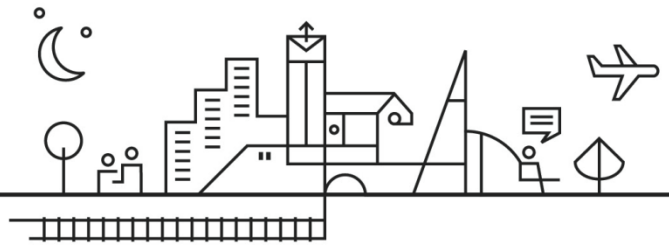
IEMA Transforming the world to sustainability

IEMA Associate Membership Standard



Introduction

There are 13 Learning Outcomes covered within the Associate membership standard which align to the Entry level of the IEMA Skills Map. These are split into the areas of core knowledge, technical knowledge and skills/knowledge of skills.

The technical knowledge section is split into environment and socio-economic. Those who wish to take the environment exam related to this Standard will be assessed on only the environment related learning outcomes but those who wish to take the sustainability exam will be assessed on the environment and socio-economic related learning outcomes.

As a general guide, the recommended study time is 40 hours to ensure coverage of these learning outcomes. However, as every learner has a different background and learning style, please use as much time as required to feel confident in meeting the Associate standard.

Learning Outcomes

The 13 Learning Outcomes are listed below:

Core Knowledge

1. Outline the implications of global trends for the environment, for society, for the economy and for organisations

2. Outline sustainable business/governance principles and their relationship with organisations, products and services

Technical Knowledge

3. Outline environmental / socio-economic principles and their relationship with organisations, products and services

4. Outline major policy and legislation and their implications for organisations, products and services

5. Outline major tools, techniques, systems and practices used to improve sustainability performance

6. Outline the role of innovation and other leading practices in developing sustainable products and services and providing sustainable solutions

Knowledge of Skills

7. Collect data, perform analysis, and evaluate information
8. Research and plan to provide sustainable solutions
9. Deliver effective communication and capture feedback
10. Engage with stakeholders
11. Outline tools and techniques that identify opportunities and risks
12. Identify and propose ways to improve performance
13. Support change and transformation to improve sustainability

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

Command Words

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

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

Recognise: Same meaning as Identify.

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

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

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

Associate Standard in Detail

Core Knowledge

Learning Outcome (the learner will…)	**Assessment criteria** (the learner will be able to demonstrate knowledge by…)	**Prescribed Content** (the learner will be familiar with…)
Fundamentals of Sustainability		
1. Outline the implications of global trends for the environment, for society, for the economy and for organisations	1.1. Outlining the global **mega-trends** driving the need to transform the world to sustainability 1.2. Outlining the concept of **sustainable development** 1.3. Outlining the UN's Sustainable Development Goals 1.4. Describing the five **sustainable capitals** and the dependencies between them 1.5. Outlining the concept of **environmental limits** 1.6. Recognising that economic activity regularly creates unintended environmental and social consequences, locally and globally 1.7. Recognising that delivering sustainable outcomes involves applying **sustainability skills** to overcome internal and external challenges	**Mega Trends:** Climate Change (GHG and climate consequences), population, global middle class, urbanisation, pivot to asia-pacific market, resource scarcity, biodiversity loss **Sustainable Development:** Brundtland definition; triple bottom line (environment, society and economy) **Sustainable Capital:** Natural, Social, Human, Financial and Manufactured/Built **Environmental Limits:** Planetary boundaries concept (Stockholm Institute) **Sustainability Skills:** IEMA Skills Map
Fundamental Business and Governance Principles and Issues		
2. Outline sustainable business/governance principles and their relationship with organisations, products and services	2.1. Outlining the role of ethics in individual and organisational decision making 2.2. Outlining the importance of accountability, equalities (incl: gender equality), inclusivity, integrity, stewardship, transparency, cultural context and engagement	

Technical Knowledge

This section is split into Environmental and Socio-Economic themes.

Those who wish to take the environment exam related to this Standard will be assessed on only the environment related learning outcomes but those who wish to take the sustainability exam will be assessed on the environment and socio-economic related learning outcomes.

