Institute of Materials, Minerals & Mining

Guide to Application

Incorporated Engineer IEng

Registered Environmental Practitioner REnvP

Registered Scientist RSci

- **Competence & Commitment Requirements**
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All enquiries and questions should be addressed to the membership department:

Tel: +44 (0) 207 451 7300

Email: membership@iom3.org

1. Introduction

Applications for professional registration at IEng, REnvP and RSci are welcome from engineers, scientists, chemists, physicists, geologists, and technologists including those from the packaging and wood, industrial, academic, and related sectors. Applicants are expected to have practical experience and be able to apply the underpinning technical principles relating to their IOM3 discipline. They must also be able to exercise competent managerial skills and judgment.

Incorporated Engineers (IEng) maintain and manage applications of current and developing technology, and may undertake engineering design, development, manufacture, construction, and operation.

Registered Environmental Practitioners (REnvP) apply a level of environmental knowledge, understanding and skills to protect and enhance the environment in a sustainable way.

Registered Scientists (RSci) apply their skills and knowledge whilst working autonomously and can resolve problems and identify, review, and select appropriate techniques, procedures, and methods.

There are four stages to satisfy in order to gain professional registration at this level. These are:

Educational Base:

There are different minimum academic qualification requirements for the professional registrations offered at this level, these are:

IEng – the minimum of an accredited RQF Level 6/SCQF Level 10 qualification or equivalent such as a Bachelor's first degree or alternative equivalent package of qualifications, such as a RQF Level 5/SCQF 8 topped up a completed accredited company training scheme, which will need to be assessed.

If an individual **commenced their studies before 1999**, the academic threshold is an accredited RQF Level 5/SCQF Level 10 qualification such as a HND or an alternative package of qualifications, which will need to be assessed.

Those who wish to apply for IEng and do not hold a RQF Level 6/SCQF Level 10 qualification or equivalent package of qualifications can still do so through the **Technical Report Route (TRR)** and should consult the TRR guide.

REnvP/RSci – the minimum of an RQF Level 5/SCQF 8 qualification such as a HND or foundation degree, or alternative package of qualifications which will be individually assessed.

Those who wish to apply for REnvP or RSci and do not hold a RQF Level 5/SCQF Level 8 qualification or equivalent package of qualifications can still do so through the **Equivalence Route (EQR)** and should contact the Membership Department for further information.

Professional Development (PD): demonstrating development in the early and formative years of related employment, including responsible experience. This may be through a formal PD scheme or general professional work experience.

Professional Review: submission and testing of evidence by a peer review process to ascertain whether the applicant has achieved professional competence, and a commitment to professional standards and codes.

Continuing Professional Development (CPD): a commitment to maintaining competence to practise.

Applicants are assessed against the respective Competence requirements for which they have made an application. Applicants for CEng will be assessed against the Engineering Council UK-SPEC; those for CSci against the Science Council standard; and those for CEnv against the Practice Direction of the Society for the Environment. Full details of these frameworks are given in the appendices.

2. Forms

a) Application form

It is important to complete all sections of the form in the spaces provided, particularly those that are indicated as required, even when information is repeated elsewhere in the application or IOM3 already holds the information.

If you require a Reasonable Adjustment to be made to the application or assessment process, please let us know; there is also a box to tick on the application form to indicate this. If you request a Reasonable Adjustment, a member of the IOM3 Team will contact you to see how best we can support you through the application process.

b) Referees and supporters

There are different referee/supporter requirements for the different professional registrations offered at this level, these are:

IEng – one sponsor is required to sign-off the application form.
REnvP – two supporters are required to sign-off a 'REnvP Competence Supporter Verification Form'.
RSci – one supporter is required to complete and sign-off a 'RSci Supporter Review Form'.

Individuals suitable to act as a sponsor or supporters should ideally hold the professional registration for which the applicant is applying or at the Chartered level. Please contact the Membership Department if you have any questions about this or problems in finding suitable supporters or a sponsor.

Completed forms can be returned directly to the Membership Department unless it is preferred to give it to the applicant for submission.

c) Academic certificates

Applicants must provide copies of their further and/or higher education qualification certificate(s) unless these have been previously submitted to IOM3.

3. Supporting documentation

a) Professional review report (IEng, REnvP & RSci)

The Professional Review Report (PRR) is presented in the form of an expanded CV, which details the applicant's career and professional development. For each position, the applicant should provide a description of their function and responsibilities, giving examples of projects and activities they have undertaken, and materials or natural resources, techniques, processes, and equipment they have become familiar with.

