

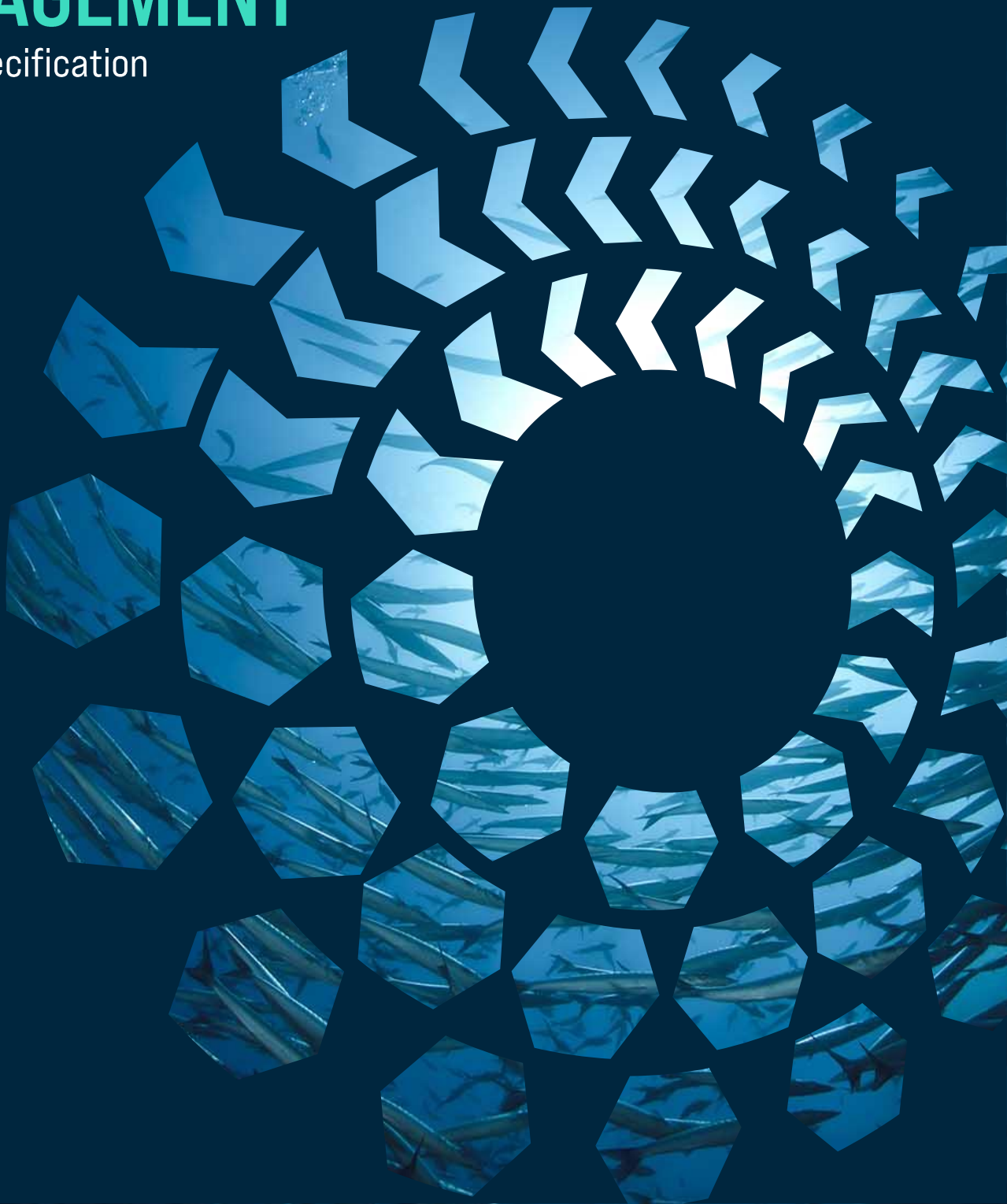


ISEP

Institute of Sustainability &
Environmental Professionals

CERTIFICATE IN SUSTAINABILITY AND ENVIRONMENTAL MANAGEMENT

Course Specification



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1. About Us

The Institute of Sustainability and Environmental Professionals (ISEP) is the global membership body for anyone wanting sustainable change that delivers across government, business and society. By harnessing the collective expertise and experience of our global membership, we set the standard in sustainable leadership, knowledge, skills and practice.

Whether you're an environmental specialist, a sustainability generalist, or just want to be a champion for change in your area – we empower people with cutting-edge evidence and insights, enable with world-class training and guidance, and ensure excellence with unrivalled professional standards and assessment.