Environment

Learning Outcome (the learner will…)	**Assessment criteria** (the learner will be able to demonstrate knowledge by…)	**Prescribed Content** (the learner will be familiar with…)
Fundamental Environmental Issues and Principles		
3. Outline environmental principles and their relationship with organisations, products and services	3.1. Outlining the importance of **natural cycles, ecological systems, ecosystem services** and **environmental limits**, and their impact on your organisation 3.2. Outlining the impact of human interventions on natural ecological systems, habitats, species and individuals 3.3. Describing **pollution sources, pathways and receptors**	**Natural Cycles:** Carbon, Nitrogen, Phosphorus and Water **Ecological Systems:** Plants and animals and their interactions with non-living components including energy **Ecosystem Services:** Supporting, Provisioning, Regulating and Cultural **Environmental Limits:** Planetary boundaries concept (Stockholm Institute) **Pollution Sources, Pathways and Receptors:** Including the concept of pollution linkages
Policy, Regulation and Legislation		
4. Outline major policy and legislation and their implications for organisations, products and services	4.1. Outlining how sustainability issues link to policy 4.2. Outlining the main **types of law** and the relationship between international, national and sub-national law 4.3. Identifying key **policy instruments** in place and how they are used to achieve sustainable change	**Types of Law:** Common, Statute, Civil and Criminal law (in jurisdictions where they exist) **Policy Instruments:** Fiscal, legislative, market and voluntary instruments **Principles** of environmental policy: Polluter Pays,

Learning Outcome (the learner will…)	**Assessment criteria** (the learner will be able to demonstrate knowledge by…)	**Prescribed Content** (the learner will be familiar with…)
	4.4. Outlining key environmental **principles** that form the basis of policy 4.5. Outlining key **environmental legislation** 4.6. Outlining the role of **environmental regulators** and **penalties** for non-compliance 4.7. Identifying relevant stakeholders that influence environmental issues and policy development 4.8. Outlining the benefits and opportunities organisations can achieve in moving beyond compliance	Precautionary Principle, Best Available Technique, Hierarchy Approach, Producer Responsibility, Lifecycle Thinking **Environmental Legislation:** Legislation in relation to natural environment, air, water, land, energy, waste, resources, climate change, planning and producer responsibility **Environmental Regulators:** National regulators appropriate to country or region of operation/activity (in jurisdictions where they exist) **Penalties:** Civil and criminal sanctions (in jurisdictions where they exist)
Management and Assessment Tools		
5. Outline major tools, techniques, systems and practices used to improve sustainability performance	5.1. Outlining major **environmental management tools**, techniques, systems and practices, their advantages and disadvantages 5.2. Outlining the concept of lifecycle thinking, its benefits and challenges 5.3. Identifying the different roles **people** play in delivering sustainable outcomes 5.4. Outlining the tools, techniques, systems and/or practices used by organisations to manage compliance and non-compliance	**Environmental Management Tools:** Environmental Management Systems (EMS) and Audit covering the main applicable standards and key elements/steps within the tools as well as advantages and disadvantages. Brief coverage of the following: Impact Assessment, Lifecycle Thinking and Corporate Reporting covering main features, advantages and disadvantages only. **People:** Sustainability profession, leaders (organisational), wider professions, everyone
Innovative and Leading Practices		
6. Outline the role of innovation and other leading practices in	6.1. Identifying examples of innovation and other leading practices in developing sustainable products and services or	

Learning Outcome (the learner will…)	**Assessment criteria** (the learner will be able to demonstrate knowledge by…)	**Prescribed Content** (the learner will be familiar with…)
developing sustainable products and services and providing sustainable solutions	providing sustainable solutions	

Socio-Economic

Learning Outcome (the learner will…)	**Assessment criteria** (the learner will be able to demonstrate knowledge by…)	**Prescribed Content** (the learner will be familiar with…)
	Fundamental Socio-Economic Issues and Principles	
3. Outline socio-economic principles and their relationship with organisations, products and services	3.1. Outlining the importance of tackling global inequalities, a **social protection floor** and their impact on your organisation 3.2. Outlining the impact of human interventions on social systems, cultural practices, community cohesion and individuals 3.3. Outlining the social and physical determinants of health	**Social Protection Floor:** access to essential health care (including maternity care), basic income security for children, persons unable to work and older persons.
	Policy, Regulation and Legislation	
4. Outline major policy and legislation and their implications for organisations, products and services	4.1. Outlining how sustainability issues link to policy 4.2. Outlining the main **types of law** and the relationship between international, national and sub-national law 4.3. Identifying key **policy instruments** in place and how they are used to achieve sustainable change 4.4. Outlining key socio-economic **principles** that form the basis of policy 4.5. Outlining key social **legislation** 4.6. Outlining the role of **regulators** and **penalties** for non-compliance	**Types of Law:** Common, Statute, Civil and Criminal law (in jurisdictions where they exist) **Policy Instruments:** Fiscal, legislative, market and voluntary instruments **Principles** of socio-economic policy: People Centred, responsive and participatory, multi-level, conducted in partnership, sustainable, dynamic **Social Legislation:** Legislation in relation to human rights, equality, gender, labour rights, health and safety, inclusivity, diversity, engagement, healthcare, income security, and well being

