THE WORLD BANK
Working for a World Free of Poverty

Republic of Botswana

LIMIA & MARTIN
Environment

Improvement of the Business Environment by Streamlining EIA Procedures

Project Code: PE13069

Task 7: Provide advisory support to improve the capacity of BEAPA

Sub-task a: "Comment on the BEAPA certificaction instruments and procedures and training programs, and suggest an appropriate model for Botswana"

Sub-task b: "Develop a standards and ethics program for the BEAPA"

Sub-task c: "Develop a sustainability model including a business plan for BEAPA"

Sub-task d: "Develop an operational manual for BEAPA" – SEE SEPARATE DOCUMENT

Subtask e: "Analyse possibilities for a common EIA certification process in the SADC region

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Contents

Appendix 1.   **CIWEM professional development scheme**

Appendix 2.   **Codes of conduct**

Appendix 3.   **CIWEM bye laws**

Appendix 4.   **SADC legal structures for EIA**

Appendix 5.   **SADC definitions of "environment"**

Appendix 6.   **Stages in the EIA process in SADC countries**

Appendix 7.   **Terms of Reference in the EIA process in SADC countries**

Appendix 8.   **Public participation in EIA in SADC countries**

Appendix 9.   **Description of CIWEM competencies**

1. Sub task a: "Comment on the BEAPA certification instruments and procedures and training programs, and suggest an appropriate model for Botswana"

1.1. Comments on BEAPA´s existing certification instruments and procedures and training programs

Comments on the existing certification instruments, procedures and training programs, as available on the BEAPA website, are presented below.

1.1.1. Application form for certification

1.1.1.1. *Level of certification applied for*

o Explain the difference between General Membership of the Association and Certification as an Environmental Practitioner (Schedule 4 in the EA Regulations).

o Are there criteria for being admitted for General Membership of the Association? (The forms only mention criteria for Certification as an Environmental Practitioner)

1.1.1.2. *Personal details*

o Include date of birth

1.1.1.3. *Tertiary education and qualifications*

o The CV template on the web site appears to ask for information that is already asked for completely or partially in the application form. Therefore it may be better to:

> o If necessary, expand and add detail to the tables used for education and employment history in the CV.

> o In the application form, require only information that does not duplicate, or that summarises without simply repeating, the information required in the CV

o This will make it easier to compare candidates and assess them against the certification criteria.

o This will also prevent the double counting of criteria between CV and application form.

1.1.1.4. Employment record (history)

o See comments above regarding expanding and adding detail to the tables used for education and employment history, and eliminating the CV

o In order to make sure that the application reflects the real tasks carried out by the applicant, not just projects in which the applicant has participated, it may help to ask more focussed questions. For example, as well as (or instead of) of "title of position held" the table could ask "specific responsibilities (specify % of time)". The Environmental assessment practitioners of South Africa uses the phrase "experience in undertaking EA work in responsible charge". [Note: the need to reflect the real tasks carried out by the applicant has been addressed in the web-based application form, which includes the sections "E. Competencies" and "F. Experience in EIAs". The version included in the EA Regulations does not have these sections].

o Type of employment: clarify the terms "full time", "part time" and "temporary". Contrary to what appears in the table, full time employment may be temporary (eg 8 hours per day during one month), and part time employment may be permanent (eg. 4 hours per day for an unlimited period of time).

o The heading "% of time on position" is not clearly understandable.

1.1.1.5. Competencies

o Indicate to applicants approximately how much they should write. It would also be useful to give the candidate more guidance on what information is required from them. For reference, Appendix 9 includes descroptions of the competencies as defined by the Chartered Insitute of Environment and water management (CIWEM) (UK).

1.1.1.6. Experience in EIAs

o Elicit "person-days of input" rather than "duration of input". Person-days is a better indicator of the real level of involvement of the candidate in a project than duration of input.

o Indicate to applicants approximately how much they should write.

1.1.2. Guidance Notes for Registration and Certification

o Core competencies are not mentioned on the application form in the EA Regulations.

> ### 1.1.2.1. *Cover letter (detailing how they meet the requirements for the level applied for e.g. educational qualifications, experience in EIAs, and competencies)*

o This appears to duplicate the information in the application form

> ### 1.1.2.2. *Table showing education and experience required per category of certification*

o The Table Showing Education and Experience Required per Category of Certification for Assessors on the BEAPA website shows that one can be an Environmental Assessment Practitioner with no prior experience. It is understood that this is to make sure that there are sufficient assessors in DEA. Perhaps a necessary additional requirement for those with no experience should be "Full time employee at DEA" to make sure they have the support of more experienced staff.

> ### 1.1.2.3. *Core competencies*

o With respect to the information in "Qualifications and criteria for certification of environmental assessment practitioners (EAP)" in Schedule 4, Form B of the EA Regulations:

> o The introduction to Form B states that "for higher level categories, applicants must demonstrate core competencias in EA", but in the sub section "Core competencies" it appears that core competencias are assessed for applicants to all categories.

> o It may not be easy to assess the core competencies based on the CV, referees´ reports, educational certificates, as these will normally not be focussed on core competencies as defined by BEAPA. Referees should therefore be asked to comment specifically on core competencies. Also, see comment above, that it is necessary to give candidates more guidance regarding how to describe their core competencies (see Appendix 9).

> o In the web-based version (Guidance Notes for Registration and Certification) this issue has been addressed, as the section "Competencies" has been added.

- **Holistic thinking -** Does the certification system allow for incorporation of aspects that cannot easily be assessed on the basis of a CV and list of projects?

    - The application form on the BEAPA website asks for "evidence of competencies in the following: Holistic thinking; analytical skills; integration and synthesis of biophysical and socio-economic issues; alternatives analysis; competence in each phase of the EIA process; application of the principles of sustainable development; understanding of relevant legal and policy requirements; project management skills; subcontracting and management of specialists; communication skills; and reviewing".

    - This sufficiently allow for incorporation of aspects that cannot easily be assessed on the basis of a CV and list of projects.

    - See also comments above on core competencies and how to assess them.

- **Education vs experience** - Does the system require reasonable balance between education and experience – eg should a PhD be a substitute for experience in an EA?

    - The table of experience and/or qualifications necessary for certification as Senior EAP shows that, with respect to a Diploma (the minumim qualification required for EAP) a Bachelor´s Degree is thought to be equivalent to one year´s experience in EIA projects, and a Masters degree is thought to be equivalent to two years´ experience in EIA projects, and a Doctorate Degree is thought to be equivalent to three years´ experience in EIA projects.

    - The relative weight given to experience and to these qualifications is considered appropriate.

- **EMP vs EIA -** Does the system disavantage people that have only experience in EMP and not EIA? Is it necessary to differenciate? (in practice, BEAPA has accorded more weight (but unstated) to detailed EIA). Should a weighted system of experience be put in place (giving EMPs different weight to full EIAs, a weight established in an empirical way)?

    - The EIA requires much more consultation and public participation. Therefore it is better to continue as BEAPA is doing currently, giving more weight to EIA

    - There are currently proposals to revise the content of the EMP to make it significantly less than an EIS. This could be reflected in the application form in the section EXPERIENCE IN EIAs by adding the text in bold: "List ALL work undertaken that best illustrates EIA related work **(distinguishing between EIA and EMP)**…."

- **References** – Is it necessary to obtain independent accreditation of experience, and if so, what is the best way to do this?

  - Written references from employers are the best way to obtain independent accreditation of experience. This reference should complement the other information provided by the applicant.

  - References should be focused on the areas that are of interest to BEAPA (it is the responsibility of the applicant to direct the referee in this respect) and should clearly state a) the relationship between the referee and the applicant and b) the contat details of the referee, so that BEAP can contact them by phone to clarify any matters arisng, if necessary.

