

This section is split into Environmental and Socio-Economic themes.

Those who wish to take the environment exam related to this Standard will be assessed on only the environment related learning outcomes but those who wish to take the sustainability exam will be assessed on the environment and socio-economic related learning outcomes.

Environment

| Learning Outcome (the learner will...) | Assessment criteria (the learner will be able to demonstrate knowledge by...) | Prescribed Content (the learner will be familiar with...) |
|--|--|---|
| Fundamental Environmental Issues and Principles | | |
| 20. Explain environmental principles and their relationship with organisations, products and services | 20.1. Explaining the importance of natural cycles, ecological systems, ecosystem services and environmental limits and their impact on your organisation 20.2. Explaining the impact of human interventions on natural ecological systems, habitats, species and individuals 20.3. 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) Pollution Sources, Pathways and Receptors: Including the concept of pollution linkages |
| Policy, Regulation and Legislation | | |
| 21. Explain major policy and legislation and their implications for organisations, products and services | 21.1. Explaining how sustainability issues link to policy 21.2. Outlining the main types of law and the relationship between international, national and sub-national law | Types of Law: Common, Statute, Civil and Criminal law (in jurisdictions where they exist) |

| Learning Outcome (the learner will...) | Assessment criteria (the learner will be able to demonstrate knowledge by...) | Prescribed Content (the learner will be familiar with...) |
|--|--|--|
| | <p>21.3. Describing key policy instruments in place and how they are used to achieve sustainable change</p> <p>21.4. Explaining key environmental principles and how they have been applied within policies</p> <p>21.5. Explaining key environmental legislation</p> <p>21.6. Outlining the role of environmental regulators and penalties for non-compliance</p> <p>21.7. Identifying relevant stakeholders that influence environmental issues and policy development</p> <p>21.8. Explaining the benefits and opportunities organisations can achieve in moving beyond compliance</p> | <p>Policy Instruments: Fiscal, legislative, market and voluntary instruments</p> <p>Principles of environmental policy: Polluter Pays, Precautionary Principle, Best Available Technique, Hierarchy Approach, Producer Responsibility, Lifecycle Thinking</p> <p>Environmental Legislation: Legislation in relation to natural environment, air, water, land, energy, waste, resources, climate change, planning and producer responsibility</p> <p>Environmental Regulators: National regulators appropriate to country or region of operation/activity (in jurisdictions where they exist)</p> <p>Penalties: Civil and criminal sanctions (in jurisdictions where they exist)</p> |
| Management and Assessment Tools | | |
| <p>22. 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</p> | <p>22.1. Explaining the application of major environmental management tools, techniques, systems and practices, their advantages and disadvantages</p> <p>22.2. Explaining the concept of lifecycle thinking, its benefits and challenges</p> <p>22.3. Explaining the different roles people play in delivering sustainable outcomes</p> | <p>Application: purpose, stages in the process of implementation, relevant standards and guidelines</p> <p>Environmental Management Tools: Focus within this course should be on Environmental Management Systems (EMS) and Audit (energy, environment).</p> <p>Brief coverage of the following:</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...) |
|--|--|---|
| | 22.4. Describing the tools, techniques, systems and/or practices used by organisations to manage compliance and non-compliance 22.5. Describing the role verification and assurance plays in improving sustainability performance | Environmental Management Plans (EMP), Impact Assessment (EIA, SEA, EclA), 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 | | |
| 23. Explain the role of innovation and other leading practices in developing sustainable products and services and providing sustainable solutions | 23.1. Explaining how innovation and other leading practices can be used to develop sustainable products and services and provide sustainable solutions 23.2. 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 |