The PRR should link the applicant's career and professional development to the competence requirements of the professional registration(s) they are applying for, which are listed in the appendices. The PRR should ideally be three (3) to four (4) sides of A4.

An example of a PRR excerpt from an IEng application is shown below.

Process Technologist – Recycled Resources (15 Sept 2020 – present)	IEng
General description of role: Responsible chiefly for ensuring material quality standards are maintained by suppliers. Includes monitoring of incoming materials, particularly recycled copper, PVC and PP. I deal with some 1,500 tonnes of materials annually. When problems occur, I liaise with suppliers to ensure remedial action is taken and followed through.	A1-A2 E1 D1-D3
I am also responsible for monitoring in-house processes. This involves the development of process controls, assessing training needs, and providing operator training and certification.	B1, C2, C3 D1-D2
I contribute to the development and validation of new processes working in conjunction with suppliers and a multidisciplinary team containing design engineers, production engineers, quality engineers and production management. This involves defining validation requirements, production and testing of samples and post-testing analysis.	B1-B3 D1 E3
I am the appointed Works Environmental Coordinator reporting directly to the Technical Director, ensuring compliance with environmental legislation and company protocols.	E1, E2, E3, E5
Training undertaken: 3 x one-day courses at Euston Road College covering the Health and Safety at Work Act and COSHH regulations.	A1, E1, E4

Applicants should be able to demonstrate their competence in all areas, but the depth and extent of their experience and competence will vary with the nature and requirements of their role. They will need to demonstrate a level of competence in each area and at a level which is consistent with their specific role. It is to be expected that they will have a higher level of competence in some areas than others, however they need to demonstrate an understanding of, and familiarity with, the key aspects of competence in all areas as a minimum requirement while demonstrating higher levels of competence in those areas which are critical to their role. Overall, they will demonstrate an appropriate balance of competences to perform their role effectively at the professional level.

b) Competence report template (alternative for RSci only)

Applicants for RSci may complete one of these templates instead of presenting their PRR in expanded CV form. The template is designed so that the applicant can provide information from their professional experience and achievements against each of the individual competences.

c) Presentation

Applicants are required to submit the summary of a presentation they will make at their professional review interview (PRI) if they are IEng, and if required to attend a PRI in the case of those applying for REnvP and RSci. The summary should relate to a project, which will demonstrate their range of knowledge, experience, technical ability, and depth of responsibility and should demonstrate the engineering dimension of their work.

Applicants are requested to use PowerPoint and must ensure that they have obtained any necessary permissions for the use of the project. In the event of the project being commercially sensitive, applicants should seek advice from the Membership Department.

A suggested slide order for the presentation is:

1. Title slide.
2. Project outline and the applicant's role in it.
3. Methodology applied.
4. Technical and management challenges encountered.
5. Outcomes – this can be financial, technical and include potential applications.
6. Key lessons learnt.

Presentation Summary

This should be no more than 300 words, but with sufficient detail to brief the Assessors.

Presentation at the PRI

Applicants will be allowed 10 minutes during the PRI to deliver their presentation, which will be followed by up to 10 minutes of questioning by the interviewers. In certain instances, the Q&A session may be extended at the discretion of the interviewers, but this will not extend the length of the interview.

d) CPD record & annual professional development plan

Applicants must include in their application a record of their CPD activities, covering a partial record for the calendar year in which they are making their application and completed records for the three previous calendar years in the case of IEng, and two previous calendar years in the case of RSci and REnvP. In addition, they must also submit a plan of their proposed CPD activity for the year in which they are making their application – the Annual Professional Development Plan – a template showing examples is available from the IOM3 website.

It is a requirement of the Engineering Council, Science Council and Society for the Environment that registrants and those seeking registration participate in and record their CPD activities. IOM3 requires its registrants and applicants to undertake and record a minimum of 35 hours CPD each calendar year.

Ideally CPD should be a mixture of learning activities relevant to current or future practice and could include the following categories:

1. Work-based learning (WBL).
2. Professional activity (PA).
3. Formal education (FE).
4. Self-directed learning (SDL).
5. Conferences, Seminars, and Workshops (CSW).
6. Other activities which extend or broaden an individual's professional knowledge, skills, understanding or experience (O).

Information to be included in the CPD record is:

1. Date.
2. Type, i.e., work-based learning.
3. CPD hours.
4. Title & provider for formal activities.
5. Outcome and Benefits, which should be a short but concise reflective statement on how the activity has benefitted the individual's professional knowledge, skills, understanding or experience.