1.1.2.4. Upgrade of Categories

- With respect to the information in "Qualifications and criteria for certification of environmental assessment practitioners (EAP)" in Schedule 4 of the EA Regulations:

  - It is not clear what is meant by "personal statement"

  - It is not clear what is the difference between "log sheets detailing EA work", "portfolios of work" and "briefing summary".

  - It is not clear which category requires which of "log sheets detailing EA work", "portfolios of work" and "briefing summary".

1.2. Other issues

1.2.1.1. Certification Process

- **Definition of "environmental"** – There is a lack of definition of what "environment" means, which is a problem for the certification process, because no one can be excluded. Other definitions exist, which are more focused on the media that are usually at the heart of EIA. EG the Zambian definition of environment is "natural or manmade surroundings at any place, comprising air, water, land, natural resources, animals, buildings and other constructions". Definitions from other SADC countries are included later in this document.

- **Specialists -** There are often many different people who contribute to a report. In these cases there is an issue about who actually practices, as not all the participants in the project are certified.

So, people that are not certified practice, particularly specialists. As a consequence it is necessary to define (in the regulations and in BEAPA's practice). A suggested approach is the following:

- o Specialists are defined as those who have in-depth knowledge in a particular area, which makes their contributions valuable, but do not necessarily have a broad knowledge of the EIA process. Specialists are permitted to contribute to EIA without being registered practitioners as long as their contribution is limited to their specialist area, and as long as the overall EIA is directed by a registered practitioner. Only registered practitioners are allowed to direct the the overall EIA. It would not be practical to require specialists to be certified EA practitioners as the nature of their knowledge means they are likely to work mainly outside EIA, making it not worthwhile for them to be certified. A requirement for specialists to be certified would thus mean some loss of specialist input to the EA process.

- o **Possibility to appeal against a decision by the Board to refuse accreditation** – An option for countering the perception of individual consultants that the Board is biased and is trying to prevent new entries is to publicise and make more use of Article 44.1 of the BEAPA Constitution:

  - o Article 44.1 of the BEAPA Constitution advises that a person aggrieved by a decision of the Board to; a.Refuse to register the applicant; b.Suspend their registration; c.Remove them from the Register; may, after giving written notice of the intention to appeal to the Board, and within thirty (30) days of the date on which notice is given to him or her by the Registrar, appeal to the Environmental Appeals Board.

  - o On the website under Certification Process it says "An applicant can appeal to the Appeals Committee if his or her application is rejected by the Board". It would be useful to clarify if the Appeals Board and the Appeals Committe are the same body.

  - o It is necessary to clarify the membership and functioning of these two bodies (appeals committee and appeals board). The members of the appeals board and or committee should be independent from those that make the decision regarding certification.

  - o If it is considered necessary to create a new body to deal with appeals, this new body could be formed by senior and experienced consultants, for example three Principals, independent from the board of Directors of BEAPA. The court should be the last resort for a practitioner.

- o **Disaccreditation** - reasons for disaccreditation of professionals should include:

- o The knowing and deliberate contravention of any of the clauses of the code of conduct of practitioners registered under the Act (see later section in this document).

- o Fact-based evidence, based on a formal review methodology, that the reports of a particular practitioner have been, on repeated occasions, deficient in quality

- o This is related to possibilities for the maintenance by DEA of a scoring system to score the quality of reports received. This score could be simply incorporated into the review methodology. As several people may have contributed to any given report, the score should be attributed to the practitioner who is the main author.

- o Possibility of appeal against this decision. As described above, Article 44.1 of the BEAPA Constitution grants the right to appeal to the Environmental Appeals Board.

- o **Fees -** Fees for BEAPA members and rates for consultants are currently reviewed by the Ministry. The minimum and maximum daily rates currently displayed on the BEAPA web page are: EAP 1,600 2,600; Senior EAP 2,600 3,500; Principal EAP 3,500 5,000 (trainees do not charge). The following comments are made by the consultants:

  - o Regarding whether the fees should be set by BEAPA rather than by the Ministry, the consultants consider that as BEAPA is a monopoly (only BEAPA-certified practitioners may practice) it would not be correct for BEAPA also to set minimum fees for what is in effect a captive market.

  - o In general, practitioners should be free to charge the fees they consider fit. It is understood that the control on fee levels is conceived as a way of assuring quality, but there are more effective mechanisms open to BEAPA to assure the quality of certified practitioners´ work, such as reviewing their reports and using disciplinary procedures. In any case, in reality contracts are awarded on the basis of the total cost, rather than on the basis of daily rates. Limits on daily rates are in reality difficult to enforce, as work is not usually billed on the basis of real hours worked.

- o **Duration of accreditation** – Should accreditation be for life? If not, for how long?

  - o Accreditation should not be for life. Five years is a reasonable time period, and is the period used for re-accreditation of contaminated land investigators in parts of Europe It is long enough to allow for the fact that some years there will be less EIA activity than others (so a one year period is not representative) but the period should not be longer than 5 years as over longer periods there may be significant loss of knowledge.

o This would require re-certification after 5 years. The requisite for re-certification should be based on the same types of information currently requested for Upgrade of Category, but with the onus on the re-applicant to demonstrate that they still fulfill the requirements for the category which they wish to renew (or they may request upgrade as part of the re certification).

1.2.1.2. Continuous Professional Development

o **Continuing professional development -** What aspects to consider in the Continuous Profesional Development, how to measure and assess them?

   o Requirements should include continuing hands on involvement in carrying out EIAs.

   o The existing table "CPD Requirements to Maintain Registration as an EAP" sets out CPD requirements in terms of Conferences, Courses, Seminars, Lectures, Workshops and Published papers. These aspects are considered correct.

   o However, it would be useful, in order to compare and sum CPD, to translate each item into units of time. This would for example give more weight to three day workshops than to half-day workshops.

   o The requirements would then need to be expressed not as "Attendance at a minimum of 2 EA-related seminars" but as "Attendance at a minimum of 2 days worth EA-related seminars".

   o It is useful to note that in the EU there exists the European Credit and Accumulation System, which assigns credits to training courses according to their worth. The authors are not aware if there is a similar scheme in SADC. If so, this could be used.

1.2.1.3. Education and experience

o **First graduates** - Are there sufficient options for first graduates to become EAP? (eg through a "hands on" course, or an exam)?

   o The minimum experience requirement for certification as EAP is currently 1 year (for applicants holding a Masters Degree). This implies that certification as EAP through a "hands on" course, or an exam, without experience, is not aceptable. We agree that experience is required.

o Therefore it is necessary to foment experience for trainees. One way of doing this is via Professional Development Schemes within companies. Professional Development Schemes are structured training schemes developed by a company, approved by the target organization (in this case, BEAPA).

o The advantage to the companies is that they give companies the opportunity to demonstrate their commitment to the professional development of their employees, by offering them a structured route to professional recognition.

o The advantage to the companies is that they give companies the opportunity to demonstrate their commitment to the professional development of their employees, by offering them a structured route to professional recognition through the leading Professional Body in Water and Environmental Management. The advantages to BEAPA are that training is focussed on the needs of BEAPA.

o More details are included in Appendix 1.

o The Trainee Environmental Assessment Practitioners (TEAP) programme in place in BEAPA appears to partly or completely fulfill the role of Professional Development Scheme.