Socio-Economic

| Learning Outcome (the learner will...) | Assessment criteria (the learner will be able to demonstrate knowledge by...) | Prescribed Content (the learner will be familiar with...) |
|--|---|---|
| Fundamental Socio-Economic Issues and Principles | | |
| <p>3. Explain socio-economic principles and their relationship with organisations, products and services</p> | <p>3.1. Explaining the importance of the need to tackle global inequalities, a social protection floor and their impact on your organisation</p> <p>3.2. Explaining the impact of human interventions on social systems, cultural practices, community cohesion and individuals</p> <p>3.3. Describing the social and physical determinants of health</p> | <p>Social Protection Floor: access to essential health care (including maternity care), basic income security for children, persons unable to work and older persons.</p> |
| Policy, Regulation and Legislation | | |
| <p>4. Explain major policy and legislation and their implications for organisations, products and services</p> | <p>4.1. Explaining how sustainability issues link to policy</p> <p>4.2. Outlining the main types of law and the relationship between international, national and sub-national law</p> <p>4.3. Describing key policy instruments in place and how they are used to achieve sustainable change</p> <p>4.4. Explaining key socio-economic principles and how they have been applied within policies</p> <p>4.5. Explaining key legislation</p> <p>4.6. Outlining the role of regulators and penalties for non-compliance</p> <p>4.7. Identifying relevant stakeholders that influence socio-economic issues and policy development</p> | <p>Types of Law: Common, Statute, Civil and Criminal law (in jurisdictions where they exist)</p> <p>Policy Instruments: Fiscal, legislative, market and voluntary instruments</p> <p>Principles of socio-economic policy: People Centred, responsive and participatory, multi-level, conducted in partnership, sustainable, dynamic</p> <p>Social Legislation: Legislation in relation to human rights, equality, gender, labour rights, health and safety, inclusivity, diversity, engagement, healthcare, income security, and well being</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...) |
|--|--|--|
| | 4.8. Explaining the benefits and opportunities organisations can achieve in moving beyond compliance | <p>Regulators: National regulators appropriate to country or region of operation/activity (in jurisdictions where they exist)</p> <p>Penalties: Civil and criminal sanctions (in jurisdictions where they exist)</p> |
| Management and Assessment Tools | | |
| 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 | <p>5.1. Explaining the application of major socio-economic management tools, techniques, systems and practices, their advantages and disadvantages</p> <p>5.2. Explaining the concept of lifecycle thinking, its benefits and challenges</p> <p>5.3. Explaining the different roles people play in delivering sustainable outcomes</p> <p>5.4. Describing the tools, techniques, systems and/or practices used by organisations to manage compliance and non-compliance</p> <p>5.5. Describing the role verification and assurance plays in improving sustainability performance</p> | <p>Application: purpose, stages in the process of implementation, relevant standards and guidelines</p> <p>Socio-Economic Management Tools: Impact Assessment (Social, Health, Human Rights), Socio-Economic Surveys, Stakeholder Engagement, Auditing (labour, human rights), Corporate Reporting</p> <p>People: Sustainability profession, leaders (organisational), wider professions, everyone</p> <p>Verification and Assurance: Including accounting principles 'materiality, responsiveness and completeness'</p> |
| Innovative and Leading Practices | | |
| 6. Explain the role of innovation and other leading practices in developing sustainable products and services and providing sustainable solutions | <p>6.1. Explaining how innovation and other leading practices can be used to develop sustainable products and services and provide sustainable solutions</p> <p>6.2. Explaining innovation and how the principles of innovation can be applied in any given context</p> | |

