

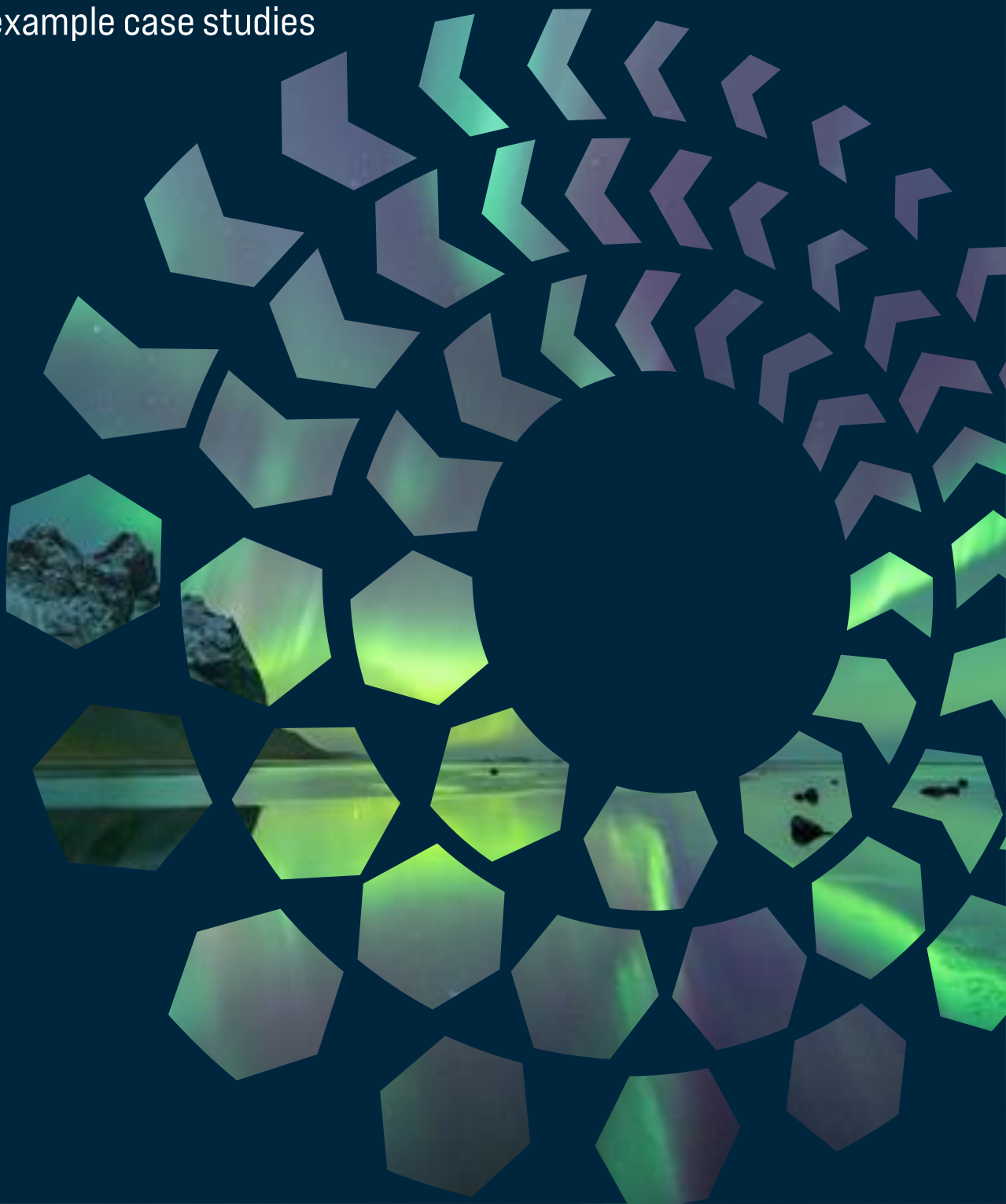


ISEP

Institute of Sustainability &
Environmental Professionals

Practitioner and REnvP: Written Submission Guidance

Including example case studies



Practitioner Membership and Registered Environmental Practitioner (REnvP)

Practitioner membership (PISEP) is the benchmark for Environment and Sustainability professionals and demonstrates your ability to deliver and improve sustainability in organisations, projects, products and services.

