1. WHAT IS A CHARTERED ENVIRONMENTALIST (CEnv)?

The professional award of Chartered Environmentalist (CEnv) recognises the specialist knowledge of Royal Society of Chemistry members whose work contributes to mitigating and solving environmental challenges.

Chartered Environmentalists come from a wide range of disciplines and sectors, and you don’t have to be a practising scientist to apply. The award is relevant to all those who meet the required professional competencies set out by the Society for the Environment.

By becoming a Chartered Environmentalist you will:
• receive professional recognition of your knowledge of sustainability principles in the management of the environment
• be entitled to use the designatory letters CEnv after your name
• elevate your credibility and reputation in your field
• be included in the Society for the Environment’s CEnv register
• build your network by joining a global community of other environment professionals
• demonstrate personal and professional integrity

2. ELIGIBILITY REQUIREMENTS

To be eligible to apply for CEnv through the Royal Society of Chemistry you must be able to meet all of the following criteria:
• Be MRSC or FRSC
• Hold a master’s level qualification, or be able to demonstrate an equivalent level of knowledge gained through experience (refer to section 4.2)
• Have at least four years’ relevant experience at or above Master’s level with key responsibilities relating to the environment and/or sustainability;
• Be able to demonstrate that you meet the CEnv competences

If you do not hold a Master’s level qualification and you have not previously been awarded CChem or CSci status you will need to show us how you have achieved a Master’s level knowledge and skills by completing an equivalence report form.

Please email a member of our team at cenv@rsc.org before completing your application if you think this may apply to you.
3. EQUIVALENCY

Section 1: Who needs to complete an Equivalence Report?

If you do not hold a Master’s level qualification and you have not previously been awarded CChem or CSci status, you may also be asked to provide additional information in the form of an equivalence report. Guidance for completing this report can be found below.

Please contact us before completing your application form if you think this may apply to you.

Section 2: Completing the Equivalence Report

The application process for becoming a Chartered Environmentalist (CEnv) requires Master’s degree level thinking, demonstrated either through achievement of a relevant Master’s degree or through the submission of written work deemed to be at an equivalent level by the registration assessors. If you do not hold a Master’s level qualification (or equivalent), you will need to show us how you have achieved a Master’s level knowledge and skills by completing an equivalence report form. The report should aim to be around 1,000 words and must not be more than 1,500 words long (excluding any supporting evidence).

Once submitted, the equivalence report will be assessed to ascertain whether you are eligible to apply for CEnv.

The assessors will be looking to see that you have developed your Master’s level thinking since completing your formal education. This development should be apparent through the job roles that you have held, either through leading project teams or developing new procedures within your company. They will also be looking for evidence of problem solving within your job role that this is at Master’s level, so the work should be science based. The assessors come from a wide variety of industrial and academic fields, therefore please minimise industry specific language where possible. Where this is not possible, please provide an explanation or description for the benefit of the assessors.

The equivalence form will be assessed against the QAA (Quality Assurance Agency) descriptors for a Master’s degree outlined below. Further information on these descriptors can be found in the QAA Framework for Higher Education Qualification. Visit https://www.qaa.ac.uk/en/quality-code/qualifications-frameworks

**Master’s degrees are awarded to students who have demonstrated:**

- a systematic understanding of knowledge and a critical awareness of current problems and/or new insights, much of which is at or informed by, the forefront of their academic discipline, field of study or area of professional practice
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship
- originality in the application of knowledge together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
- conceptual understanding that enables the student:
  - to evaluate critically current research and advanced scholarship in the discipline
  - To evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses

**Typically, those who hold a Master’s degree will be able to:**

- deal with complex issues both systemically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
- demonstrate self-direction and originality in the tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
- continue to advance their knowledge and understanding, and to develop new skills to a high level

**Master’s degree holders will have:**

- The qualities and transferable skills necessary for employment requiring:
  - the exercise of initiative and personal responsibility
  - decision making in complex and unpredictable situations
  - the independent learning ability required for continuing professional development