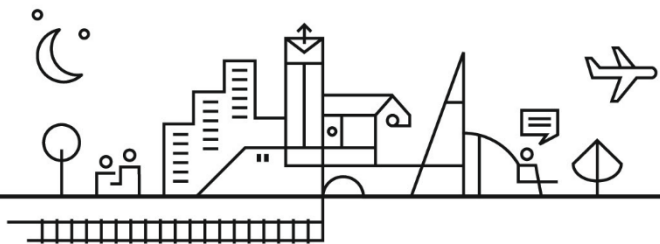
Skills

| Learning Outcome (the learner will...) | Assessment criteria (the learner will be able to demonstrate knowledge by...) | Prescribed Content (the learner will be familiar with...) |
|--|--|---|
| Analytical Thinking | | |
| 24. Collect and critically analyse data, and report information that informs decision making | 24.1. Identifying relevant sources of data and describing techniques used to collect, process, and store accurate data 24.2. Explaining the importance of relevant and accurate data 24.3. Analysing and interpreting data / information to draw appropriate conclusions and make practical recommendations that improve sustainability performance 24.4. Monitoring a programme to improve sustainability performance using appropriate methods | Data: Absolute and Normalised data, Qualitative and Quantitative data |
| Problem Reframing and Resolution | | |
| 25. Identify problems and assess opportunities that deliver innovative and sustainable products and services | 25.1. Identifying the benefits of research, planning and keeping up-to-date with innovations to provide sustainable solutions 25.2. 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 | | |
| 26. Determine, implement and measure methods of effective communication | 26.1. Explain the role effective communication plays in achieving sustainable outcomes 26.2. Identifying the interests and viewpoints of relevant internal and external stakeholders 26.3. Explaining how communication methods need to be adapted to ensure meaningful engagement | 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...) |
|--|---|--|
| | <p>26.4. Demonstrating effective use of communication skills and understanding how communication methods can facilitate improved performance</p> <p>26.5. Describing the differences between informing, consulting and engaging</p> | |
| Relationship Development | | |
| <p>27. Identify and engage in two way communication with stakeholders</p> | <p>27.1. Identifying the benefits of collaboration and cooperation in responding to sustainability challenges, particularly when facing the same issues</p> <p>27.2. Working collaboratively in teams and across broader structures and networks</p> <p>27.3. Using a positive, proactive and resourceful approach to delivering tasks and working with others</p> | <p>Broader Structures: Different functions in the same organisation; value-chain, sectoral and cross-sector, between different countries</p> |
| Resilience, Risk and Continual Improvement | | |
| <p>28. Apply or implement tools, techniques, systems and practices that identify opportunities and risks</p> | <p>28.1. Demonstrating selection and use of appropriate tools, techniques and systems to identify risks and opportunities</p> <p>28.2. Showing how identifying and tackling risks to the delivery of products and services can achieve resilience in changing and dynamic world</p> | <p>Risks and Opportunities: At an operational and organisational level, risks and opportunities to the environment, risks and opportunities presented by a changing environment</p> |
| Delivering Sustainable Solutions | | |
| <p>29. Deliver projects and programmes that achieve performance improvement</p> | <p>29.1. Describing how a long-term vision for sustainability, with milestones and targets, facilitates delivery of sustainable products and services</p> <p>29.2. Demonstrating use of key project management techniques that have delivered sustainable outcomes</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...) |
|---|--|--|
| | 29.3. Demonstrating how a financial return on investment and wider benefits create a business case for sustainability 29.4. Demonstrating how contracting and procurement is a vital component of improving sustainability performance | |
| Leadership for Change | | |
| 30. Implement change and transformation | 30.1. Demonstrating knowledge of change management principles 30.2. Explaining how organisational culture contributes to improved sustainability performance 30.3. Identifying common barriers to creating positive sustainability cultures 30.4. Challenging unsustainable business behaviours | |

Full Membership Standard



Introduction

There are 13 competencies covered within the Full Membership standard which align to the Managerial level of the IEMA Skills Map. These are split into the areas of core knowledge, technical knowledge and skills. The technical knowledge section is split into environment and social and economic. Those who are applying for Full Membership and Chartered Environmentalist will need to demonstrate a depth of knowledge from the environment context. Those who are applying only for Full Membership can demonstrate the technical knowledge more broadly across the environment and socio-economic knowledge areas in a way that is relevant to your experience.

Competencies

The 13 Full Membership Competencies are listed below. Additional detail on the sorts of things Full Members are likely to be doing to demonstrate the competencies is provided in the table in Appendix A.

Core Knowledge

1. Explain the implications of global trends for the environment, for society, for the economy and for organisations
2. Explain common sustainable business/governance models, their underlying principles, and their relationship with organisations, products and services

Technical Knowledge

3. Demonstrate understanding of environment or socio-economic principles and their relationship with organisations, products and services
4. Evaluate major policy and legislation in your field, describe their implications for organisations, products and services
5. Identify major and relevant tools, techniques, systems and practices that drive development of sustainable products and services and to create sustainable businesses
6. Understand the role of innovation in creating sustainable solutions and developing sustainable products and services

Skills for Sustainable Leadership

7. Synthesising information and using data to support the strategic decision making process
8. Develop and deliver innovative and sustainable products and services
9. Engage stakeholders to adopt improved sustainable practice and performance
10. Build collaborative networks and relationships to advance sustainability
11. Improve resilience through continual improvement, by managing risks, and by maximising opportunities