Registered Environmental Practitioner REnvP recognises the knowledge, skills and commitment of professionals who work to protect and enhance the environment, providing an opportunity to highlight your capabilities to employers, clients, and the public, as well as being a personal career achievement. You are likely to be working in a core environmental role or be a specialist in another field who is required to apply environmental knowledge to the job.

ISEP's Practitioner membership competencies align to those of Registered Environmental Practitioner. Therefore, candidates can apply for PISEP and REnvP individually, or in one dual application. This document is relevant to both of these application routes, as the assessment process and criteria is the same.

How to apply:

Entry Examination

The entry exam is how ISEP assesses you have the right level of knowledge to become a Practitioner and REnvP member. You will have one hour to complete 30 multiple choice questions which cover the core and technical knowledge competencies of the Practitioner membership standard.

You may be exempt from taking the entry exam if you have demonstrated the required level of knowledge through an ISEP approved course, or approved degree. Talk to the Membership and Standards Team for more information at info@isepglobal.org.

Once you have successfully completed one of these routes, you must then complete this next stage of the application process... the written assessment of competence.

Assessment of Competence

The assessment of competence is ISEP's way of ensuring that you can apply your environment and sustainability knowledge and skills in the workplace to the level required in ISEP's Practitioner Standard.

The assessment of competence requires you to complete up to four case studies, which demonstrate the Practitioner competencies being applied in your workplace (it can be a previous workplace or a project you have volunteered on). You will be required to write about the experience, and the impact you had.

You can supply between 1-4 case studies. The number you supply is up to you, but the case studies will need to present evidence of you demonstrating all of the 13 competencies of a Practitioner Member.

Once you have written your case studies, you will then need to ask a colleague or client to confirm your evidence is a true account, by submitting the application verification form.

ISEP's Assessors will then review your evidence and decide whether it satisfactorily demonstrates the competencies of the Practitioner Standard.

Below are tips to support you with your assessment of competence:

Tip 1: Consider using Star Stories

When approaching your case studies, you might find it useful to use 'STAR Stories' as a framework in demonstrating that you meet the Practitioner Competencies.

Simply, **S-T-A-R** stands for **S**ituation, **T**ask, **A**ction and **R**esult:

Situation

The start of a response begins by providing some background and context. In relation to an achievement given in your application, you should describe the circumstances of your involvement and provide enough detail to preface the rest of your narration.

e.g., When I was at ACME Environment, I was...

Task

Here, you should describe the challenge or activity at hand, what needed to be done and what the expected outcome was that needed to be met. Any conditions or constraints relating to the task should also be given.

e.g., There was a need to achieve... so my challenges were to...

Action

Using 'I' and 'we' statements, you should elaborate and develop your specific action in response to the task or challenge, specifying any analytical work, team support/effort or project management and coordination that needed to be done.

e.g., So, I did some analysis of the and found that ... so, I...

Results

This is the opportunity for you to explain the results of your efforts: what was accomplished, what you learnt, how your managers and/or team responded, and how did the organisation recognise the achievement. Wherever possible, achievements and improvements should be quantified—e. g., “20% improvement in ...” or “reduced waste costs by x% per year ...” etc.

e.g., The result was ... Looking back my challenges were ... and what I learned from that was...

Tip 2: Choose your evidence carefully

Remember, we are looking for evidence that you have all 13 the competencies of a Practitioner member, so consider which examples you want to provide carefully. Compare the competencies in the Practitioner Standard against your experience to help you choose your case studies. Try to choose examples that collectively demonstrate the skills described in the standard and avoid repeating the same competencies in all case studies [e.g. data collection for waste, energy, paper, water].

Tip 3: Comply with Data Protection and Confidentiality requirements

The evidence you present for assessment must respect data protection rules and any confidentiality agreements in place. All ISEP Assessors have signed confidentiality agreements so the information you provide will be safe and secure, however specific details can be redacted if necessary.

Tip 4: Make it relevant

Your evidence must be relevant to the competencies in the **ISEP Sustainability Skills Map** and **Practitioner member standard**.

Tip 5: Make sure it is authentic

We are assessing you and your achievements. Make sure that the evidence you provide relates to your own work, so focus on 'I' more than 'we'.