To demonstrate equivalence, you should outline one or more projects where you have had to apply your Master’s level thinking critically and apply advanced skills to the problem at hand. If possible, please present your report in the format of:

- **Project Aim**
- **Outcome**
- **Development**
- **Evaluation**

Please ensure that your report clearly demonstrates the QAA descriptors outlined above.
To support your equivalence form, it may prove useful to submit additional evidence along with your form. If you do provide evidence, then please refer to it in your equivalence form and how it supports you in demonstrating that you meet the QAA descriptors. Any evidence provided should be supplementary to your report and all appropriate information must be discussed in the report.

We have provided the below list of potential sources of evidence; however, this is by no means exhaustive and any evidence you feel is appropriate can be provided.

- A CPD report;
- Details of any relevant short courses undertaken;
- Details of any workshops, internal and, or, external training sessions, events, conferences;
- Details of reading you have undertaken to help you develop or update your knowledge. This can be theoretical or practical. For example, in learning to use a new piece of equipment, methods, standards or regulatory requirements you may have had to undertake some research to help you;
- Any documents, reports, policies, procedures, instructions manual, technical reports, surveys etc. that you have written;
- Scientific reports, publications, books, book chapters or leaflets that you have written and published;
- Complex designs and relevant calculations;
- Technical specifications;
- Teaching/training for others that you have delivered; you may want to include evidence in the form of teaching syllabuses, your lecture notes, presentation material, and examination papers that you have produced;
- Log books, work diaries, etc if these are relevant;
- Actual job descriptions, past and present;
- Annual performance reviews, summaries etc;
- Any professional awards, recognition received, along with the criteria used in awarding these;
- Sometimes an activity may not have produced a tangible outcome, such as a report or publication, but may still have had a significant impact on your or others’ practice. In this case, you may be able to obtain and provide a signed statement from your line manager giving a detailed explanation as to your activities and the value or impact it has had.
4. THE APPLICATION PROCESS

STEP 1
First, you become a member of the RSC. Visit www.rsc.org/membership-and-community

STEP 2
Identify two appropriate supporters and ask them if they would be happy to support your application. Your first supporter should be your line manager or a senior colleague who is familiar with your work. Where possible your second supporter should be someone from a different organisation. If this is not possible they should.

STEP 3
Check your eligibility against the criteria listed in section 2.

STEP 3
Work with your supporter to complete the application form. You will provide an example against each competency that demonstrates how you meet the criteria to become CEnv. Make sure you sign the form (electronic signatures are accepted), and tick the declaration.

The form is available to download from the RSC website www.rsc.org/careers/cpd/practising-scientists

STEP 4
Email the completed form and your CV and evidence of your relevant qualification(s) to the team at cenv@rsc.org.

A member of the team will make an initial review of your application, and will work with you to make sure it is ready to go out for assessment.

STEP 5
Your written application will be reviewed by two assessors, who are members of the Royal Society of Chemistry (MRSC or FRSC) and hold CEnv status. Depending on the availability of the assessors, assessment of the written application can take up to eight weeks.

The assessors may request that you provide additional information to clarify your involvement in a particular project or activity outlined in your application. If this request is made, it will be communicated to you through the RSC.

STEP 6
If your written application is approved by the assessors, a Professional Review Interview (PRI) will be arranged at a mutually convenient time. Depending on availability, this is usually between one to two months after you receive your confirmation email.

STEP 7
Successful applicants will receive an official letter and certificate of award and you may begin using the designatory letters CEnv.

If your application is not successful you will be provided with feedback and suggestions on areas for development, and you will be invited to resubmit an application after a period of time as recommended by the assessors. If you feel that the decision has not been made fairly, you are entitled to appeal. Details of the appeals process are available on request.

If you are a current applicant or just considering CEnv and would like more information or support, please contact us.

Email: cenv@rsc.org

5. THE ROLE OF YOUR SUPPORTERS

The role of the supporter is to provide guidance to the you when completing the form and to confirm that you are meeting or exceeding the competencies. Your application for CEnv must be validated by two supporters who are able to confirm that the information you have provided is accurate.