Finally, a photocopy of the personal details page from the applicant's passport should also be submitted.

4. Application completion

We require applications to be submitted electronically to <ins>membership@iom3.org</ins> ensuring that any scanned documents are legible.

Applications will be acknowledged within five (5) working days of submission. Please email us if you do not receive an acknowledgement.

At this stage, all applications will be checked for completeness and applicants notified if any further information is required.

5. Professional review interview (PRI)

Following review by a Scrutineering Review Panel (SRP), applicants for IEng are required to attend a PRI which provides the applicant with an opportunity to demonstrate that they are practicing at the level for which they are seeking recognition.

Applicants for REnvP and RSci are not usually required to attend a PRI but may be invited if the Membership Committee believe it will further support their case. Their applications are considered by SRP only.

The PRI will be conducted by a Professional Review Panel (PRP) consisting of two trained assessors who are members of IOM3 and hold the professional registration for which the applicant has applied.

Applicants are required to bring to the PRI their passport to confirm their identification, which will be verified before the PRI commences.

The PRI will be held online using MS Teams and last between 45 to 60 minutes. It will cover the applicant's professional development, technical experience and achievements, management and commercial awareness, and commitment to professional standards including Continuing Professional Development. The PRP will use the Competence requirements as the framework and assessment matrix for the PRI.

Following the PRI, the PRP will submit an evaluation report and recommendation which will be used by the Membership Committee to reach a decision on the applicant's suitability for professional registration.

6. The approval process

The Membership Committee will consider the reports submitted by the SRP and PRP, together with a copy of the applicant's full application when making their decision. Applicants will be notified in writing of the Committee's decision within 10 working days of it being made.

We aim to complete the approval process within 90 working days of the complete application being submitted, provided that a mutually convenient date for the PRI can be arranged.

Upon election as a registrant, the member may use the respective post nominal letters **IEng, REnvP or RSci** alongside their Institute membership grade and the title Incorporated Engineer, Registered Environmental Practitioner or Registered Scientist as appropriate.

The general data protection regulation (GDPR) and data protection act 2018

The Institute will hold and use the data provided in your application for the purposes of assessing your application. It will also pass data necessary to complete your registration onto the respective registration bodies, i.e., Engineering Council, Science Council, or the Society for the Environment.

Appendix 1 - Incorporated Engineer (IEng) competence requirements

IEng shall:	The applicant shall demonstrate that they:	
A. Use a combination of general and specialised engineering knowledge and understanding to apply existing and emerging technology.	1.	Have maintained and extended a sound theoretical approach to the application of technology in engineering practice.
	2.	Use a sound evidence-based approach to problem-solving and contribute to continuous improvement.
B. Apply appropriate theoretical and practical methods to design, develop, manufacture, construct, commission, operate, maintain, decommission, and recycle engineering processes, systems, services, and products.	1.	Identify, review, and select techniques, procedures, and methods to undertake engineering tasks.
	2.	Contribute to the design and development of engineering solutions.
	3.	Implement design solutions for equipment or processes and contribute to their evaluation.
C. Provide technical and commercial management.	1.	Plan the work and resources needed to enable effective implementation of engineering tasks and projects.
	2.	Manage (organise, direct and control) programme or schedule, budget and resource elements of engineering tasks or projects.
	3.	Manage teams, or the input of others, into own work and assist others to meet changing technical and managerial needs.
	4.	Take an active role in continuous quality improvement.
D. Demonstrate effective communication and interpersonal skills.	1.	Communicate effectively with others, at all levels, in English.
	2.	Clearly present and discuss proposals, justifications, and conclusions.
	3.	Demonstrate personal and social skills and awareness of diversity and inclusion issues.
E. Demonstrate a personal commitment to professional standards, recognising obligations to society, the profession, and the environment.	1.	Understand and comply with relevant codes of conduct.
	2.	Understand the safety implications of their role and manage, apply, and improve safe systems of work.
	3.	Understand the principles of sustainable development and apply them in their work.
	4.	Carry out and record the Continuing Professional Development (CPD) necessary to maintain and enhance competence in their own area of practice.
	5.	Understand the ethical issues that may arise in their role and carry out their responsibilities in an ethical manner.

These competences are expanded on the following pages.

When drafting their professional review report, applicants could use the following as evidence to meet the various competences:

A1   Have maintained and extended a sound theoretical approach to the application of technology in engineering practice.