We are passionate about uniting talent, creating collaborations and forming networks that influence government policy, drive best-practice within business, and inspire change across society.

No matter what stage you're at in your career or what sector you work in, we can equip you with the skills, standards and support needed to nurture your talent and advance your career.

2. Background

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

3. Course Duration

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

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

Module 1: Fundamentals of Sustainability, Business and Governance

Module 2: Environmental Principles, Policy and Legislation

Module 3: Environmental Management/Assessment Tools and Skills

ISEP advise Training Partners to support candidates through the course within a 12 month period from module one to completing the Assessment of Competence. Training Partners who wish to deliver the course over a shorter timescale may do so, providing that they can ensure the candidate is receiving the relevant support and guidance throughout the course.

ISEP will accept candidates Assessment of Competence up to two years after registering with ISEP to complete the Certificate in Sustainability and Environmental Management. If a candidate submits their Assessment of Competence after the two year deadline, they must complete the Practitioner exam to ensure their knowledge is relevant and up to date.

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

4. Who is this Course for?

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

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

5. Materials and Certification

A full range of training materials are available for this course.

This course comes with structured learner workbooks, a trainer manual and an online assessment produced by ISEP.

Please contact training@isepglobal.org for further details.

6. Certification and Membership

Successful completion of all three modules and related assessments, including the assessment of

competence confirms that candidates have met the ISEP Practitioner membership standard.

A certificate of course completion and ISEP Practitioner membership will be provided once candidates have registered and paid the appropriate fees.

7. Assessment

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

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

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

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

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

8. Internal and External Verification

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

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

A Training Centres Internal Verification procedure should incorporate:

- All tutors are verified internally over a 12 month period

- All modules are verified for the validity of assessment decisions for each tutor over a 12 month period
- The full range of age, gender, new starters, mid-term and well established candidates
- Interim and summative assessment decisions – Internal Verification will not be an 'end' process
- New qualified and/or recruited tutors will be more frequently sampled until the Internal Verifier has confirmed effectiveness, reliability and quality of assessment decisions and practice
- Internal Verifiers should ensure that written feedback to tutors contributes on an ongoing basis to the standardisation of assessment decisions
- External Verifiers are appointed to monitor the work of the Training Centres. External Verifiers are the key link between ISEP and the Training Centre. External Verifiers will verify a sample of assignments on an annual basis, this will usually fall in line with the Centre renewal process.

The role of the External Verifier is to:

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

9. Candidate Registration

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

1.1 Certificate in Sustainability and Environmental Management course

ISEP Training Centres delivering the full course must register candidates with ISEP using the

relevant booking form and supply accurate learner details and the appropriate fees at the time of booking.

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

1.2 Individual modules that learners wish to take in isolation

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

10. Reasonable Adjustments

Where necessary, ISEP endeavours to make reasonable adjustments for candidates with particular requirements to enable them to have access to fair assessment and to demonstrate achievement.

Candidates may require reasonable adjustments for a number of reasons including a permanent (long term) or temporary disability or medical condition; communication and interaction needs; where English is an additional language.

Reasonable adjustments are made to ensure that candidates receive recognition of their achievement without compromising the equity, validity and reliability of the assessment.

They are not concessions to make assessment easier for candidates, nor advantages to give candidates a head start.

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

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

As part of their general responsibilities, Centres should:

- Have robust pre-course procedures which can help:

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

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

11. Special Consideration

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

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

12. Malpractice

The fairness of the assessment depends upon all parties acting in good faith and adhering to the highest professional standards of conduct. Any evidence of deviation from such standards may lead to disqualification of candidates.

Plagiarism and collaboration are considered to be malpractice. Training providers should make their candidates aware of the Malpractice Policy which can be found in the Examination Handbook.

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

13. Re-Sits

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

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

14. Appeals

All learners on an ISEP Certified or Approved course have the right to enquire about their result and appeal against the outcome of that enquiry.

The ISEP Training Centre must have in place, policies to deal with result enquiries and appeals thoroughly and fairly. Candidates must apply to the Training Centre in the first instance when appealing an assessment decision and the centre should follow their internal Appeal Procedure.

In cases where the Candidate is not satisfied with the outcome of the appeal, Candidates can appeal to ISEP. An appropriate External Verifier and the Head of Professional Standards will then review the Candidate's assignment, assignment feedback, internal verification reports (if required) and previous appeal separately and in some cases, may consult the Professional Standards Committee. If the candidate is not satisfied with the outcome of the appeal from ISEP,

the appeal will be taken to the Professional Standards Committee.

