ROYAL SOCIETY OF CHEMISTRY

SocEnv
Society for the Environment

CEnv
Chartered Environmentalist

An applicant's guide to becoming a Chartered Environmentalist (CEnv)

CONTENTS

1. WHAT IS A CHARTERED ENVIRONMENTALIST (CEnv)?

Chartered Environmentalist (CEnv) is a professional award that 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 anyone who meets the required professional competencies set out by the **Society for the Environment**.

By becoming a Chartered Environmentalist, you will:

- receive professional recognition for 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 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 meet 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 competencies

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 the required knowledge and skills by completing an equivalence report form.

If you think this may apply to you, please email a member of our team at **cenv@rsc.org** before completing your application.

3. EQUIVALENCY

Section 1: Who needs to complete an equivalence report?

If you do not hold a Master's level qualification and have not previously been awarded CChem or CEnv 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 level thinking, demonstrated either through a relevant Master's degree or through the submission of written work deemed to be of an equivalent level by the registration assessors. If you do not hold a Master's degree (or equivalent), you will need to show us how you have achieved the required knowledge and skills by completing an equivalence report form. The report should be around 1,000 words, but must not exceed 1,500 words (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 thinking since completing your formal education. This development should be apparent through job roles 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, so the work should be science-based. The assessors come from a wide variety of industrial and academic fields, so 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:
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 critically evaluate 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 excise 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 be useful to submit additional evidence. If you do so, please refer to it in your equivalence form and explain how it demonstrates 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 this list of potential sources of evidence, but it is not 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, instruction manuals, technical reports, surveys etc 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 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 they have had

4. THE APPLICATION PROCESS

STEP 1

First, become a member of the RSC. Visit **rsc.li/join**

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.

STEP 3

Check your eligibility against the criteria listed in section 2.

STEP 4

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

The form is available to download at **https://www.rsc.org/careers/cpd/practising-scientists/**

STEP 5

Email the completed form, 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 6

Your 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, this 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 7

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 one to two months after you receive your confirmation email.

STEP 8

Successful applicants will receive an official letter and certificate of award, and 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 would like more information or support, please contact us at cenv@rsc.org

5. THE ROLE OF YOUR SUPPORTERS

A supporter should provide guidance to you when completing your form and 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 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 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 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 of SHARE represents a different component of a good competency example. Using this model helps to make sure you cover all the key information the assessors 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 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, for example, 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 a CEnv application 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.

Candidates may wish to provide primary evidence along with a summary statement instead of a reflective SHARE-based answer for a specific competency. This may be accepted, but please contact the CEnv team to confirm the evidence is appropriate before submitting. Primary evidence may be discussed at the Professional Review Interview.

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

Competency D1 from CEnv
Plan, undertake and evaluate CPD activities to maintain and enhance competence in area of practice, e.g. plan, undertake, reflect on and evaluate CPD activities.

Original example	**Commentary on what could be improved**	**Improved version of the example, with *changes highlighted*** **SHARE sections are shown for clarity, but would not be part of the submitted example**
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. To ensure that my knowledge is up to date, my company puts me through a great deal of internal training to develop my professional skills as required. Examples of this training include Data Gap Analysis and Technical Equivalence training. As well as my company's internal training courses, I actively seek opportunities outside of this to develop myself. I have enrolled in and paid for five 5-week online courses to further my knowledge and CPD. These courses provide me with a broader and deeper view of environmental sustainability issues being faced around the globe.	• 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. ***[HINDRANCE] 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] First, 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 past three years, I have enrolled in and paid for five 5-week 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.***

7. CONDUCT WITHIN AN APPLICATION

The content of an application for professional registration should be the work of the applicant and we expect all applicants to adhere to our Code of Conduct.

The RSC acknowledges that Artificial Intelligence (AI) tools may appropriately and ethically be employed as aids in composing or enhancing an application. Acceptable uses of AI include:

- translation
- checking and correcting spelling
- checking and correcting grammar
- checking the readability of an application
- generating suggestions for alternative words (online thesaurus)

Applicants bear responsibility for the originality, validity, and integrity of the content of their application, even when employing AI tools for certain elements. Unethical use of AI (for example, generating generic or untrue evidence statements that don't relate to the applicant's personal experiences) or plagiarism may result in applications being rejected.