- Identifying the limits of your knowledge and skills Taking steps to develop and extend personal knowledge of appropriate technology, both current and emerging.
- Applying newly gained knowledge successfully in a task or project.
- Reviewing current procedures and processes and recommended improvements or changes to reflect best practice.
- Developing knowledge needed to work in a new industry area or discipline.

A2   Use a sound evidence-based approach to problem-solving and contribute to continuous improvement.

- Applying knowledge and experience to investigate and solve problems arising during engineering tasks and implementing corrective action.
- Identifying opportunities for improvements and how these have been (or could be) implemented.
- Using an established process to analyse issues and establish priorities.

B1   Identify, review, and select techniques, procedures, and methods to undertake engineering tasks.

- Establish the engineering steps needed to carry out a task efficiently.
- Identifying the available products or processes needed to undertake an engineering task and establishing a means of identifying the most suitable solution.
- Preparing technical specifications.
- Reviewing and comparing responses to the technical aspects of tender invitations.
- Establishing user requirements for improvements.

B2   Contribute to the design and development of engineering solutions

- Contributing to the identification and specification of design and development requirements for engineering products, processes, systems, and services.
- Identifying operational risks and evaluating possible engineering solutions, taking account of cost, quality, safety, reliability, accessibility, appearance, fitness for purpose, security (including cyber security), IP constraints and opportunities, and environmental impact.
- Collecting and analysing results.
- Carrying out necessary tests.

B3   Implement design solutions for equipment or processes and contribute to their evaluation.

- Identifying the resources required for implementation.
- Implementing design solutions, taking account of critical constraints, including due concern for safety and sustainability.
- Identifying problems during implementation and taking corrective action.
- Contributing to recommendation for improvement and actively learning from feedback on results.

C1   **Plan the work and resources needed to enable effective implementation of engineering tasks and projects.**

- Identifying factors affecting the project implementation.
- Carry out holistic and systematic risk identification, assessment, and management.
- Preparing and agreeing implementation plans and statements.
- Securing the necessary resources and confirming roles in a project team.
- Applying the necessary contractual arrangements with other stakeholders (clients, subcontractors, suppliers, etc.)

C2   **Manage (organise, direct and control) programme or schedule, budget and resource elements of engineering tasks or projects.**

- Operating appropriate management systems.
- Work to the agreed quality standards, programme, and budget, within legal and statutory requirements.
- Managing work teams, coordinating project activities.
- Identifying variations from quality standards, programme, and budgets, and taking corrective action.
- Evaluating and recommending improvements.

C3   **Manage teams, or the input of others, into own work and assist others to meet changing technical and management needs.**

- Agreeing objectives and work plans with teams and individuals.
- Reinforcing team commitment to professional standards.
- Leading and supporting team and individual development.
- Assessing team and individual performance and providing feedback.
- Seeking input from other teams or specialists where needed and managing the relationship.

C4   **Take an active role in continuous quality improvement.**

- Ensuring the application of quality management principles by team members and colleagues.
- Managing operations to maintain quality standards e.g., ISO 9000, EQFM.
- Evaluating projects and making recommendations for improvement.
- Implementing and sharing the results of lessons learned.

D1   **Communicate effectively with others, at all levels, in English.**

- Contributing to, chairing, and recording meetings and discussions.
- Preparing communications, documents, and reports on technical matters.
- Exchanging information and providing advice to technical and non-technical colleagues.
- Engaging or interacting with professional networks.

D2   **Clearly present and discuss proposals, justifications, and conclusions.**

- Preparing and delivering appropriate presentations.
- Managing debates with audiences.
- Feeding the results back to improve the proposals.
- Contributing to the awareness of risk.

D3   Demonstrate personal and social skills and awareness of diversity and inclusion issues.

- Knowing and managing own emotions, strengths, and weaknesses.
- Being confident and flexible in dealing with new and changing interpersonal situations.
- Identifying, agreeing, and working towards collective goals.
- Creating, maintaining, and enhancing productive working relationships, and resolving conflicts.
- Being supportive of the needs and concerns of others, especially where this relates to diversity and inclusion.

E1   Understand and comply with relevant codes of conduct.

- Demonstrating compliance with your Licensee's Code of Professional Conduct.
- Identifying aspects of the Code which are particularly relevant to your role.
- Be aware of the legislative and regulatory frameworks relevant to your role and how they conform to them.
- Leading work within relevant legislations and regulatory frameworks, including social and employment legislation.

E2   Understand the safety implications of their role and manage, apply, and improve safe systems of work.