15. Trainer Requirements

In addition to the trainer requirements set out in the policy manual of the Guide to becoming an ISEP Training Centre, trainers are required to be a Full member of ISEP, or as a minimum have equivalent knowledge and experience that has been assessed against the ISEP Environmental Skills Map at the managerial level.

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

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

16. Learning Outcomes

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

Module 1: Fundamentals of Sustainability, Business and Governance

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

Module 2: Environmental Principles, Policy and Legislation

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

Module 3: Environmental Management/Assessment Tools and Skills

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

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

Assessment 4: Assessment of Competence

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

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

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

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

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

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

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

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

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

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

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

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. 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>1.1 Explain the global mega-trends driving the need to transform the world to sustainability</p> <p>1.2 Explain the concept of sustainable development</p> <p>1.3 Explain how the UN's Sustainable Development Goals provide a framework for action</p> <p>1.4 Describe the five sustainable capitals and the dependencies between them</p> <p>1.5 Explain how environmental limits and the equalities agenda are fundamental to maintaining economic growth and sustainable capital</p> <p>1.6 Explain how current economic activity regularly creates unintended environmental and social consequences, locally and globally</p> <p>1.7 Describe 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 Capitals: Natural, Social, Human, Financial and Manufactured/Built.</p> <p>Environmental Limits: Planetary boundaries concept (Stockholm Institute).</p> <p>Sustainability Skills: ISEP Skills Map (overview of all the various skills required and introduction to module 3 where skills will be explored in further detail).</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...)
Fundamental Business and Governance Principles and Issues		
2. Explain sustainable business/governance models, their underlying principles and their relationship with organisations, products and services	<p>2.1 Describe the role of ethics in individual and organisation decision-making</p> <p>2.2 Explain the importance of accountability, equalities (incl. gender equality), inclusivity, integrity, stewardship, transparency, cultural context and engagement</p> <p>2.3 Explain the importance of corporate responsibility, corporate sustainability and sustainable business</p> <p>2.4 Describe the differences between balancing and resolving interactions between social, environmental and economic issues in the context of sustainable development</p> <p>2.5 Explain the concept of safe operating space and to what extent they can impact an organisation</p> <p>2.6 Describe sustainable business models that will help drive the transition to a sustainable economy</p>	<p>Corporate Responsibility, Corporate Sustainability and Sustainable Business: ISEP- 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

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. Explain environmental principles and their relationship with organisations, products and services	3.1 Explain the importance of natural cycles, ecological systems, ecosystem services and environmental limits and their impact on your organisation	Natural Cycles: Carbon, Nitrogen, Phosphorus and Water.

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>3.2 Explain the impact of human interventions on natural ecological systems, habitats, species and individuals</p> <p>3.3 Describe pollution sources, pathways and receptors</p>	<p>Ecological Systems: Plants and animals and their interactions with non-living components including energy.</p> <p>Ecosystem Services: Supporting, Provisioning, Regulating and Cultural</p> <p>Environmental Limits: Planetary boundaries concept [Stockholm Institute].</p> <p>Pollution Sources, Pathways and Receptors: Including the concept of pollution linkages.</p>
Policy, Regulation & Legislation		
4. Explain major policy and legislation and their implications for organisations, products and services	<p>4.1 Explain how sustainability issues link to policy</p> <p>4.2 Outline the main types of law and the relationship between international, national and sub-national law</p> <p>4.3 Describe key policy instruments in place and how they are used to achieve sustainable change</p> <p>4.4 Explain key environmental principles and how they have been applied within policies</p> <p>4.5 Explain key environmental legislation</p> <p>4.6 Outline the role of environmental regulators and penalties for non-compliance</p> <p>4.7 Identify relevant stakeholders that influence environmental 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 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>

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 Explain the benefits and opportunities organisations can achieve in moving beyond compliance	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 & 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 Explain the application of major environmental management tools, techniques, systems and practices, their advantages and disadvantages</p> <p>5.2 Explain the concept of lifecycle thinking, its benefits and challenges</p> <p>5.3 Explain the different roles people play in delivering sustainable outcomes</p> <p>5.4 Describe the tools, techniques, systems and/or practices used by organisations to manage compliance and non-compliance</p> <p>5.5 Describe 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>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: Environmental Management Plans (EMP), Impact Assessment (EIA, SEA, EcIA), Lifecycle Thinking (LCA, footprinting, hotspot analysis), 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 & Leading Practices		
6. Explain the role of innovation and other leading practices in developing sustainable products and services and providing sustainable solutions	6.1 Explain how innovation and other leading practices can be used to develop sustainable products and services and provide sustainable solutions	It is expected that a variety of case studies are provided from different sectors, e.g. energy, transport, manufacturing, the built environment and agriculture.