1.2.1.4. Categories of practitioner

o **Practitioners vs reviewers**

   o Currently, apart from the categories (trainee, EAP, Senior EAP, Principal EAP) there are two types of certified practitioner: private consultants (authors of EIAs), and assessors (reviewers of EIAs – DEA staff).

   o The single weakest point of the system may be the low requirements for certification of assessors. A person with an environmental Bachelor´s Degree but no experience in EIA can be certified as EAP (assessor), whereas to be an EAP (private consultant) two years´s experience is required (three years if the applicant only holds a Diploma). The applicant for EAP (private consultant) also requires written references and other documents not required of the applicant for EAP (assessor).

   o Having two different certifications - a) certification as practitioner, and b) certification as assessor) - is not desirable but is probably necessary, due to the need for DEA reviewers to be certified and given their relative lack of experience.

- However, a better solution may be, to certify DEA staff with insufficient experience as Trainee EAPs. The EIA assessments done by a Trainee EAP at DEA should always be reviewed by a more experienced EAP (Senior, or Principal). In this way, the assessment would be valid and the Trainee EPA would have opportunities to learn. With this system it would not be necessary to have two certification systems. Also, it makes sense that to review reports you require a higher level of expertise than to write them, so assessors (or at least their supervisors) should have more (or equal) experience as practicioners.

- It is difficult for the required numbers of DEA staff to obtain sufficient real experience quickly. However it is necessary to avoid DEA staff becoming certified when they are not sufficiently trained, as the effective review of EIAs requires, if anything, more experience than the carrying out of an EIA.. A solution to this is proposed in the previous point.

- It may therefore be desirable to add an additional compulsory training element to the certification requirements for assessors. In addition to the Bachelor´s / Masters / Doctorate Degree currently required, a specific training course in EIA review should be required, or a defined period under the specific guidance of an experienced EIA assessor. Both these options could be organized internally in DEA but should be confirmable by BEAPA.

- **What to do about DEA staff who are not accredited but still review reports?**

  - A solution to this is proposed in previous points.

- Sub task b: "Develop a standards and ethics program for the BEAPA"

1.3. Examples of codes of conduct from similar organizations in other regions

Appendix 2 presents:

- BEAPA´s existing Code of conduct of practitioners registered under the Act

- Code of ethics of the Environmental Assessment Practitioners of South Africa (EAPSA) (this is the same as BEAPA´s code of conduct)

- Code of conduct International Association for Impact Assessment (IAIA) (signing of this is voluntary but qualifies members for a higher grade of membership)

o   Code of ethics of the Chartered Institute of Water and Environmental Management (CIWEM) (UK).

1.4. Comparison of codes of conduct

A comparison of these codes of ethics is presented below, with the items classified in four categories; Environmental protection, Honesty, Comptence and Other.

Table 1. Comparsison of codes of conduct	
BEAPA	
Environmental Assessment Practitioners shall carry out their professional activities, as far as possible, in accordance with emerging principles of sustainable development, the highest standards of environmental conservation and quality, and in compliance with the letter and intent of relevant environmental legislation.	Environmental protection
Environmental Assessment Practitioners shall at all times place the integrity of the environment, including conservation and sustainable use of the biophysical environment and the social welfare, health and safety aspects of the socioeconomic environment, above any commitment to sectional or private interests.	Environmental protection
Environmental Assessment Practitioners shall ensure the incorporation of environmental considerations from the earliest stages of project conception or policy development.	Environmental protection
Environmental Assessment Practitioners shall not conduct professional activities in a manner involving dishonesty, fraud, deceit, misrepresentation or bias.	Honesty
Environmental Assessment Practitioners will clearly differentiate between facts and opinions in their work.	Honesty
Environmental Assessment Practitioners will inform a prospective client or employer of any professional or personal interests which may impair the objectivity of their work.	Honesty
Environmental Assessment Practitioners will not seek employment, grants or gain, or attempt to injure the reputation or opportunities for employment of another environmental assessment practitioner by false, biased or undocumented claims or accusations, by any other malicious action, or by offers of gifts or favours.	Honesty
Environmental assessment practitioners shall not misrepresent or allow or permit misrepresentation of their own or their associates' academic or professional qualifications, or exaggerate their degree of responsibility for any work of a professional nature.	Honesty
When requested to submit tender proposals, Environmental Assessment Practitioners shall structure any offer in such a way as to enable them to discharge their responsibilities to the client in every respect.	Honesty
Environmental Assessment Practitioners will, to the best of their ability, keep informed of advances in environmental assessment practice, and will integrate such knowledge into their professional activities.	Competence
Environmental Assessment Practitioners will, to the best of their ability, use the best available information.	Competence
Environmental Assessment Practitioners should take responsibility for the findings of the environmental assessment. (However, the Environmental Assessment Practitioners cannot be held responsible for decisions made by other parties, purportedly based on the findings of the environmental assessment.)	Competence
Environmental Assessment Practitioners must only undertake particular environmental assessment work in a position of responsible charge where they have the relevant expertise and experience to undertake that work competently.	Competence
Environmental Assessment Practitioners shall not advertise their professional services in a self-laudatory manner that may discredit the profession.	Other

Table 1.	Comparsison of codes of conduct	
Environmental Assessment Practitioners shall not review for a particular client the work of another Environmental Assessment Practitioners except with the prior knowledge of such person and affording such person reasonable opportunity to submit comments on the findings of the review.	Other	
Environmental Assessment Practitioners shall comply with the objectives of the Board as well as any by-laws or rules laid down by such Board.	Other	
IAIA		
To take care that my professional activities promote sustainable and equitable actions as well as a holistic approach to impact assessment.	Environmental protection	
To conduct my professional activities with integrity, honesty, and free from any misrepresentation or deliberate bias.	Honesty	
To refuse to provide professional services whenever the professional is required to bias the analysis or omit or distort facts in order to arrive at a predetermined finding or result.	Honesty	
To disclose to employers and clients and in all written reports, any personal or financial interest that could reasonably raise concerns as to a possible conflict of interest.	Honesty	
To acknowledge the sources I have used in my analysis and the preparation of reports.	Honesty	
To conduct my professional activities only in subject areas in which I have competence through education, training, or experience. I will engage, or participate with, other professionals in subject areas where I am less competent.	Competence	
To check that all policies, plans, activities, or projects with which I am involved are consistent with all applicable laws, regulations, policies and guidelines.	Competence	
To strive to continually improve my professional knowledge and skills and to stay current with new developments in impact assessment and my associated fields of competence.	Competence	
To accept that my name will be removed from the list of self-ascribed professional members of IAIA should I be found to be in breach of this code by a disciplinary task-group constituted by the IAIA Board of Directors	Other	
CIWEM		
Seek to ensure that the uses of natural resources are fair, equitable and sustainable and take account of the needs of a diverse environment	Environmental protection	
Avoid knowingly or deliberately over-exploiting natural resources	Environmental protection	
Take all reasonable steps to avoid causing the environment to be damaged or nuisance to be created as a result of the discharge of unacceptable quantities of any substance or energy in any form	Environmental protection	
Recognise that contributing to the provision of environmental services provides an important contribution to human well being	Environmental protection	
Seek to ensure that uses of the environment do not cause damage, ensure respect for native wildlife, and deliver enhancement	Environmental protection	
Embrace the needs of the community	Environmental protection	
Promote the concept of integration of the management of the wider environment	Environmental protection	
Serve as an example to others for responsible environmental behaviour	Environmental protection	
Never engage in corrupt practice and always maintain a high standard of professional behaviour, which will serve as an example to others	Honesty	
Use wisdom in serving the community and constantly strive to learn more	Competence	

Based on the three codes of conduct presented, the following suggestions are made:

- The most obvious differences between the codes of conduct are that of the three, BEAPA´s code of conduct places the most emphasis on honesty, while CIWEM´s places the most emphasis on environmental protection.

- This may reflect the Botswanan government´s vigorous anti-corruption stance and also the fact that Botswana has far greater land resources than the UK (the UK´s overcrowding presumably places a greater premium on protecting what remains).