Tip 6: Choose current examples

Evidence must be recent enough to show that skills/knowledge can still be applied to a current work situation. We suggest you describe examples from the last 18 months.

Tip 7: Provide sufficient detail

Our Assessors need to make a judgement about your competence, so be sure to provide enough detail to enable this judgement to be made. Command words are important and indicate the level of the response with both the academic level and the nature of the evidence that is required. Be sure to give reason, do not just describe them.

Tip 8: Tick the relevant boxes

Underneath each case study, you'll find a set of checkboxes to indicate to our assessors how you believe it demonstrates the skills and knowledge expected of a Practitioner member. Please ensure the relevant boxes are ticked.

Application Verification

The application verification is an integral part of how ISEP ensures you can apply your environment and sustainability knowledge and skills in the workplace to the level required in the Practitioner Standard.

For each case study described in your application you need to identify someone who can verify your account of what happened and the role you played, they must also provide feedback on how well you demonstrate the competencies of a Practitioner member.

This gives ISEP a rounded view of your capability, enabling us to decide on whether or not you satisfactorily demonstrate the competencies of the Practitioner Standard.

What do I need to do for the Application Verification?

You will need to contact your verifiers and get their agreement to verify your application. You will need to send them a copy of the case study that you want them to verify. One person can verify more than one of your case studies if appropriate.

We have developed a form for your verifiers to complete which you will need to send them. This can be downloaded from the [ISEP website](#).

Please note that we are unable to progress your application without verification, so it is worth mentioning to them the importance of their role and the value of a quick response.

Curriculum Vitae

Please provide a current CV with the written submission. Your CV should provide an overview of your experience and qualifications in relation to the membership application, supporting your written assessment. Your CV can be no longer than 4 sides of A4.

Review Your Submission

Your written submission is your opportunity to show that, within the last 18 months, you have:

1. Demonstrated consistent effective performance within your organisation (this can be your own or a client organisation)
2. Used your skills and expertise in a professional manner and in accordance with the ISEP Code of Professional Conduct and the Society for the Environment's Code of Professional Conduct
3. Learned from your experience and are committed to ensuring your Continuing Professional Development (CPD)

Ready to Submit?

Your application is ready to submit when you have:

- ✓ Filled out all sections of the Practitioner Assessment of Competence form
- ✓ Ensured the relevant boxes are ticked showing skills & knowledge of a Practitioner member below each case study
- ✓ Contacted your verifiers to complete and submit the verification forms
- ✓ Have a copy of your current CV

By submitting your application, you will be confirming that you work in a way that supports the ISEP Code of Professional Conduct and the Society for the Environment's Code of Professional Conduct, and that you are committed to completing and maintaining a record of CPD in accordance with the ISEP CPD Policy and the Society for the Environment's CPD Policy.

Please email your completed submission to info@isepglobal.org

What happens next?

Once received, your application will be provided to our external independent assessors for marking. There will be a 4-5 week period where your assessment will be marked and the result (Pass, Defer or Fail) provided back to you.

Pass – Congratulations – you have suitably demonstrated Practitioner criteria and achieved PIEMA and/or REnvP.

Defer – If our assessors believe you have demonstrated certain competencies, but require further information for others, we will defer the application and request for further information to be provided. You will only have 1 opportunity to re-submit.

Fail – If upon re-submission of a deferred application does not meet the required competencies, assessors will not be able to recommend you for PIEMA and/or REnvP and will therefore mark it as a fail.

Alongside your result, we will provide you feedback from the assessors.

Example Application form:

On the following pages are the fields you are required to complete within the Practitioner (REnvP) written submission form. We have provided some guidance and examples within each section to help guide you on your application.

Introduction:

To place your submission in context, briefly explain the background to your submission, the sector in which you work, your organisation, your role and responsibility.

This is your opportunity to set the scene:

Give an overview of your job role and explain what organisation you work for.

If it is not obvious, you might need to outline the nature of the organisation.

Briefly explain the main responsibilities of your role and where you fit into the organisation.

Example Case Study #1: Energy Initiative

Situation

I was given the task of identifying opportunities to reduce energy consumption of the office I was working. Energy costs the organisation £100,000 per year. Energy use contributes to climate change through the burning of non-renewable fossil fuels and is one of the UN sustainable development goals.