Learning outcome (the learner will...)	Assessment criteria (the learner will be able to demonstrate knowledge by...)	Prescribed content (the learner will be familiar with...)
	6.2 Explain innovation and how the principles of innovation can be applied in any given context	

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 and critically analyse data, and report information that informs decision making	7.1 Identify relevant sources of data and describe techniques used to collect, process, and store accurate data 7.2 Explain the importance of relevant and accurate data 7.3 Analyse and interpret data/information to draw appropriate conclusions and make practical recommendations that improve sustainability performance 7.4 Monitor a programme to improve sustainability performance using appropriate methods	Data: Absolute and Normalised data, Qualitative and Quantitative data
Problem Reframing & Resolution		
8. Identify problems and assess opportunities that deliver innovative and sustainable products and services	8.1 Identify the benefits of research, planning and keeping up-to-date with innovations to provide sustainable solutions 8.2 Identify challenges to sustainability and reframe them as opportunities	Innovations: Academic research, developments by competitors, other sectors and wider stakeholders, new business models
Effective Communication		

Learning outcome (the learner will...)	Assessment criteria (the learner will be able to demonstrate knowledge by...)	Prescribed content (the learner will be familiar with...)
9. Determine, implement and measure methods of effective communication	<p>9.1 Explain the role effective communication plays in achieving sustainable outcomes</p> <p>9.2 Identify the interests and viewpoints of relevant internal and external stakeholders</p> <p>9.3 Explain how communication methods need to be adapted to ensure meaningful engagement</p> <p>9.4 Demonstrate effective use of communication skills and understand how communication methods can facilitate improved performance</p> <p>9.5 Describe the differences between informing, consulting and engaging</p>	<p>Internal Stakeholders: Leadership Team, Operations, Finance, Other Specific Departments, All Staff</p> <p>External Stakeholders: Partners, Clients, Customers, Suppliers, Shareholders, Regulators, Local Community</p>
Relationship Development		
10. Identify and engage in two way communication with stakeholders	<p>10.1 Identify the benefits of collaboration and cooperation in responding to sustainability challenges, particularly when facing the same issues</p> <p>10.2 Work collaboratively in teams and across broader structures and networks</p> <p>10.3 Use 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 & Continual Improvement		
11. Apply or implement tools, techniques, systems and practices that identify opportunities and risks	<p>11.1 Demonstrate selection and use of appropriate tools, techniques and systems to identify risks and opportunities</p> <p>11.2 Show how identifying and tackling risks to the delivery of products and services can achieve resilience in a 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>

Learning outcome (the learner will...)	Assessment criteria (the learner will be able to demonstrate knowledge by...)	Prescribed content (the learner will be familiar with...)
Delivering Sustainable Solutions		
12. Deliver projects and programmes that achieve performance improvement	<p>12.1 Describe how a long-term vision for sustainability, with milestones and targets, facilitates delivery of sustainable products and services</p> <p>12.2 Demonstrate use of key project management techniques that have delivered sustainable outcomes</p> <p>12.3 Demonstrate how a financial return on investment and wider benefits create a business case for sustainability</p> <p>12.4 Demonstrate how contracting and procurement is a vital component of improving sustainability performance</p>	
Leadership for Change		
13. Implement transformational change	<p>13.1 Demonstrate knowledge of change management principles</p> <p>13.2 Explain how organisational culture contributes to improved sustainability performance</p> <p>13.3 Identify common barriers to creating positive sustainability cultures</p> <p>13.4 Challenge unsustainable business behaviours</p>	

17. Progression After this Course

Learners wishing to progress after this course should consider taking the following courses:

- ISEP Full membership through the Diploma in Sustainable Business Practice

18. Contact Us

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Cambridgeshire, PE15 0AX

Tel: 01522 540 069

Email: training@isepglobal.org

Web: www.isepglobal.org/training

Thinking about quality training that focuses on environmental and sustainable solutions? ISEP provides ISEP Certified and Approved courses through our Training Centres. Whether you're looking for individual training or global business solutions, our team is on hand to help.

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ISEP – Transforming the world today for a sustainable future.

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