Your first supporter should be your line manager or a senior colleague who is familiar with your work. Where possible your second supporter should be someone from a different organisation. If this is not possible then you someone from a different team/group within your organisation is allowed. The second supporter must know you professionally.

Ideally, your supporters will be members of the Royal Society of Chemistry and will preferably hold chartered status (CEnv/CChem/CSci) but this is not strictly necessary. If you do not work with anyone who meets these criteria please contact us for further advice.

We will contact your supporters, usually by email, to confirm that they support your application for the award of CEnv and will share your application form with them. Therefore it is vital that you ensure both of your supporters are involved in the preparation of your application.

Guidance is available at any stage of the process, to both applicants and supporters, from a member of our Accreditation and Qualifications team.

6. HOW TO WRITE EXAMPLES IN COMPETENCY BASED APPLICATION FORMS

In general, we encourage the use of the SHARE format when writing examples in competency based applications. Each letter in the word ‘SHARE’ represents a different component of a good competency example. Using this model helps you to make sure that you cover all the key information that the assessors will want to see.

S  Situation: describe the situation, set the scene

H  Hindrance: describe the problem or challenge that you needed to overcome, or the task you needed to complete

A  Action: describe the action that YOU took to overcome the problem

R  Result: show how the action that you took was the correct one, and describe the outcome

E  Evaluation: how the situation turned out. You could even contrast it with what would have happened had you taken no action or a different course of action

You may find that you don’t need to go through each part of the SHARE format in order. You might also combine some components within your narrative, eg the result and evaluation, or the situation and the hindrance. This isn’t a problem, but it’s important that each component part is there.
The key thing is that the assessors need to see specific examples from your work and understand your personal level of responsibility and impact in your workplace. For each competency, you should focus on describing just one example and, as a rough guide, you should aim for somewhere between 250 and 500 words per competency example. Examples should ideally be from your current job, and no more than two years old.

In the following table is an example answer that could have been given in an application for CEnv based on the SHARE format. We’ve described how it might have been strengthened to give assessors an accurate impression of how the applicant is working at the required competency level. This increases the chances of the application being successful in the first instance.

If you have any questions about your application, please contact cenv@rsc.org

**Competency D2 from CEnv**

Take responsibility for personal development and work towards and secure change and improvements for a sustainable future *eg demonstrating that you recognise the value of CPD, have a strong desire to learn and value and actively pursue professional development.*

<table>
<thead>
<tr>
<th>Original example</th>
<th>Commentary on what could be improved</th>
<th>Improved version of the example, with changes highlighted</th>
</tr>
</thead>
</table>
| My role as an environmental fate modeller and risk assessor means that I interact with a wide range of clients; from small, family-operated businesses to large national and international companies. | • Examples should be written in the first person. This helps assessors to understand the personal contribution that an applicant has made, and the level of responsibility and autonomy that they are working with.  
• What is important about these specific training courses? What is their impact?  
• It is helpful to provide specific detail of the training courses attended. What was special about the external training course? The assessors need to know why training courses are relevant and what their impact would be.  
• What is the impact of the described activities on personal development? | [SITUATION] My role as an environmental fate modeller and risk assessor means that I interact with a wide range of clients; from small, family-operated businesses to large national and international companies.  
[HIRDANCE] So that I am able to provide the highest quality and most environmentally conscious information to my clients, I need to ensure that my knowledge of environmental issues as well statistical analysis and model development skills are up-to-date.  
[ACTION] Firstly, I do this by attending a great deal of internal training to develop the professional skills required for the work I undertake as a consultant. Examples of this training include Data Gap Analysis and Technical Equivalence training. I use the former to determine what information, data, tests results, or modelling outputs, etc, are missing or lacking as it pertains to thresholds set by national authorities for various regulatory submissions. I use the latter to help me compare and contrast product submissions to allow for alternate sources of products in a competitive free market. As well as my company’s internal training courses, I actively seek opportunities outside of this to develop myself. Over the last three years, I have enrolled in, and paid for, five, five-week-long online courses to further my knowledge and CPD. I have completed: (i) Going Places with Spatial Analysis, by ESRI; (ii) Cartography, by ESRI; (iii) Ecosystem Services: a Method for Sustainable Development, by the University of Geneva; (iv) Climate Change and Water in Mountains: A Global Concern, by the University of Geneva; and (v) Ocean Science in Action: Addressing Marine Ecosystems and Food Security in the Western Indian Ocean, by the National Oceanography Centre (UK). These courses provide me with a broader and deeper view of environmental sustainability issues being faced around the globe.  
[RESULT + EVALUATION] By attending these courses I am able to ensure that I am constantly producing the highest quality work for my clients. This ultimately ensures they are well equipped and prepared to carry out their projects in the most environmentally secure way and will hopefully carry forward this best practice in their future endeavours. | SHARE sections are shown for clarity, but would not be part of the submitted example |
The examples below will help you identify potential topics for you to discuss in your application form. They are designed to serve as inspiration rather than a complete answer. To make sure that you provide sufficient detail, write your answers for each competency (around 250-500 words) in the SHARE format.