- BEAPA: "Environmental Assessment Practitioners shall carry out their professional activities… in compliance with the letter and intent of relevant environmental legislation." It may be better to say just "intent" rather than "letter and intent".

- BEAPA: "…Practitioners shall structure any offer in such a way as to enable them to discharge their responsibilities to the client in every respect." The meaning of this is not clear.

- BEAPA: "…Environmental Assessment Practitioners cannot be held responsible for decisions made by other parties, purportedly based on the findings of the environmental assessment." It is not clear why this needs to be included in the code of conduct.

- BEAPA: "Environmental Assessment Practitioners shall not advertise their professional services in a self-laudatory manner that may discredit the profession." It is not clear what this means and why this needs to be included in the code of conduct.

- BEAPA: "Environmental Assessment Practitioners shall not review for a particular client the work of another Environmental Assessment Practitioners except with the prior knowledge of such person and affording such person reasonable opportunity to submit comments on the findings of the review." It is not clear why EAPs should not review the work of other EAPs. It would seem to be necessary at times. It will be DEA who gives the final opinion of the quality of the work.

- IAIA: "To acknowledge the sources I have used in my analysis and the preparation of reports." This should appear in BEAPA´s code of conduct.

- IAIA: "To check that all **policies**, plans, activities, or projects with which I am involved are consistent with all applicable laws, regulations, policies and guidelines." This is something which BEAPA may wish to consider including in its code of conduct, though it may not be practical.

- IAIA: "To accept that my name will be removed from the list of self-ascribed professional members of IAIA should I be found to be in breach of this code by a disciplinary task-group constituted by the IAIA Board of Directors". Inclusion of this clause may be a way to limit appeals against BEAPA´s decisions.

1.5. Promotion of the code of conduct and adherence to the code of conduct

The following, taken from the BEAPA website, appears to provide BEAPA with the necessary means to ensure that the code of conduct is followed by the practitioners:

The BEAPA Constitution requires that all members of the Association conduct and uphold themselves and their profession in a manner consistent with the Code of Conduct. Failure to do so may attract the following actions by the Board, acting on advice from the Disciplinary Committee.

The Board may suspend the registration of any practitioner where an enquiry under section 43 has found the practitioner guilty of any act prescribed in the Code of Conduct (Schedule D).

A practitioner who has been suspended shall be disqualified from performing environmental assessment work and his/her registration shall be deemed to be suspended until the suspension period has expired.

Where the name of a member has been removed from the Register for whatever reason, or the registration of a practitioner has been suspended, the Board may, either on its own volition, or on the application of the practitioner concerned, after holding an enquiry, direct that the name of the practitioner be restored to the Register, subject to terms and conditions.

In order to sensitize clients and the public to BEAPA´s code of coduct, the code of coduct should be displayed prominently on the web site. The web site should also contain information on how a member of the public, or another practitioner, can report contraventions of the code of conduct by a BEAPA practitioner.

As an alternative example, CIWEM Bye-Laws 29 and 30 (dealing with the upholding of the Code of Conduct, and Disciplinary powers and procedures) are presented in Appendix 3.

2. Subtask c: "Develop a sustainability model including a business plan for BEAPA

2.1. Preliminary SWOT analysis

Below is a preliminary SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis of BEAPA by the consultants.

The objective is taken from BEAPA´s vision: "to be a replicable model in southern Africa, and the rest of the world, in promoting the sustainable management of the environment through the realisation of high quality environmental assessment" to which the consultants have added the objectives of being sustainable, and self-financing.

	Helpful to achieving the objective	Harmful to achieving the objective
Internal origin (attributes of the)	High quality staff Good contacts with government BEAPA can influence government policy	BEAPA is very small BEAPA is currently very reliant on government subsidy There is little scope for expanding income without expanding the activity base or increasing fees
External origin (attributes of the environment)	Expanding environmental market Supportive government There is no competion to BEAPA in Botswana – BEAPA has a monopoly There is a market for environmental training in Botswana and BEAPA may be able to fill that market Botswana is a country that places environmental protection high on the agenda Environmental protection in Botswana is carried out largely through the EA legislation Other activities related to environmental protection provide opportunities to expand the role of BEAPA Botswana needs infrastructure of various types. This will provide business opportunities for EAPs	There is no competion to BEAPA in Botswana – BEAPA must not rest on its laurels BEAPA and DEA do not always agree on report review criteria

This analysis will be completed by BEAPA.

2.2. Exploration of business models

The two business models to be explored are:

o **Current business model**, focused on accreditation of EA Professionals and improving the quality of their professional performance

o **Alternative model**, BEAPA as an association with wider membership and objectives, including activities needed to make BEAPA evolve into an association with wider membership and objectives.

Finally, **other possible ways of widening BEAPA´s mandate** are explored.

2.2.1. Current business model.

Proposals are given below to strengthen the following areas identified by BEAPA as being important:

o **Contacts with government.** The primary purpose of BEAPA currently is as a certification body for practitioners. It is clear that DEA and the practitioners do not always agree regarding the quality of EIA reports submitted by practitioners. It is also clear that some of the DEA staff have relatively little experience in reviewing EIAs. Therefore it is proposed that the most appropriate way to foment contacts with the government would be meetings with the aim of arriving at a consensus on how reports should be reviewed. This should be done based on the proposed review methodology. (See also "Promoting innovation in members" below). Also, BEAPA should play a role as independent advisor or consultant to the Government in all matters related to environmental impact, environmental legislation and environmental protection in general, since the EAP are trained and experienced in these matters.

o **Promoting innovation in members**. The BEAPA practitioners have a wide range of knowledge but this knowledge is fragmented between practioners. Each practitioner has strengths in slightly different areas. The innovation that most value added could contribute to the practioners would be the promotion of knowledge sharing. This should be centralised in BEAPA, for example as "frequently asked questions" or as a practitioners´ blog. A parallel forum could be used to collect practitioners´ comments regarding the current EIA process, with the objective of these being collated and forwarded by BEAPA to DEA. This is also another way to promote contacts with government. Also, BEAPA could promote innovation in consultants to help them expand their business basis. For example, by developing expertise in other services: environmental management systems, carbon footprint, water footprint, cleaner production, etc.

o **Training programs, courses** (eg HIV integration) This is currently part of BEAPA´s current remit but it is considered that there is scope for widening this remit, so please refer to 2.2.3.

o **Promoting competitiveness**. Competetiveness at the national scale will be enhanced by a focussed, efficient, risk-based EA process. The improvement of the EA process and the greater incorporation of risk-based approaches is currently underway, and the certified practitioners will be the vehicle by which these improvements are put into practice. Therefore, continued training of the practitioners (possible by BEAPA – see above) and quality control of practitioners´ reports (see Contacts with government above) will be key in this process. Also, BEAPA could help improving the competitiveness of the practitioners and their companies by promoting training in company management in general (marketing, economic management, service, etc.)

- o **Providing information: technical information, public tenders.** Currently, the information available for download on the BEAPA website is limited to legislation and internal BEAPA documentation (minutes, constitution, annual reports). It would be very useful to have the EIA guides available from the BEAPA site as these are informative both for the public and for the practitioners. Other technical information would also be of value. Regarding public tenders, it is understood that these are publicised by the Public Procurement and Asset Disposal Board (PPADB). Rather than publicising tenders on the BEAPA site it is recommended to have a link to the PPADB site, because if BEAPA publishes tender information it will have to guarantee that the information is up to date, which is time consuming.

- o **Advocacy for the recognition of members.** BEAPA should continue to advocate the recognition of its members. The consultants believe that the most effective way to do this is to promote a consensus on how EIA reports should be assessed, and what are their current strengths and weaknesses (see Contacts with government above).