Applicants who use AI tools in the writing of an application, other than for the acceptable uses outlined above, **must declare this when they submit their application**. Further information on the use of AI can be found in our **Guide to Ethics**.

8. 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.

Competency and description	**Industry/field**			
	Nuclear	**Industrial**	**Academic**	**Consultancy**
A1: Understand the sustainability principles applicable to the management of the environment.	*Provide a summary of your environmental and sustainability knowledge and experience using examples from your whole career.*			
A2: Apply environmental knowledge and principles in pursuit of sustainable environmental management.	• The assessment of reactor designs and their outcomes • Management of/working with regulators and regulatory bodies • The investigation and use of modelling and its implications on range of stakeholders	• Detail your involvement in disposal/recycling procedure and practices • Detail your approaches of how you respond to accidents	• Discussion of your specific research • The application of analytical techniques and results obtained • Your work with external organisations (e.g. conservation groups), the research conducted and its result	• How you implement risk assessments • Detail your involvement with site investigations, evaluation techniques, remediation procedures • Describe how you ensure projects comply with any regulations • Discuss any modelling you conduct and its impact
A3: Identify, analyse and anticipate the impact of problems and environmental trends to develop practical sustainable solutions.	• The use and evaluation of environmental models relating to contamination • Discussion of the wider environmental impacts of the process/techniques used	• Discuss any analytical procedures you undertake • Discuss any changes in waste processing/ management that you have encountered • Discuss any environmentally focused incident response • Detail compliance with legislation	• Your involvement in local issues that link to your area of research • Your work with the local community • Discussion of collaborations with other universities/companies • Detailing external focused projects including any subsequent publications	• Detail an environmental project you conducted for a client and how they implemented it • Discussion of a research paper/project, and the journey/process behind it • Discussion around any building and/or development projects
B1: Promote behavioural and cultural change by influencing others to secure environmental improvements that go beyond statutory requirements.	• Leading a team on a project • Conducting workshops • Encourage environmental improvements relating to a range of contaminations topics	• Detail how you encourage changes without regulatory requirements • Detail how you work/ encourage cooperation with the wider teams • Detail how you interact and work with clients	• Your involvement in the local issues that link to your research area • Your work and its impact with the local community • How you inspire students • Your work and influence with stakeholders	• Delivering internal or external presentations • Designing and delivering training courses • Detailing how you work with a client • Discuss any mentoring you conduct with students or new colleagues • Discuss your attendance and involvement with any committees/ organisations
B2: Develop and maintain a strategic environmental approach.	• Implementation of projects and managing time, cost, quality and regulatory requirements • Assessing the impact of ground contamination • Discussion of issues from leakages/potential of leaking • The use of mitigation strategies and techniques	• Detail how you keep up to date with health and safety standards • Detail how you create and encourage adherence to new procedures or standards	• Discussion around how you operate/prepare a team for a project • Your involvement and work on national/ international projects • Your involvement and work in local project • How your work has influenced/guided the work of others	• Discuss your development of new assessment/safety procedures and how you implement them • Discuss your work on a project with client