- Identifying and taking responsibility for your own obligations and ensuring that others assume similar responsibility for health, safety, and welfare issues.
- Ensuring that systems satisfy health, safety, and welfare requirements.
- Developing and implementing appropriate hazard identification and risk management systems and culture.
- Managing, evaluating, and improving these systems.
- Applying a sound knowledge of health and safety legislation, for example: HASAW 1974, CDM regulations, ISO 45001, and company safety policies.

E3   Understand the principles of sustainable development and apply them in their work.

- Operating and acting responsibly, taking account of the need to progress environmental, social, and economic outcomes simultaneously.
- Providing products and services which maintain and enhance the quality of the environment and community and meet financial objectives.
- Recognising how sustainability principles, as described in the Engineering Council Guidance on Sustainability can be applied in your day-to-day work.
- Understanding and securing stakeholder involvement in sustainable development.
- Using resources efficiently and effectively in all activities.
- Taking action to minimise environmental impact in your area of responsibility.

E4   Carry out and record the Continuing Professional Development (CPD) necessary to maintain and enhance competence in their own area of practice

- Undertaking reviews of your own development needs.
- Planning how to meet personal and organisational objectives.
- Carrying out planned and unplanned CPD activities.
- Maintaining evidence of competence development.
- Evaluating CPD outcomes against any plans made.
- Assisting others with their own CPD.

E5   **Understand the ethical issues that may arise in their role and carry out their responsibilities in an ethical manner.**

- Understanding the ethical issues that you may encounter in your role.
- Giving an example of where you have applied ethical principles as described in the Engineering Council Statement of Ethical Principles.
- Giving an example of where you have applied, or upheld ethical principles as defined by your organisation or company.

Appendix 2 - Registered Scientist (RSci) competence requirements

A	Application of knowledge and understanding	
A1	Apply extended knowledge of underlying concepts and principles associated with area of work.	We are looking for an example of how you have used your extended knowledge within the area in which you work. This will include developments within your field and the ability to understand and apply new developments to your area of work
A2	Review, evaluate and apply underlying scientific concepts, principles, and techniques in the context of new and different areas of work.	We are looking for an example of how you observe and interpret the results from your data to draw conclusions and inform your next steps.
A3	Analyse, interpret, and evaluate data, concepts, and ideas to propose solutions to problems.	We are looking for an example of how you observe and interpret the results from your data to draw conclusions and inform your next steps.
B	Personal responsibility	
B1	Work autonomously while knowing when to escalate appropriately and recognising limits of scope of practice.	We are looking for an example of how you work with no supervision for certain key tasks, experiments or procedures associated with your role within required timeframes. You will also be able to demonstrate your understanding of when you need to seek input from either your supervisor or others and when to escalate.
B2	Take responsibility for safe and sustainable working practices and contribute to their evaluation and improvement.	We are looking for an example of how you have taken responsibility for working safely and sustainably.
B3	Take responsibility for the quality of your work and also enable others to work to high standards.	This means that you can show how you are aware of the quality standards necessary for the work being carried out by you and others. You should be able to describe an example of how you enable these standards and ensure that they are applied.
C	Interpersonal skills	
C1	Demonstrate effective and appropriate communication skills.	What we are looking for here is an example that you are an effective communicator. The example can be through appropriate oral, written, or electronic means
C2	Demonstrate effective interpersonal and behavioural skills.	This means that you can give an example that demonstrates the skills that you use to interact with colleagues in a constructive way within the work setting. In these situations, it may be appropriate to discuss these with your supervisor, as an external perspective is often very useful in this regard.
C3	Demonstrate productive working relationships and an ability to resolve problems.	This means that you should be able to describe how, when working with others, you are able to demonstrate that you developed positive working relationships and resolved the problem. Your example should demonstrate how those working relationships were effective in resolving problems.