2.2.2. Alternative business model: BEAPA as an association with wider membership and objectives.

This alternative model would see BEAPA transformed into an association of companies related to the environment. The primary role of this association would be as a focal point for the private sector companies (in the environmental sector) to dialogue with and influence government in an ordered and hopefully more coordinated and persuasive way. One of the areas in which this communication could take place would be in the area of application of legislation, as BEAPA has an interest in seeing the legislation being applied and BEAPA would be well placed to give the government a private sector view of the situation on the ground. It would also serve as a forum for the government to transmit its thoughts to the private sector. Also, it could serve as a forum for the private sector to influence government and transmit to the government market realities; a pressure group to push for fulfilment of legislation; etc. The influence of BEAPA should be significantly enhanced as it would, unlike now, have the combined weight of different organisationes behind it. Enlarging membership would also provide a wider basis to economically sustain the organization.

Another role could be to promote collaboration between the companies to provide new products and services to the market, this is, innovation and competitiveness.

It would be necessary to consider the feasibility, advantages and disadvantages the following aspects:

o **The type of companies (public or private sector) that would make up this wider membership.** These may be only private companies, or may also include public bodies. If the companies are private there is the advantage that the association has more homogeneous interests, which will make it easier to transmit a common message to Government. If public bodies are included, the advantage is that the association will have a better idea of what the government´s stance is on any particular issue.

o **The type of companies (area of work).** E.g. they may include waste managers, waste carriers, environmental consultants working in EA and in other fields different to EA, engineering firms, public institutions, etc. It may also incluye major clients of environmental services: mines, roads deparment, energy companies. This way the whole value added chain, from providors to clients and authorities, would be included. All interested in sustainable development of the country. It should be borne in mind that the greater the variety of companies involved, the less easy it will be to arrive at consensus (eg, landfill operators may not have the same interests as recycling companies).

o **The conditions that would be necessary** (regarding the component organisations, government, and country) in order to make this work. If the association is to dialogue with government, there would need to be willingness on the part of government. Government would also need to accept the new BEAPA (the name may need to be changed) as the legitimate mouthpiece of the environmental industry (that is, there should be no alternative association). The meetings of the association would need to be sufficiently frequent and well attended to give the association credibility in the eyes of those outside the association. Very importantly, the members of the association need to be sufficiently homogeneous in their interests to make it possible to arrive at some sort of a consensus. It would also be necessary to devise a membership fee that is high enough to finance the considerable organisation required, but not so high that it puts potential members off.

o **Effect on the EA process.** It will be necessary to consider how this evolution of BEAPA would affect (for better or worse) the EA process. It is clear that widening the activities of BEAPA will mean that BEAPA focuses less exclusively on EA. However the wider perspective that BEAPA would acquire is also a potential benefit to the EA process.

2.2.3. Other possible ways to widen BEAPA´s mandate

o **BEAPA becoming a major supplier of EA training within Botswana.** This is an area in which BEAPA has great potential. Training is vital to the quality of EAs. Demonstration of continuing

professional development is also a BEAPA requirement for re-certification. BEAPA is therefore well placed to be the coordinating body for EA training in Botswana. This could take the form of BEAPA staff giving courses, or BEAPA contracting experts (from inside or outside Botswana) to give courses, with BEAPA also organising the venue, catering, field trips, etc. BEAPA´s organisation of these courses in Botswana would give economies of scale, and would remove the high travel costs generated for individual participants when travelling to courses abroad. Courses organised in Botswana could also be customised to the Botswana context. One of the advantages of this would be to justify the maintenance of public funding to BEAPA.. BEAPA could also raise funding by applying a fee to the courses higher than the needed to just cover the costs.

o **BEAPA making contact with and sharing resources with counterpart organizations in other countries.** This would be a kind of environmental networking with BEAPA contacting counterpart organisations in other countries. The advantages would be to share knowledge and discover how other organisations confront problems similar to those faced by BEAPA.

o **BEAPA taking on the role of reviewing EA reports before they are sent to DEA.** This is a further development of the idea expressed in the section "Contacts with government" aimed at arriving at a consensus, with government, on how reports should be reviewed. If BEAPA were to review a sample of the reports produced by its practitioners, this would have the advantages of

- o Saving DEA time

- o Allowing BEAPA to have a tighter control over and continuous review of practitioners´standards

- o Standardising the criteria by which reports are assessed

- o Justifying the maintenance of public funding to BEAPA

- o On the other hand, this would require an increase in the staff and costs of BEAPA (unless the practitioners review each others reports at a low cost). Also, would practitioners want to have their know how exposed to competitors?

o **Financing - Explore possibilities to increase financial sources: payment by project, training activities, donations.** Training activities are a clear source of potential finance, and are discussed above. Payment by project is another idea that is worthy of consideration. The annual subscription is around a third of the minimum daily fee. Considering that certification is obligatory in order to do EAs, this certification fee appears to be rather low compared to the minimum daily consultancy fee. One solution could be, instead of an annual subscription, to charge per report.

- **Establish a clearer relationship with government.** Currently, BEAPA is doing things on behalf of the government, advocacy, explaining why the Act is there, etc, without being paid for these activities.

  - On way would be to establish a mechamnism to make government pay for these activities. This would require a definition of which of BEAPA´s current activities are considered to be part of its original remit (these will include certification of practitioners and related tasks) and definition of additional tasks which are being or may in future be carried out for government (these may include educational tasks with respect to the Act). This division between a) activities which are considered to be financed under current funding arrangements and b) activities which are not considered to be financed under current funding arrangements should be expressed in writing and agreed with Government.

  - In order for these additional activities to be paid for by Government, there would need to be a fee schedule. This could be based on an hourly or daily rate, or based on deliverables (a fixed price for production of a certain kind of report).

2.3. Summary of advantages and disadvantages of the business models

Table 2.	Summary of advantages and disadvantages of the business models
Current business model, focused on accreditation of EA Professionals and improving the quality of their professional performance	
Advantages	**Disadvantages**
Tried and tested, Focuses on core strengths in EA; requires little additional investment,	Limited in scope, limited ability to raise finance, future uncertain if government funding is cut
Alternative model, BEAPA as an association with wider membership and objectives, including activities needed to make BEAPA evolve into an association with wider membership and objectives.	
Advantages	**Disadvantages**
Wider scope should give increases financial stability, more independent from government, able to influence government on a wider range of issues; possibility to enhance the relationship between different agents acting in the environmental market; possibility to enhance innovation and creation of new businesses.	Danger of losing focus on EA, danger of being drowned out by stronger players with different interests

3. Sub task d: "Develop an operational manual for BEAPA"

THE OPERATIONAL MANUAL IS PRESENTED IN A SEPARATE DOCUMENT

4. Sub task e: "Analyse possibilities for a common EIA certification process in the SADC region"

The first step is a review of EA legislation in SADC countries. The second step will be to explore, based on this information, the advantages and disadvantages with respect to establishing a common accreditation scheme. The third step will be to assess alternative possibilities.

4.1. Review of EA legislation in SADC countries

The review of legislation in SADC countries is based on information published by SADC[1].

4.1.1. Constitutional direction regarding health, wellbeing and environmental protection

The first aspect to consider is whether the right to health and wellbeing of citizens and the protection of the environment is included in the Constitution of each country, as constitutions provide direction for all subsequent policies and laws. Most of the Constitutions of the countries considered give an inalienable right to health, wellbeing and environmental protection, but these rights are conspicuously absent from the Constitutions of Botswana, Zambia and Zimbabwe.

A summary of administrative and legal structures in SADC countries with respect to EA is presented in Appendix 4.