The UK's energy policy is encouraging the development of renewable technologies.

Task

My task first was to understand how we used energy. I obtained copies of the energy bills from our supplier and found that our energy spend has increased, primarily due to an increase in our energy usage. After some analysis, I discovered that that heating costs had changed slightly but our office use had gone up.

I reported my initial findings to the Head of Operations with the recommendation I do a survey of office use. This found that most people leave on their computers overnight and left the lights on after work.

Action

I called a staff meeting and presented my findings of the work I had done. I then asked my colleagues for suggestions and ways to reduce energy consumption. We picked our favourite one, about computers, and went with that as a trial. We agreed a scheme by which each person was, on a weekly basis, given responsibility for switching off people's computers if they were last out, and to ensure all office equipment and lighting was switched off.

Result

In the four weeks of the initiative, energy consumption reduced by 12% which was a reduction of £3000 per year, which was a reduction of 3% energy. This continued in the second month.

Reflection

The activity has prompted discussion about what else is achievable in the office. I have since created an environmental action plan, using the ISO14001 standard as a base (see attached document for evidence).

Working with my colleagues and my manager was important to gain acceptance for the initiative. I was also involved in speaking with the electricity supply company to get their advice on support on energy reduction.

I have now invited a number of energy saving companies to evaluate opportunities for further savings and reductions.

I need to use my influencing and persuading skills to achieve my objectives.

<p>Skills of a Practitioner Member: (Candidate to tick all skills that this example demonstrates)</p> <div> <input checked="" type="checkbox"/> Collect and critically analyse data, and report information that informs decision making, <input type="checkbox"/> Identify and engage in two-way communication with stakeholders, </div> <div> <input checked="" type="checkbox"/> Identify problems and assess opportunities that deliver innovative and sustainable products and services, <input checked="" type="checkbox"/> Apply or implement tools, techniques, systems, and practices that identify opportunities and risks, </div> <div> <input type="checkbox"/> Determine, implement, and measure methods of effective communication, <input checked="" type="checkbox"/> Deliver projects and programmes that achieve performance improvement, </div> <div> <input type="checkbox"/> Implement change and transformation. </div>	
<p>Knowledge of a Practitioner Member: (Candidate to tick all knowledge that this example demonstrates)</p> <div> <input checked="" type="checkbox"/> Explain the implications of global trends for the environment, for society, for the economy and for organisations, <input type="checkbox"/> Explain major policy and legislation and their implications for organisations, products, and services, </div> <div> <input type="checkbox"/> Explain sustainable business/governance models, their underlying principles and their relationship with organisations, products, and services, <input checked="" type="checkbox"/> 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, </div> <div> <input type="checkbox"/> Explain environmental / socio-economic principles and their relationship with organisations, products, and services, <input checked="" type="checkbox"/> Explain the role of innovation and other leading practices in developing sustainable products and services and providing sustainable solutions. </div>	

Example Case Study #2: Managing Compliance

Situation

Part of my role is to oversee the compliance status of the company I work at. We collect recyclables from commercial organisations, separate their materials, bundle wastes, and sell them to the market. When I joined them, the company was quite new. It had some environmental objectives but was not initially clear about its compliance status.

Task

My tasks were: (1) to determine the permitting requirements for the types of operations performed on the site; (2) determine the quantities of waste collected and handled by the site; (3) make a recommendation to the company director about the compliance status and next steps; and (4) engage with regulatory bodies.

Action

(1) I am aware of both the Environmental Protection Act 1990 and the requirements for permitting certain operations but needed to understand the legislation specific to the operations of the facility. I went to the Gov.uk website and looked at the requirements for the transfer, storage, treatment, and disposal of waste. This gave me enough information to determine the potential of the company requiring either a permit or an exemption.

(2) I requested weighbridge ticket information from the works manager to obtain information about the amount of waste managed by the facility. In doing my analysis, I was able to determine that the company managed 46 tonnes of waste in 2015, and 34 tonnes to waste in 2014. In 2016 to June, 28 tonnes of waste were collected.