Chartered Environmentalists work in many different settings. Here, we have provided examples of some industries and fields that previous applicants have been involved in (it is not an exhaustive list). However, many of these examples can apply to more than one sector so you might find it helpful to look over them all.

### 7. COMPETENCY EXAMPLES

The examples below will help you identify potential topics for you to discuss in your application form. They are designed to serve as inspiration rather than a complete answer. To make sure that you provide sufficient detail, write your answers for each competency (around 250-500 words) in the SHARE format.

Chartered Environmentalists work in many different settings. Here, we have provided examples of some industries and fields that previous applicants have been involved in (it is not an exhaustive list). However, many of these examples can apply to more than one sector so you might find it helpful to look over them all.

<table>
<thead>
<tr>
<th>Competency and description</th>
<th>Industry/field</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A1: Have underpinning knowledge of sustainability principles in the management of the environment.</strong></td>
<td>Nuclear</td>
</tr>
<tr>
<td>Provide a summary of your environmental and sustainability knowledge and experience using examples from your whole career.</td>
<td></td>
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<tr>
<td><strong>A2: Apply environmental knowledge and principles in pursuit of sustainable environmental management in professional practice.</strong></td>
<td>Nuclear</td>
</tr>
<tr>
<td>The assessment of reactor designs and their outcomes</td>
<td></td>
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<tr>
<td>Management of/working with regulators and regulatory bodies</td>
<td></td>
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<tr>
<td>The investigation and use of modelling and its implications on range of stakeholders</td>
<td></td>
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<tr>
<td><strong>A3: Analyse and evaluate problems from an environmental perspective, develop practical sustainable solutions and anticipate environmental trends to develop practical solutions.</strong></td>
<td>Nuclear</td>
</tr>
<tr>
<td>The use and evaluation of environmental models relating to contamination</td>
<td></td>
</tr>
<tr>
<td>Discussion of the wider environmental impacts of the process/techniques used</td>
<td></td>
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<tr>
<td><strong>B1: Promote behavioural and cultural change by influencing others in order to secure environmental improvements that go beyond minimum statutory requirements.</strong></td>
<td>Nuclear</td>
</tr>
<tr>
<td>Leading a team on a project</td>
<td></td>
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<tr>
<td>Conducting workshops</td>
<td></td>
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<tr>
<td>Encourage environmental improvements relating to a range of contaminations topics</td>
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<tr>
<td><strong>B2: Promote a strategic environmental approach.</strong></td>
<td>Nuclear</td>
</tr>
<tr>
<td>Implementation of projects and managing time, cost, quality and regulatory requirements</td>
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<tr>
<td>Assessing the impact of ground contamination</td>
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<tr>
<td>Discussion of issues from leakages/potential of leaking</td>
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<tr>
<td>The use of mitigation strategies and techniques</td>
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<tr>
<td><strong>B3: Promote performance and innovation in management.</strong></td>
<td>Nuclear</td>
</tr>
<tr>
<td><strong>B4: Promote an ethical environmental approach.</strong></td>
<td>Nuclear</td>
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<tr>
<td><strong>B5: Promote engagement and partnership in professional practice.</strong></td>