Where the constitutional rights to a healthy and clean environment have been articulated, they have been given effect through a variety of national environmental action plans, visions and strategy documents compiled for each country. EA is one of the main tools identified in the SADC countries to manage and protect the environment, and it has now been formalised into law in all 14 SADC states.

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[1] SADC Environmental Legislation Handbook 2012

4.1.2. Definition of 'environment'

The 14 SADC countries have 14 different definitions of the term 'environment'. These are shown in Appendix 5.

Most of these definitions provide a holistic interpretation of the term 'environment' to include the natural, social and cultural environments. However, some of the definitions (in Lesotho, South Africa and Zambia) consider the environment to be the physical surroundings of the human being and the influence that these physical components have on humans, rather than seeing human beings as an integral part of the environment and agents of change within that environment. In some cases (Lesotho and South Africa), this rather limited interpretation of the term 'environment' is clarified in the EIA guidelines, regulations or guiding principles. This leaves room for legal challenge as to what actually constitutes the 'environment' but, as far as can be ascertained, it has not been challenged in court. If the social component is not actually stipulated as a requirement in the EIA report, social impacts could be completely overlooked.

Comment by World Bank consultants _ It is also very important to define clearly whether "human health" refers only to the health of those outside the activity, or whether it also includes the health of the workers (the workers´s health is (in Europe, for example) often considered to be not an encvironmental but a health and safety issue).

4.1.3. Environmental laws

Every country in the SADC region has a dedicated environmental Act in force. However, some pieces of legislation are now more than ten years old, as shown in Appendix 4. Two countries in SADC, Malawi and Mauritius, do not have any specific EA regulations, while regulations in Lesotho and Namibia are currently in draft form. In the absence of specific EA regulations, Malawi and Mauritius have detailed guidelines for the EA process in general and/or for key economic sectors. The Malawian Guidelines have been gazetted and, therefore, enjoy legal standing.

4.2. Summary of EA administrative structures in SADC countries

Every SADC country has a government ministry responsible for the environment, except Tanzania, where the NEMC falls under the Vice-President's Office. While Angola, Mauritius, and Mozambique have dedicated ministries of environment, the other SADC countries have linked environment at ministerial level variously with tourism, natural resources, wildlife, culture, water and forests (see

Appendix 4. This can have advantages and disadvantages: linking environment to related sectors can result in closer cooperation between sectors; however, it can also result in a ministry having a conflicting mandate, for example where tourism or mining is promoted in a sensitive environmental area. Every SADC country has a department or directorate responsible for EA (see Appendix 4), but the levels of funding and staffing are mostly inadequate to deal with the processing of EIAs, let alone any follow-up compliance audit or inspection. In addition, many EA authorities struggle to retain staff, and the resulting combination of high staff turnover and a lack of experience means that environmental decision-making is not particularly robust.

Most countries in SADC have legislation that allows the environmental authorities to convene permanent interministerial committees on the environment, as well as ad hoc technical committees to advise them on individual projects. Usually the latter committees comprise representatives from several sectors, including the sector of the project itself. These structures ensure a multidisciplinary review of EIAs and improve intersectoral collaboration.

Although interministerial committees are prescribed by law in all SADC countries, some of these forums do not exist (Botswana) or have not yet been established (Lesotho and Namibia). Generally, their effectiveness in promoting a multidisciplinary approach to sustainable development has yet to be demonstrated for a number of reasons, such as: low frequency of meetings, high turnover of members, lack of active participation by all ministries, and a limited awareness of the linkages between the environment, economic development and human wellbeing. Little evidence could be found of minutes or reports from many of these committees, indicating a lack of transparency and public accountability.

4.3. EA procedures

An analysis of the EA process in each country provides some interesting comparisons. Specific comments are made below on: the EA process in general, the Terms of Reference, the public participation process, EMPs, strategic environmental assessments and the need for environmental assessment practitioners to be registered.

4.3.1. EA process

The table "EIA steps and terminology" in Appendix 6 outlines the steps of the EA process in the different SADC countries. The table shows that most countries follow some form of screening or scoping EA process. The exceptions are Angola, Namibia and Zimbabwe, which combined the

screening and scoping phases into one, and the DRC, which is currently drafting regulations for the EA process. Note that each country has its own terminology for each phase. For purposes of this introductory chapter, the terms commonly used by the World Bank are used.

4.3.2. Terms of Reference

The compilation of good, comprehensive Terms of Reference for an EA is crucial to its success. Inadequate Terms of Reference usually result in poor EA reports; this inevitably leads to lengthy and costly project delays, as the proponents are requested to provide more information or, worse, the EA report is rejected because the authorities cannot make a decision based on the information provided. Therefore, it is important to ensure that the Terms of Reference are comprehensive enough to address the impacts of the proposed project. Seven SADC countries require the proponent to obtain approval of the Terms of Reference from the authorities before commencing with the EA (see Appendix 7). This ensures a level of quality control but, too often, the authorities fail to check that the Terms of Reference have actually been carried out. Three countries (Angola, Madagascar and Swaziland) do not require any approval of the Terms of Reference before the EIA study is started. In Tanzania and Mauritius, the Terms of Reference are drawn up by the authorities, not the proponent (see Appendix 7).

4.3.3. Public participation

Some level of public consultation is required as part of the EA process in all SADC countries (see Appendix 8); however, the timing of this involvement and the mode of consultation vary significantly. The scope of participation ranges from full engagement of interested and affected parties to various means, including public meetings and focus groups (e.g. in South Africa), to the passive placement of the EIA report for public review and comment (e.g. in Mauritius). It is generally considered best practice to consult the public as early in the EIA process as possible, that is, in the scoping phase. Seven countries (Botswana, Lesotho, Malawi, Mozambique, Namibia, South Africa and Zambia) require this (see Appendix 8). However, most countries, with the exception of Angola, Lesotho, Madagascar and Mauritius, require the proponent (or his/her consultants) to undertake public participation during the preparation phase of the EIA.

In Angola, Lesotho, Madagascar and Mauritius, the authorities will hold public hearings as the sole means of public consultation. This approach is typical of many northern hemisphere countries and perhaps reflects the origins of the drafting teams of those countries' legislation. When this is the only

means of consultation, it constitutes a major weakness. It assumes a Eurocentric ability on the part of the public to read and critically evaluate a completed EIA report placed, for example, in a library, or to access it online, or to have the financial means to travel to and participate meaningfully in a public hearing. In most SADC countries, this type of public engagement is simply not possible. The EIA process in these countries, therefore, fails to address the needs and concerns of the usually poor and marginalised affected public.

4.3.4. Environmental management plans

None of the SADC countries, except the Democratic Republic of Congo and Swaziland, require a separate EMP. Most countries only require the EIA report to include mitigation measures; in some cases, the monitoring programme must also be specified. The DRC requires a separate EMP for the Project (EMPP) and/or a Mitigation and Rehabilitation Plan (MRP) to be prepared according to detailed prescriptive requirements in the Annexures of the Mining Regulations. Swaziland also requires a separate Comprehensive Mitigation Plan (CMP). In the case of Botswana an EMP is required instead of an EIS for activities of lower risk.

This finding is worrying because most mitigation plans in EIAs are vague statements of intent, rather than detailed EMPs. This can be attributed to the fact that the detailed final design of a project may only be completed after EIA approval and, therefore, the detailed information required for the EMP is only known after completion of the EIA. This major shortcoming of most EIA processes renders the EIA of limited value if its recommendations are not properly implemented in the construction and operational stages of the project.

Compounding the situation is the general lack of post-EIA follow-up and compliance monitoring and auditing by the authorities. Even though most SADC countries make provision for inspections, audits and monitoring by the authorities, in practice very little is done. This is due in large part to a lack of human, financial and technical resources (e.g. vehicles), further complicated by the long distances involved, poor infrastructure and the remote nature of many projects.