(3) From my analysis, I found that while the company was eligible for an exemption from the permitting requirement as it did not handle more than 50 tonnes of waste annually, the trending information for 2016 indicated that the company would handle more than 50 tonnes in 2016. Given the expected growth in the business for 2016, my recommendation to the Director was to engage with the regulators and secure a permit for its operations.

(4) I contacted the local authority and environment agency to secure a permit for operations of the facility. In that process, it became apparent that the company did not even have an exemption permit from the regulator as they did not have the company details on their system. Whilst this was potentially a serious issue, the regulator recognised our proactivity, and worked with us to put the measures and requirements in place for us to be compliant.

Result

After the engagement with the regulators, I worked with the Director to put the steps in place to ensure all the processes were in place to safely and responsibly managed the waste collected and processed by the company. We did receive a warning from the regulatory in respect of our previous status.

We were able to secure the permit from the regulatory, and we have seen several other benefits. We discovered for example that we had been undercharging some clients, so we have been able to increase our profitability.

The Director has also been eager to learn about the opportunities in the Circular Economy and has since been on some training.

Reflection

I was nervous approaching the regulator due to the threat of non-compliance and a fine and was not sure how the director would respond knowing that some investment was needed in the site.

I did anticipate this and was able to put together a business case for the investment needed. It brought other benefits too, such as improving the financial position of the company. Many people view compliance as a burden, but in our case, it also created opportunities.

In thinking about our role in the waste hierarchy, there are lots of opportunities in maximising the economic value of waste. We are reviewing the company's business plan from this perspective and looking at opportunities to grow the business.

Skills of a Practitioner Member: (Candidate to tick all skills that this example demonstrates)

- | | |
|--|---|
| <input checked="" type="checkbox"/> Collect and critically analyse data, and report information that informs decision making, | <input checked="" type="checkbox"/> Identify and engage in two-way communication with stakeholders, |
| <input type="checkbox"/> Identify problems and assess opportunities that deliver innovative and sustainable products and services, | <input checked="" type="checkbox"/> Apply or implement tools, techniques, systems, and practices that identify opportunities and risks, |
| <input type="checkbox"/> Determine, implement, and measure methods of effective communication, | <input checked="" type="checkbox"/> Deliver projects and programmes that achieve performance improvement, |
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Knowledge of a Practitioner Member: (Candidate to tick all knowledge that this example demonstrates)

- | | |
|---|--|
| <input type="checkbox"/> Explain the implications of global trends for the environment, for society, for the economy and for organisations, | <input checked="" type="checkbox"/> Explain major policy and legislation and their implications for organisations, products, and services, |
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| <input checked="" type="checkbox"/> Explain environmental / social / economic principles and their relationship with organisations, products, and services, | <input type="checkbox"/> Explain the role of innovation and other leading practices in developing sustainable products and services and providing sustainable solutions. |

Identify principal learning lessons

Reflecting upon the experiences you have described in this submission identify: (i) what have you learned about your practice (ii) with hindsight what you would have done differently and why. Remember this is more about your behaviours rather than any process you employed.

Reflection is at the heart of developing the skill to learn continually from experience; reflection will be personal to you – it is what you have learned that is of interest here.

In this section, critically reflect on your experiences, activities and use of the skills to draw out any learning that might help you in the future. You may for example have discovered that you were better at handling conflict than you thought or were surprised that you are not as good at influencing and negotiating as you thought. How did you overcome any challenges? Were they easy or more difficult than expected? So, this in essence is where you reflect on your strengths and weaknesses; and where you may need to learn new or build on existing skills.

Identify future learning and development plans

Building on the reflections from your principal learning lessons and any planned changes within your role/responsibilities identify: (i) the skills and knowledge you need to develop over the next 12 months and (ii) the activities you plan to undertake to achieve these goals. Please ensure you address both aspects of this question.

What are your goals and what skills and knowledge do you need to develop to help you achieve those goals?

It is useful to identify your learning aims and purposes are, the activities to achieve them and what time frame you are considering. This is an opportunity to demonstrate your commitment to your continuing professional development.

Remember that development activities are not restricted to formal training courses, and may occur through day-to-day activities, including coaching and mentoring, delegation, secondments, experiential learning, or distance learning lectures/talks/conventions/conferences, research and reading e.g. via the internet, books, journals, etc.