12. Manage a suite of programmes and projects that achieve performance improvement

13. Lead a process of change and transformation

Core Knowledge

| | Fundamentals of a Sustainability World | Fundamental Business and Governance Principles and Issues |
|------------|--|---|
| Competence | Explain the implications of global trends for the environment, for society, for the economy and for organisations | Explain common sustainable business/governance models, their underlying principles, and their relationship with organisations, products and services |
| | <p>The Full Member will be able to demonstrate understanding of:</p> <ul style="list-style-type: none"> ▪ Global mega-trends and how they drive a need to transform the world to sustainability ▪ The UN's Sustainable Development Goals and how they create a framework for action ▪ The way environmental limits and the equalities agenda maintaining economic growth and creation of sustainable capital ▪ The five sustainable capitals and their interdependencies between them ▪ The ways current economic activity can produce unintended environmental and social consequences from the local actions and global consequences ▪ The need for sustainability skills and how they can overcome internal and external challenges in pursuit of sustainable outcomes ▪ How ongoing review and innovation at an individual and organisation level maintain progress towards the goal of sustainability ▪ Explaining how a lifecycle perspective and a collaborative approach can address unsustainable practices ▪ The challenges in balancing interactions between social, environmental and economic factors in the context of sustainable development | <p>The Full member will be able to demonstrate understanding of:</p> <ul style="list-style-type: none"> ▪ Sustainable business behaviours and models, with examples of how they are driving the transition to a sustainable economy ▪ Sustainable business practices and how organisations benefit in moving toward net, or net positive performance ▪ The importance of safe operating space in relation to social protection floor and environmental limits, and to what extent they impact on organisations ▪ Ethics and how they influence individual and organisational decision making ▪ Concepts such as corporate responsibility, corporate sustainability and sustainable business, how they vary in application and practice |

Contextual Knowledge

| | Issues and Principles | Policy, Regulation and Legislation for a Sustainable World | Management and Assessment Tools for a Sustainable World | Innovative and Leading practices for a Sustainable World |
|------------|---|---|---|---|
| Competence | Demonstrate understanding of environmental or socio-economic principles and their relationship with organisations, products and services | Evaluate major policy and legislation in your field, describe their implications for organisations, products and services | Identify major and relevant tools, techniques, systems and practices that drive development of sustainable products and services, and to create sustainable businesses | Understand the role of innovation in creating sustainable solutions and developing sustainable products and services |
| | <p>The Full Member will demonstrate knowledge and understanding relevant to their professional context, examples of which include:</p> <ul style="list-style-type: none"> ▪ The importance of natural cycles, ecological systems and environmental limits and their influence on their organisation, its products and services ▪ The impact of human interventions upon natural ecological systems, habitats, species and individuals ▪ How taking a socio-economic approach to problem solving can create or offer | <p>The Full Member will demonstrate knowledge and understanding relevant to their professional context, examples of which include:</p> <ul style="list-style-type: none"> ▪ The key trends in their regulatory and policy landscape, their impact on their sector and how they either hinder or enhance delivery of sustainable products and services ▪ How key policy and regulatory issues link to national and international sustainability issues | <p>The Full Member will demonstrate knowledge and understanding relevant to their professional context, examples of which include:</p> <ul style="list-style-type: none"> ▪ Tools relevant to their field to work, outlining their advantages and disadvantages, and explain how they facilitate improved sustainable outcomes ▪ How relevant tools, techniques, systems and practices are applied to manage sustainability across the value chain ▪ Lifecycle thinking, its benefits and challenges, and its application in decision making | <p>The Full Member will demonstrate knowledge and understanding relevant to their professional context, examples of which include:</p> <ul style="list-style-type: none"> ▪ Innovation in their field and the way it supports the development of sustainable products and services |

| | | | | |
|--|---|---|--|--|
| | <p>opportunities for improved and more sustainable products and services</p> <ul style="list-style-type: none"> ▪ The importance of equality (incl: gender equality), inclusivity, cultural context and engagement in their role | <ul style="list-style-type: none"> ▪ The role particular stakeholders play in influencing issues and development of policy | <ul style="list-style-type: none"> ▪ The roles different people play in producing or delivering sustainable products and services, and their interactions ▪ The role of review and audit in driving improved sustainability performance of products and services | <ul style="list-style-type: none"> ▪ Success factors in innovation and how they can be replicated in a relevant context |
|--|---|---|--|--|

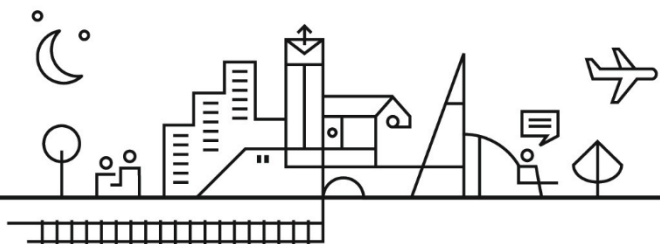
Skills

| Link to Skills Map | Analytical Thinking | Reframing problems and Innovation | Effective Communication | Relationship Development | Resilience, risk management and continual improvement | Delivering sustainable products and services | Leadership for Change and Transformation |
|---------------------------|--|--|--|--|--|--|---|
| Competence | Synthesising information and using data to support the strategic decision making process | Develop and deliver innovative and sustainable products and services | Engage stakeholders to adopt improved sustainable practice and performance | Build collaborative networks and relationships to advance sustainability | Improve resilience through continual improvement, by managing risks, and by maximising opportunities | Manage and deliver a suite of programmes and projects that achieve performance improvement | Lead a process of change and transformation |
| | The Full Member will show competence relevant to their | The Full Member will show competence relevant to their | The Full Member will show competence relevant to their professional | The Full Member will show competence relevant to their professional | The Full Member will show competence relevant to their professional | The Full Member will show competence relevant to their professional | The Full Member will show competence relevant to their professional |