The lack of rigorous requirements and accountability for the preparation and implementation of EMPs is probably the area of EIA practice that is of greatest concern in the SADC region. Even assuming that quality EIAs are being produced and the authorities are making the best decisions, the lack of effective EMP implementation seriously reduces the value of the EIA process.

4.3.5. Strategic environmental assessments

Strategic environmental assessment continues to gain momentum, and much of the newer legislation requires strategic environmental assessments for policies, plans and programmes (e.g. Botswana, Lesotho, Mauritius, Namibia, South Africa, Swaziland and Tanzania). The legislation in Madagascar and Malawi does not refer to strategic environmental assessments specifically, but both countries require an EIA of new national policies, plans and programmes.

4.3.6. Registration of EA practitioners

One of the main problems regarding the effectiveness of EA is the role of the environmental assessment practitioners. There are numerous concerns across the region about the quality of such practitioners. These relate to their tertiary qualifications, their experience in EA, and their ability to lead a multidisciplinary team of specialists and produce a report with sufficient objective, accurate information to allow decision-makers (and the public) to make an informed decision about the project.

One of the most recognised ways of overcoming this problem is to introduce a certification scheme for environmental assessment practitioners, based on a combination of tertiary qualifications, core competencies in EA, demonstrated EA experience, and a commitment to ongoing professional development.

The aim is to ensure a level of professional quality and conduct through a rigorous set of qualifying criteria and the threat of disciplinary action if the Code of Conduct is breached. At present, only South Africa, Botswana and Tanzania have a statutory requirement for certification of environmental assessment practitioners, while Lesotho and Namibia have taken steps towards a certification scheme (see Table 3).

As shown in Table 3, only two countries have a registration system based on some professional criteria for environmental assessment practitioners – Angola and Mozambique. These systems are not as rigorous as full professional certification, but they do offer some degree of quality control.

Table 3.	Certification, registration and independence of environmental assessment practitioners				
Country	Statutory registration and certification scheme for EIA consultants criteria	Non-statutory registration system for eia consultants based on professional with the eia	Consultants for a given EA to be approved by authorities before commencing	List of approved consultants held by environmental authority	EA consultants to be independent in terms of the law
Angola		Yes			
Botswana	Yes				
Democratic Republic of Congo					
Lesotho	In progress		Yes	Yes	
Madagascar					
Malawi				Yes	
Mauritius					
Mozambique		Yes	Yes		
Namibia	In progress			Yes	
South Africa	Yes				Yes
Swaziland					
Tanzania	Yes				
Zambia			Yes		
Zimbabwe				Yes	

Three countries require EA team members and their qualifications to be listed in the Terms of Reference sent to the authorities for approval before commencing with the EA. This affords some level of quality control, assuming that the information provided by the consultants is accurate.

The lowest level of quality assurance is where the environmental agency has a list of registered consultants. This generally lists all practitioners present in the country, and there is little or no quality control, as is the case in Lesotho, Malawi, Namibia and Zimbabwe.

Only South Africa stipulates that EA consultants must be independent, which means that: a) they cannot have any business, financial, personal or other interest in the activity, application or appeal in respect of which they were appointed, other than fair remuneration for work performed; and b) there are no circumstances that may compromise their objectivity. The independence clause has been invoked during some ministerial appeals (viz. the N2 Wild Coast Toll Road appeal, where the private development partner owned shares in the consulting company that did the EIA).

There is, therefore, little in the way of real control over the professionalism and conduct of EA consultants in the region, although this does seem to be changing. What is not yet clear is how the

issue of reciprocity will be addressed between two countries with statutory registration and certification schemes.

4.4. Advantages and disadvantages of a common accreditation scheme

Identification of theoretical advantges of a common accreditation scheme is fairly straightforward, because they are advantages related to knowledge transfer, economies of scale, freedom of choice, and so on. In principle, the advantages of establishing a common establishing a common accreditation scheme could include the following:

o **Promotion of free competition among practitioners in SADC.** This would be as a result of reducing red tape, national preferences and bureaucracy in general.

o **Raising of standards in EA knowledge transfer between countries in SADC.** In principle, a common accreditation scheme would result in greater flow of practitioners between countries, with the corresponding possibilities for knowledge transfer.

o **Wider movement to cooperation within the SADC region.** A greater exchange of EIA practice between countries, would complement the wider movement to cooperation within the SADC region.

o **Possible creation of opportunities for BEAPA practitioners in other countries.** This would in principle be the case, assuming that other countries did not retain other barriers to entry by foreign nationals.

o **Possible economies of scale**. By having one certifying body rather than one per country, the administrative costs would be reduced. Even more important is the economy of scale associated to the investment in knowledge of the consultant, that can be recovered over a bigger potential market through greater opportunities for practice.

The potential disadvantages of a common accreditation scheme will be due to incompatibilities between countries which negate the advantages identified above. The incompatibilities may be such that the common certification scheme actually causes more problems than it solves. The disadvantages identified are:

o **The SADC countries all have different definitions of the term 'environment'.** There is not agreement about to what extent the social aspect should be included. This is likely to lead to different approaches to EA, and different training, in the different countries.

o **Two countries in SADC, Malawi and Mauritius, do not have any specific EA regulations**, while regulations in Lesotho and Namibia are currently (2012) in draft form. This again is likely to lead to different approaches to EIA in the different countries.

o **In most SADC countries, levels of funding and staffing are inadequate** to deal with the processing of EAs, let alone any follow-up compliance audit or inspection. In addition, many EA authorities struggle to retain staff, and the resulting combination of high staff turnover and a lack of experience means that environmental decision-making is not particularly robust. This is not conducive to the maintenance of common standards across the SADC region. The maintenance of common standards across the SADC region is a pre-requisite for any common accreditation scheme.

o **There are significant differences in the EA process.** For example, three countries (Angola, Madagascar and Swaziland) do not require any approval of the Terms of Reference before the EA study is started. This is likely to lead to a different approach to the EA when compared to those countries, including Botswana, that do require approval of the ToR.

o **There are also differences with respect to public participation,** an important part of EIA and one which greatly affects the timescales. For example, in Angola, Lesotho, Madagascar and Mauritius, the authorities will hold public hearings as the sole means of public consultation. This approach is typical of many northern hemisphere countries and, when this is the only means of consultation, it constitutes a major weakness. It is even worse for countries where EIA reports are simply left at a given place for public review

o **There is a general lack of post-EA follow-up** and compliance monitoring and auditing by the authorities. Even though most SADC countries make provision for inspections, audits and monitoring by the authorities, in practice very little is done. Again, this lack of enforcement means that it is hard to achieve the "level playing field" that is a necessary pre-requisite for common accreditation.

o **The SADC report concludes that one of the main problems regarding the effectiveness of EA is the role of the environmental assessment practitioners. There are numerous concerns across the region about the quality of such practitioners.** This means that it is hard to achieve the "level playing field" that is a necessary pre-requisite for common accreditation.

o **At present, only South Africa, Botswana and Tanzania have a statutory requirement for certification of environmental assessment practitioners,** while Lesotho and Namibia have taken steps towards a certification scheme. Before setting up a common accreditation sceheme, it

will be necessary for all the SADC countries to have implemented an internal accreditation scheme.

o **The SADC report concludes that there is little in the way of real control over the professionalism and conduct of EA consultants in the region** (although this does seem to be changing). Again, this means that it is hard to achieve the "level playing field" that is a necessary pre-requisite for common accreditation.

o **The SADC region is extremely diverse geographically, culturally and ecologically.** An EIA for an activity in a desert environment (eg Namibia) has little in common with an EIA in the rain forest (eg in central Democratic Republic of Congo). Likewise, experts´ knowledge of deserts will be of limited use for the rain forest.

o **The SADC region is diverse linguistically.** It may be decided that English would be the common language for an eventual common certification scheme, but the practicalities of this (especially in the francophone countries) would need to be checked.

o **This point is particularly important with respect to public participation**, as in order to carry out effective public participation it is necessary to both understand and be understood, when talking to people who may be of a different dialect. language and culture.