<td>Nuclear</td>
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<tr>
<td><strong>B6: Promote a strategic approach to sustainable development.</strong></td>
<td>Nuclear</td>
</tr>
<tr>
<td><strong>B7: Promote a strategic leadership approach.</strong></td>
<td>Nuclear</td>
</tr>
<tr>
<td>Competency and description</td>
<td>Nuclear</td>
</tr>
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<tr>
<td><strong>B3</strong>: Demonstrate leadership and management skills.</td>
<td>• Leading radiological monitoring schemes</td>
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<td></td>
<td>• Leading the implementation of governmental requirements/strategies</td>
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<td></td>
<td>• Mentoring less experienced colleagues</td>
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<td></td>
<td>• Initiating and leading projects/data collections</td>
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<td></td>
<td>• Coaching colleagues/externals through Charterships/ Registration or other career development processes</td>
</tr>
<tr>
<td><strong>C1</strong>: Communicate the environmental case, confidently, clearly, autonomously and competently.</td>
<td>• Representing teams in meetings internally or externally</td>
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<tr>
<td></td>
<td>• Promoting environmental goals</td>
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<td></td>
<td>• Working with overseas regulators</td>
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<td></td>
<td>• Sharing experience with both internal or external colleagues</td>
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<tr>
<td></td>
<td>• Working on technical committees (management/ reprocessing of waste)</td>
</tr>
<tr>
<td></td>
<td>• How you demonstrate best available techniques (BAT)</td>
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<tr>
<td><strong>C2</strong>: Ability to liaise with, negotiate with, handle conflict and advise others, in individual and/or group environments (either as a leader or member).</td>
<td>• Ensuring that new designs and processes meet standards and requirements</td>
</tr>
<tr>
<td></td>
<td>• Working with a range of stakeholders</td>
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<tr>
<td></td>
<td>• Challenging the environmental implications of projects, new facilities or designs</td>
</tr>
<tr>
<td><strong>D1</strong>: Encourage others to promote and advance a sustainable and resilient approach by understanding their responsibility for environmental damage and improvement.</td>
<td>• Encouraging the use of full life cycle analysis</td>
</tr>
<tr>
<td></td>
<td>• Encouraging the understanding and requirements of long term waste disposal</td>
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<tr>
<td></td>
<td>• Conducting regular waste/environment audits</td>
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<td></td>
<td>• Outreach with the wider community</td>
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<td></td>
<td></td>
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<tr>
<td><strong>D2</strong>: Take responsibility for personal development and work towards and secure change and improvements for a sustainable future.</td>
<td>• Implementing the alteration of processes/ assessment procedures to encourage the most environmentally friendly</td>
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<tr>
<td></td>
<td>• Attendance at, and impact of, industry specific conferences/ events (internal or external)</td>
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<td></td>
<td>• Involvement with the RSC (events, seminars and external visits)</td>
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<tr>
<td></td>
<td>• Your role as a STEM ambassador</td>
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<td></td>
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</tbody>
</table>
### D3: Demonstrate an understanding of environmental ethical dilemmas.