Competency and description	Industry/field			
	Nuclear	**Industrial**	**Academic**	**Consultancy**
B3: Demonstrate leadership and management skills.	• Leading radiological monitoring schemes • Leading the implementation of governmental requirements/strategies • Mentoring less experienced colleagues • Initiating and leading projects/data collections • Coaching colleagues/ externals through charterships/registration or other career development processes	• Discuss your involvement in management teams • Discuss your role as part of the health and safety team • Discuss your involvement in the implementation of new projects and process • Discuss how you support your colleagues in their work	• Discuss how you operate/ coordinate a project • Discuss how you work with stakeholders • Discuss your role as part of the health and safety team	• Discuss your role as the manager of a team • Discuss your role in any internal or external organisational groups or committees • Detail how you work with new graduates • Discuss how you initiate or organise training for colleagues
C1: Communicate the environmental case confidently, clearly, autonomously and competently.	• Representing teams in meetings internally or externally • Promoting environmental goals • Working with overseas regulators • Sharing experience with both internal or external colleagues • Working on technical committees (management/ reprocessing of waste) • How you demonstrate best available techniques (BAT)	• Discuss your attendance and involvement in organisational groups and committees • Discuss how you communicate with experts in your client's field • Detail how you communicate with non-specialist areas of your own company (e.g. finance) • Discuss how you represent your team/ department/company during audits	• Discussion of any outreach activities and their impact • Your role as either a member or chair of any structural groups/ organisations • Detailing your involvement in conferences and other organised events	• Detail your role as a leader in an environmental assessment report preparation • Discuss how you approach communicating with external clients • Discuss how you approach communicating to non-specialists
C2: Ability to liaise with, negotiate with, handle conflict and advise others, in individual and/or group environments (either as a leader or member).	• Ensuring that new designs and processes meet standards and requirements • Working with a range of stakeholders • Challenging the environmental implications of projects, new facilities or designs	• How you defend environmental standards/ approaches • How you work with clients and encourage high environmental standards • How you work with regulatory bodies/ external auditors	• Discussion of how you work with members of your own team as well as external contacts • How you approach sensitive/difficult topics • How you coordinate and lead field research trips/ working with external contacts	• How you approach projects that require contact with external parties • How do you approach site visits • How do you approach gap analysis and convey this to others
D1: Plan, undertake and evaluate CPD activities to maintain and enhance competence in area of practice.	• Encouraging the use of full life cycle analysis • Encouraging the understanding and requirements of long-term waste disposal • Conducting regular waste/environment audits • Outreach with the wider community	• Encouraging personal development of your team members and colleagues • How do you encourage clients/external contacts to adopt new processes • Describe your outside work activities and their impact	• Detailing which organisations/regulatory bodies you abide by and how you encourage others to do the same • How do you organise/ implement workshops, internally or externally	• Discuss how you encourage the development of your clients' processes • Discuss how you communicate to external parties • Discuss your attendance and involvement in conferences, seminars meetings
D2: Assess and resolve environmental ethical issues.	• Implementing the alteration of processes/ assessment procedures to encourage the most environmentally friendly • Attendance at, and impact of, industry specific conferences/ events (internal or external) • Involvement with the RSC (events, seminars and external visits) • Your role as a STEM ambassador	• Discuss any courses/ training you attend that is specific to your industry • Your involvement in the review of current procedures	• Your attendance and involvement in any webinars, seminars or other such events which communicate ideas/ create discussion. • Your attendance and involvement in conferences and departmental/ organisational meetings	• Discuss your personal career plan • Discuss your involvement with organisational groups and committees • Detail your involvement in non-work related events/ projects • Detail your current targets for working

Competency and description	Industry/field			
	Nuclear	Industrial	Academic	Consultancy
D3: Understand, demonstrate and advocate compliance with relevant codes of conduct and practice.	• The use of BAT and as low as reasonably 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	• Discuss any conflict between members of different teams • Demonstrate compliance with institutional requirements and how they might impact your work	• Demonstrate how you reflect on your own practice/methods • Demonstrate compliance with institutional requirements and how they might impact your work	• Discuss your understanding and implementation of any applicable legalisation involved in your projects • Discuss how you adhere to your company's Code of Conduct • Discuss your approach to the implementation of new procedures

9. 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 standards. Once the assessors are satisfied with your written application, you will then be asked to confirm your availability for an interview. This is expected to be within four weeks of invitation. The PRI will be held by video call (for example, Zoom) unless you have a specific accessibility request, in which case we will facilitate a face-to-face interview. A IT 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 (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 emailed to you within seven days.

An observer may be present, but they won't take part in the interview and will usually be another assessor for their own training. If an observer is going to be present, this will be communicated to you prior to the interview.

10. 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 paid annually 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 relevant learning activities from the past year they have conducted and the impact these have had on their own professional practice, as well as the users of their work.

Your CPD should be a mixture of learning and development activities with relevance to sustainability and the environment. Include activities in at least three (or, in exceptional circumstances, two) of the following categories:

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

If you would like further advice, please email **cenv@rsc.org**