D	Professional practice	
D1	Identify, review, and select scientific techniques, procedures, and methods to undertake tasks.	This means you can give an example of work that you have undertaken showing where and why the method/procedure used was chosen as the best (or most relevant) to use.
D2	Contribute to the organisation of tasks and resources.	This means that you can give examples of how you have contributed to the running of the laboratory/workshop/section or other types of working environment.
D3	Participate in the design, development, and implementation of solutions.	This means that you can give an example of 'problem solving' that describes your specific role in helping to overcome a specific problem. For instance, it might mean that a process, programme, design, assay, or method suddenly stops working and you are involved in finding out the reason why. Your example should show what your role was in understanding the problem and what your contribution achieved.
D4	Contribute to continuous process improvement.	This means that you can give an example which shows how you are aware of progress in your area and seek ways of improving the efficiency of your work. It should describe how you seek to discuss with your supervisor the strategy for achieving this. For instance, this could include new and improved methods, new ways to increase throughput, or ways to increase cost-effectiveness.
E	Professional standards	
E1	Comply and promote relevant codes of conduct and practice.	This means that you can give an example of how you comply with a code of conduct (e.g., of your professional Body) or how you work within and promote all relevant legislative, regulatory, and local requirements.
E2	Maintain and enhance competence in own area of practice through professional development activity.	This means that you undertake activities to enhance your competence in your own area of practice i.e., Continuing Professional Development (CPD) and reflect on its impact on you and others. We are not looking for a list of courses here but evidence of how your CPD benefits your practice and benefits others. Your CPD may include work-based learning, professional activity, formal/educational, self-directed learning.

Appendix 3 – Registered Environmental Practitioner (REnvP) competence requirements

Competence	Indicative evidence
A1. Have underpinning knowledge of sustainability principles in the management of the environment.	1. Analyse, interpret, and evaluate environmental information. 2. Understand the environmental context in which the area of study or work is being undertaken. 3. Understand the importance of maintaining and enhancing natural cycles and biodiversity in achieving sustainability. 4. Use practical, conceptual, or technological understanding of environmental management to develop ways forward.
A2. Apply environmental knowledge and principles in pursuit of sustainable environmental management.	1. Use broad knowledge and concepts to address problematic situation that involve many interacting environmental factors. 2. Use and where necessary design relevant methodologies for environmental management. 3. Evaluate actions, methods and results and understand their implications. 4. Use knowledge and understanding to improve environmental practice. 5. Understand the necessary contracts and implement contractual arrangements with relevant stakeholders.
A3. Analyse and evaluate problems from an environmental perspective and develop practical sustainable solutions.	1. Analyse and evaluate problems from an environmental perspective. 2. Address problems and find solutions with minimal supervision. 3. Demonstrate broad understanding of current environmental problems. 4. Identify and apply new environmental information using knowledge, and competences in the environmental field.
B1. Promote behavioural and cultural change by influencing other sectors to secure environmental improvements that go beyond minimum statutory requirements.	1. Implement and review good practice by actively learning from results to improve future environmental solutions and approaches. 2. Advise and support other sectors to understand the environmental context. 3. Raise sustainability concerns and issues and advocate the potential benefits and opportunities, encourage other sectors to actively contribute to environmental protection and sustainability.
B2. Implement and adhere to a strategic environmental approach.	1. Plan for project implementation. 2. Demonstrate self-direction and identify potential strategies for sustainable development and environmental improvement. 3. Promote collaborative working and identify approaches to address environmental challenges. 4. Identify opportunities to implement and transfer environmentally appropriate technology. 5. Implement measures to assess and mitigate risk including health and safety, environmental, technical, business, and reputational.
B3. Determine, allocate and supervise tasks.	1. Exercise autonomy and judgement across common environmental and sustainability issues. 2. Motivate and influence others to deliver environmental objectives. 3. Assess performance and development, plan for individual needs.

C1. Communicate the environmental case, confidently, clearly, autonomously, and competently.	1. Deliver presentations to different audiences. 2. Contribute to and help sustain debates. 3. Contribute to meetings and discussions. 4. Identify, engage with, and respond to a range of stakeholders.
C2. Ability to liaise with, negotiate with, handle conflict, and advise others, in individual and/or group environments (either as a leader or a member).	1. Seek the opinions of others. 2. Consider the motives and attitudes of others and be aware of different roles. 3. Contribute to decision-making and support group decisions. 4. Exchange information and promote activities. 5. Identify development opportunities and activities. 6. Manage conflict for the achievement of common goals.
D1. Promote and advance a sustainable and resilient approach by understanding their personal responsibility for environmental damage and improvement.	1. Identify and address environmental sustainability issues and consider the consequences of their decisions and actions.
D2. Take responsibility for professional competence and personal development by undertaking Continuing Professional Development (CPD).	1. Recognise the value of CPD to self and the profession. 2. Value and actively pursue personal professional development. 3. Maintain competence.
D3. Identify and work to resolve environmental ethical conflicts.	1. Consistently demonstrate standards of good practice. 2. Address and resolve problems arising from inadequate environmental practice. 3.
D4. Understand and demonstrate compliance with relevant codes of conduct and practice.	