| | | | | | | | |
|--|---|--|--|--|--|--|---|
| | <p>professional context, examples of which include:</p> <ul style="list-style-type: none"> ▪ Analysing information to obtain understanding and insight ▪ Using information and knowledge to propose and support strategic decisions ▪ Adapting information and knowledge for different audiences | <p>professional context, examples of which include:</p> <ul style="list-style-type: none"> ▪ Identifying short, medium and long term trends, threats and challenges to achieving sustainability ▪ Creating and prioritising opportunities to create more sustainable products and services ▪ Reframing complex problems to help identify innovative solutions ▪ Taking action to develop and implement | <p>context, examples of which include:</p> <ul style="list-style-type: none"> ▪ Communicating positive sustainability practices ▪ Presenting in ways appropriate to the audience ▪ Understanding the viewpoints and interests of stakeholders and using that insight to communicate and promote sustainable practices appropriately | <p>context, examples of which include:</p> <ul style="list-style-type: none"> ▪ Identifying stakeholder needs and expectations, and responding accordingly, to deliver improved and sustainable practice, products and services ▪ Building and maintaining the relationships needed for collaboration and cooperation ▪ Enabling and facilitating networks within and beyond organisations, leveraging the skills and | <p>context, examples of which include:</p> <ul style="list-style-type: none"> ▪ Adopting a whole life cycle approach in the application of tools, techniques and systems ▪ Identifying barriers to the delivery of strategy, and putting steps in place to overcome them ▪ Using systems thinking to maximise sustainability benefits and opportunities, and to either minimise or mitigate | <p>context, examples of which include:</p> <ul style="list-style-type: none"> ▪ Delivering and translating a vision for sustainability into a range of projects, programmes and processes that deliver sustainable products and services ▪ Applying performance management techniques to monitor delivery of a vision for sustainability ▪ Making the business case for sustainability, demonstrating positive financial, social, and | <p>context, examples of which include:</p> <ul style="list-style-type: none"> ▪ Demonstrating use and application of change management principles ▪ Educating, influencing and challenging organisational culture to improve sustainability performance ▪ Adjusting existing business models, or adopting new ones to innovate and deliver better products or services ▪ Leading teams and managing people effectively to |
|--|---|--|--|--|--|--|---|

| | | | | | | | |
|--|--|-----------------------|--|---|---|--|-----------------------------------|
| | | solutions to problems | | expertise needed to deliver sustainable products and services | <ul style="list-style-type: none"> ▪ Using tools, techniques, systems and practices to drive continual improvement | <ul style="list-style-type: none"> ▪ environmental return on investment ▪ Using contracting and procurement as a component of sustainable production and consumption | produce more sustainable outcomes |
|--|--|-----------------------|--|---|---|--|-----------------------------------|

Fellow Membership Standard



Introduction

There are 13 competencies covered within the Fellow Membership standard which align to the Leadership level of the IEMA Skills Map. These are split into the areas of core knowledge, technical knowledge and skills.

Competencies

The 13 Fellow Membership Competencies are listed below. Additional detail on the sorts of things Fellow Members are likely to be doing to demonstrate the competencies is provided in the table in Appendix A.

Core Knowledge

1. Identify and evaluate the implications of global trends for the environment, for society, for the economy and for organisations
2. Explain common sustainable business/governance models, their underlying principles, and their relationship with organisations, products and services

Technical Knowledge

3. Identify future issues and challenges for a sustainable economy and evaluate their implications for organisations, products and services
4. Evaluate the impact of relevant political, policy and legislative trends and discuss their implications for strategic decision making
5. Understand appropriate management and assessment tools and their use in achieving positive change
6. Achieving transformation and sustainable change