- The use of BAT and as low as reasonable practicable (ALARP) as well as encouraging their use
- Your knowledge and understanding of short term benefit vs long term costs in projects
- Discussion of inherent ethical issues in the nuclear industry

<table>
<thead>
<tr>
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<th>Academic</th>
<th>Consultancy</th>
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</thead>
<tbody>
<tr>
<td>Demonstrate any conflict between members of different teams</td>
<td>Discuss compliance with institutional requirements and how they might impact your work</td>
<td>Demonstrate how you reflect on your own practice/methods</td>
<td>Demonstrate compliance with institutional requirements and how they might impact your work</td>
<td>Discuss your understanding and implementation of any applicable legalisation involved in your projects</td>
</tr>
<tr>
<td>Discuss inherent ethical issues in the nuclear industry</td>
<td></td>
<td></td>
<td></td>
<td>Discuss how you adhere to your company’s Code of Conduct</td>
</tr>
</tbody>
</table>

### D4: Comply with relevant codes of conduct and practice.

- Following a specific regulatory code and requirements
- Your efforts to minimise the risk of pollution/waste
- Encouraging sustainability and continual improvement across the community

<table>
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<tr>
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<th>Industrial</th>
<th>Academic</th>
<th>Consultancy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate compliance with specific International Organisation for Standardisation (ISO) requirements</td>
<td>Processes you use to avoid conflict of interest and other such ethical considerations</td>
<td>Demonstrate how you follow your institution’s or RSC’s code of conduct</td>
<td>Describe any work related to the Research Excellence Framework</td>
<td>Discuss how you ensure you follow your company’s Code of Conduct</td>
</tr>
<tr>
<td>Detail how you stay up to date on the appropriate legislation</td>
<td></td>
<td></td>
<td></td>
<td>Discuss your involvement with internal or external training courses and how they have benefited your practices</td>
</tr>
</tbody>
</table>

### 8. PROFESSIONAL REVIEW INTERVIEW

There is a requirement for each applicant to attend a professional review interview (PRI), usually lasting around 45 minutes. The PRI will confirm that you meet the minimum CEnv standard. Once the assessors are satisfied with your written application you will then be asked to confirm your availability for your interview. This is expected to be within four weeks of invitation. The PRI will be held by video call (eg Zoom) unless you have a specific accessibility request, in which case we will facilitate a face-to-face interview. A technical test will be carried out between you and the RSC roughly one week prior to the interview to check that connectivity issues are identified and resolved before your interview. At a minimum a webcam, microphone and speakers will be required. On the day, if the technology fails for any reason, the interview will be rescheduled. We will verify your identity before commencing the interview using photographic ID (ie passport, national ID cards, drivers’ licence). The original should be presented. Unless stated otherwise, all interviews will be recorded and kept for a maximum of three months unless an appeal is raised.

The result will be sent to you within seven days, by email.

An observer may be present. They won’t take part in the interview and will usually be another assessor, for their own training. If an observer will be present, this will be communicated to you prior to the interview.
9. MAINTAINING CEnv STATUS

Everyone who holds CEnv status commits to continuous professional development (CPD) to maintain their registered status – it’s a mandatory requirement.

CPD enables you to take charge of your career. By keeping track of your professional development you can identify gaps in your knowledge and opportunities to learn new skills. And in a fast-changing world, keeping your skills up to date is essential. To make this easier, we offer our members a free CPD recording tool.

The fee to maintain CEnv is £65 annually and this is payable along with your membership renewal fees.

Revalidation

A key requirement for holding chartered status is that you must demonstrate your commitment to continually maintaining and updating your professional expertise and competence. After being awarded CEnv, you will be expected to revalidate your status annually by signing a declaration on your membership renewal form to confirm that you are maintaining accurate records of your CPD activities.

Every year a sample of CEnv registrants will be asked to submit a CPD return, outlining the CPD activities they have conducted and the subsequent impact of these on the professional practice of both themselves and the users of their work.

Your CPD should be a mixture of learning and development activities with relevance to sustainability and the environment. They should include activities in at least three (exceptionally two) of the following categories:

1. Work based learning (eg supervising staff/students, reflective practice)
2. Professional activity (eg involvement in a professional body, mentoring)
3. Formal/Educational (eg attending training courses, writing articles/papers)
4. Self-directed learning (eg reading journals or other relevant material)
5. Other (eg voluntary work, public service)

If you would like further advice, please contact us by email

Email: cenv@rsc.org