Learning Outcome (the learner will…)	**Assessment criteria** (the learner will be able to demonstrate knowledge by…)	**Prescribed Content** (the learner will be familiar with…)
	4.7. Identifying relevant stakeholders that influence socio-economic issues and policy development 4.8. Outlining the benefits and opportunities organisations can achieve in moving beyond compliance	**Regulators:** National regulators appropriate to country or region of operation/activity (in jurisdictions where they exist) **Penalties:** Civil and criminal sanctions (in jurisdictions where they exist)
Management and Assessment Tools		
5. Outline major tools, techniques, systems and practices used to improve sustainability performance	5.1. Outlining major **socio-economic management tools**, techniques, systems and practices, their advantages and disadvantages 5.2. Outlining the concept of lifecycle thinking, its benefits and challenges 5.3. Identifying the different roles **people** play in delivering sustainable outcomes 5.4. Outlining the tools, techniques, systems and/or practices used by organisations to manage compliance and non-compliance	**Socio-Economic Management Tools:** Impact Assessment (Social, Health, Human Rights), Socio-Economic Surveys, Stakeholder Engagement, Auditing (labour, human rights), Corporate Reporting **People:** Sustainability profession, leaders (organisational), wider professions, everyone
Innovative and Leading Practices		
6. Outline the role of innovation and other leading practices in developing sustainable products and services and providing sustainable solutions	6.1. Identifying examples of innovation and other leading practices in developing sustainable products and services or providing sustainable solutions	

Knowledge of Skills

Learning Outcome (the learner will…)	**Assessment criteria** (the learner will be able to demonstrate knowledge by…)	**Prescribed Content** (the learner will be familiar with…)
	Analytical Thinking	
7. Collect data, perform analysis, and evaluate information	7.1. Identifying relevant sources of **data** and describing techniques used to collect, process, and store accurate data 7.2. Explaining the importance of relevant and accurate data 7.3. Describing how to analyse and interpret data / information to draw appropriate conclusions and make practical recommendations that improve sustainability performance 7.4. Describing methods to monitor a programme to improve sustainability performance	**Data:** Absolute and Normalised data, Qualitative and Quantitative data
	Problem Reframing and Resolution	
8. Research and plan to provide sustainable solutions	8.1. Identifying the benefits of research, planning and keeping up-to-date with **innovations** providing sustainable solutions	**Innovations:** Academic research, developments by competitors, other sectors and wider stakeholders, new business models
	Effective Communication	
9. Deliver effective communication and capture feedback	9.1. Explaining the role effective communication plays in achieving sustainable outcomes 9.2. Identifying a range of **internal and external stakeholders** 9.3. Identifying different communication methods that provide information and capture feedback	**Internal Stakeholders:** Leadership Team, Operations, Finance, Other Specific Departments, All Staff **External Stakeholders:** Partners, Clients, Customers, Suppliers, Shareholders, Regulators, Local Community
	Relationship Development	
10. Engage with stakeholders	10.1. Identifying the benefits of collaboration and cooperation in responding to sustainability challenges, particularly when facing similar issues	
	Resilience, Risk and Continual Improvement	
11. Outline tools and techniques that identify opportunities and	11.1. Outlining tools and techniques that can be used to identify **risks and opportunities**	**Risks and Opportunities:** At an operational and organisational level, risks and opportunities to the

Learning Outcome (the learner will…)	**Assessment criteria** (the learner will be able to demonstrate knowledge by…)	**Prescribed Content** (the learner will be familiar with…)
risks		environment, risks and opportunities presented by a changing environment
Delivering Sustainable Solutions		
12. Identify and propose ways to improve performance	12.1. Outlining how a long-term vision for sustainability, with milestones and targets, can improve sustainability performance 12.2. Identifying key project management techniques that, when used, can deliver sustainable outcomes 12.3. Outlining how a financial return on investment and wider benefits can create a business case for sustainability 12.4. Outlining how contracting and procurement can be a vital component of improving sustainability performance	
Leadership for Change		
13. Support change and transformation to improve sustainability	13.1. Outlining the principles of change management	