Skills for Sustainable Leadership

7. Identify future trends, opportunities and manage risks
8. Lead and inspire organisations to deliver innovative and sustainable products and services
9. Inspire and motivate stakeholders to take greater levels of accountability, adopt transformational sustainable practices, and increase transparency
10. Lead and inspire collaboration and cooperation to deliver sustainable innovation
11. Deliver resilience in a changing and dynamic world by managing risks and continual improvement
12. Embed sustainability and life cycle approaches to business practice to improve the sustainability of products and services
13. Create a vision for strategic change and innovation, challenge current thinking or move the sector forward

| | Core Knowledge | | Technical Knowledge | | | |
|------------|---|--|---|--|---|---|
| | Fundamentals of Sustainability | Fundamentals of Business and Governance Principles and Issues | Issues and Principles | Policy, Regulation and Legislation | Management and Assessment Tools | Innovative and Leading practices for a Sustainable Environment |
| Competence | Identify and evaluate the implications of global trends for the environment, for society, for the economy and for organisations | Explain common sustainable business/governance models, their underlying principles, and their relationship with organisations, products and services | Identify future issues and challenges for a sustainable economy, and evaluate their implications for organisations, products and services | Evaluate the impact of relevant political, policy and legislative trends and discuss their implications for strategic decision making | Understand appropriate management and assessment tools and their use in achieving positive change | Achieving transformational and sustainable change |
| Criteria | Using the framework provided by the UN's Sustainable Development Goals, the Fellow member will be able to identify and discuss global trends, their challenges, and demonstrating up to date knowledge and understanding in the field of environment and sustainability | The Fellow Member will be able to provide examples in their field where business/governance models and practice have evolved, changes or created to improve sustainability | The Fellow Member will be able to identify policy and legal trends and demonstrate an understanding of their impact on organisations, products and services | The Fellow member will be able to discuss trends in policy and legislation, and demonstrate an understanding of their impact on strategic decision making and on business operations | The Fellow member will be able to discuss a range of management tools and their application in achieving change | The Fellow Member will be able to provide examples of situations where innovative thinking, and managing risk, has led to transformational and sustainable change |

| | Skills for Sustainable Leadership | | | | | | |
|---------------------|--|---|---|---|--|---|--|
| | Analytical Thinking | Reframing problems and Innovation | Effective Communication | Relationship Development | Resilience, risk and continual improvement | Delivering sustainable products and services | Leadership for Change and Transformation |
| Competence | Identify future trends, opportunities, and manage risks | Lead and inspire organisations to deliver innovative and sustainable products and services | Inspire and motivate stakeholders to take greater levels of accountability, adopt transformational sustainable practices, and increase transparency | Lead and inspire collaboration and cooperation to deliver sustainable innovation | Deliver resilience in a changing and dynamic world by managing risks and continual improvement | Embed sustainability and life cycle approaches business practice to improve sustainability of products and services | Create a vision for strategic change and innovation, challenge current thinking or move the sector forward |
| Indicative Criteria | The Fellow Member will be able to provide examples where trends have been identified or extrapolated to identify opportunities | The Fellow Member will be able to evidence situations and achievements where leadership and innovative thinking have led to innovations or improvements in the sustainability | The Fellow Member will be able to provide examples where they have used communication skills effectively | The Fellow Member will be able to provide examples where they have created, used, or brought together networks that, through collaboration, have resulted in new methods, | The Fellow Member will be able to evidence achievement in creating an environment in which innovation and systems thinking has delivered improvement | The Fellow Member will be able to provide examples where the sustainability of products and services has improved by embedding and mainstreaming sustainability | The Fellow Member will be able to present a compelling case or vision for sustainable management practices, showing passion and commitment, and which either |

| | | | | | | | |
|----------------------|--|---|---|--|--|--|---|
| | | of products or services. | | products or services or delivery. | and resilience across the value change. | into business practice | positively challenges the sector, or has moved the sector forward. |
| Assessment Key Words | <ul style="list-style-type: none"> ▪ Data Analysis ▪ Critical Analysis | <ul style="list-style-type: none"> ▪ Negotiation ▪ Decision Making ▪ Problem solving ▪ Persuasion | <ul style="list-style-type: none"> ▪ Facilitation ▪ Message Development ▪ Presentation and Delivery ▪ Communication | <ul style="list-style-type: none"> ▪ Stakeholder management ▪ Structured conversations ▪ Building and maintaining relationships | <ul style="list-style-type: none"> ▪ Resilience ▪ Systems thinking ▪ Innovation | <ul style="list-style-type: none"> ▪ Creating the business case ▪ Programme management ▪ Project planning ▪ Project monitoring and control | <ul style="list-style-type: none"> ▪ Leadership ▪ Managing people through change ▪ Influence ▪ Team management ▪ People management |