The consultants consider that given the difficulties identified above, a common certification scheme is not practical at present. This conclusion is based not only on information from the SADC region, but also on the consultants´experience in the European Union. The EU is a region which is smaller and more integrated than SADC, with a longer history of close cooperation, but where the majority of professional accreditation schemes in environmental matters (eg accreditation for contaminated land investigations, for environmental inspection, etc) are still at national or even sub-national level, rather than at European level. This may reflect to some degree the fact that, bearing in mind the need to know the surroundings, most EIAs are done by relatively local practitioners, and that being the case, local authorities are keen to retain some control over which local practitioners are accredited – which militates against a common accreditation scheme.

4.5. Alternatives

Alternative possibilities may include:

o **Temporary recognition of foreign practitioners for work on trans-boundary projects (reciprocal).** This could involve acceptance of an ad hoc basis of non-certified practitioners. For

example, in the case of a project spanning the Botswana – Namibia border, it is likely that Nambian practitioners will be required. These practitioners will not be certified in Botswana, but they may be required due to their specialist knowledge of the country or of particular environmental aspects. In these cases it would make sense for the Namibian practitioner to be recognised on a project by project basis. Another word (nor certification) would have to be used to distinguish this process from the Botswanan certification process (which is not project-based).

- o **Temporary recognition of foreign practitioners for work on projects with high potential for knowledge transfer** (reciprocal). As above, this would allow a foreign practitioner to participate in a particular EIA. In this case however, the motivation for Botswana would be in order to stimulate knowledge transfer. This system could therefore be used to allow a foreign practitioner who has some knowledge that would be useful to Botswana to come and work with a Botswanan team and at the same time disseminate this knowledge. Again, another word (nor certification) would have to be used to distinguish this process from the Botswanan certification process (which is not project-based).

Appendix 1. CIWEM professional development scheme

CIWEM

Employers' Guide to Professional Development Scheme Approval

Part 2: Template for a "Scheme Document"

Part 2: TEMPLATE FOR A "SCHEME DOCUMENT"

> CIWEM expects that a Scheme Document for use by all those involved with the Scheme will be compiled, and that each Candidate will be issued with a copy. This Document should act as a guidance 'manual' and be retained with their Professional Development Record. As such, CIWEM expects that the Scheme document will include the following contents.

2.A   Context of the Scheme

- An Introduction to the Employer's organisation;

- A statement of the Employer's policies for the development of its employees in general and for those seeking CIWEM membership in particular.

> This section may continue to discuss the benefits of obtaining Chartered status and to explain how an individual's professional status contributes to the Organisation's profile, its ability to operate and (where appropriate) to compete successfully.

2.B   Target group(s) for the Scheme

- This section should describe the scope of the Scheme in terms of the employees at whom it is aimed including:

- Whether it will cover engineers, scientists and/or environmentalists? The Associate grade as well as Chartered Member? Established employees as well as recent Graduates?

- Relevant grades of CIWEM membership and their associated qualification requirements

- Relevant requirements for additional Chartered qualifications (CEng, CSci, CEnv)

- Any conditions to be agreed with the candidate with regard to remaining on and completing the Scheme.

2.C   Introduction to the Scheme

> This should describe the wider context of the CIWEM Scheme and its inter-relationships with other programmes and activities:

• **Introduction to CIWEM**

• **CIWEM Professional Development Scheme aims & objectives**

• **Other active schemes run by the Employer** e.g. engineering, scientific, manager development programmes etc;

• **Employer support for higher education** e.g. for higher degrees, business school programmes etc.

• **Employer-specific training provision** e.g. In-house and external courses, secondments etc.

- **Off-job Learning** e.g. non work-based learning opportunities, both in-house and external;

- **Links with performance appraisal** e.g. competence assessment, validation, action planning etc.

- **Quality Assurance & Scheme improvement** e.g. ISO, I I P, audits, benchmarking etc.

2.D   Induction Procedures

> This section should cover the procedures for enrolling candidates on to the Scheme, registering them with CIWEM, and setting up/commencing their personal development programmes.

- **Induction Programme**

- Set out the introductory process for new candidates (and for existing staff joining the scheme).

- For new graduates, provide details of any pre-starting date contact and support available.

- Provide candidates with details of CIWEM Professional Review requirements and application process.

- State Company's commitment to scheme and reasons for supporting CIWEM membership.

CIWEM Statement of Commitment – Appendix 1

> This is a formal agreement in which the Employer and the Candidate undertake to fulfil their respective roles and responsibilities in accordance with the CIWEM-approved Scheme.
> The Employer should make it clear that it is the Candidate's responsibility to identify the grade of CIWEM membership for which they are eligible and to decide whether to work towards this grade or undertake further study to qualify for a higher one.

2.E   Experience Reviews

> The length of the initial Professional Development period will depend upon the prior experience and knowledge that the Candidate is accredited with at an Experience Review, normally conducted by the Principal Mentor when registering the Candidate on the Scheme.

- **Holding the Experience Review**

- Describe the Organisation's requirements for conducting experience reviews for Candidates at different stages in their professional development, not only for those who have recently graduated but also for experienced employees who have decided later to consider membership of CIWEM, and candidates who are approaching the end of the Scheme.

- Specify the procedure for ensuring each Candidate has a personalised development programme.

- State also if a final review is arranged in the form of a mock Professional Review.

2.F   Roles and Responsibilities

- Specify the roles and responsibilities within the Scheme of all those concerned: the Candidates, Principal Mentor, Mentors, line managers, HR and/or anyone else who has a part to play. This section could also describe the procedures for supporting both the Candidates (CIWEM recommends Developmental Mentoring and supportive work-groups) and Mentors, and guiding employees on how best to use this support.

2.G   Mandatory Competences

> The CIWEM Mandatory Competences cover technical, business, professional and personal capabilities.

- **CIWEM competences define what is expected of a CIWEM member in terms of their ability to perform activities relevant to the water and environment sector and at an appropriate standard, depending on the grade of membership being applied for, using a mix of knowledge, skill and experience. All three aspects must be present if someone is to become an effective water and environmental manager.**

This section should explain how the key component of CIWEM'S Professional Development Scheme is the achievement of a number of competences. It should also set out how 'competent' is defined, and how progress towards competent is measured and recorded. CIWEM prefers the following method of recording competence achievement; however equivalent methods may also be acceptable.

1 = aware
2 = able to assist
3 = able under supervision
4 = competent without supervision (minimum level required)
5 = expert (able to help others)

Illustrative examples of work tasks should be provided, including duties and assignments that are specific to the Employer and also cover the range of experience required to achieve the Competences.

> The examples are to be provided as a broad guide only; indeed, many of them may be found to cover a number of different CIWEM competences/elements.
> The Candidate–Mentor pair will need to be flexible in interpreting the competences in the light of each candidate's background and current/future role, also in agreeing (together with supervisor/manager/team or project leader, as necessary) which available work tasks, placements, further learning experiences and/or secondments will satisfy the Mandatory Competences.

Note that, in most cases, the candidate will need to demonstrate a number of examples of how they have attained each Mandatory Competence, *inter alia* covering the full breadth of experience described by the competence elements.

Appendix 2 gives the detail of the headline competences for Member and Associate membership of CIWEM which the trainee will be required to demonstrate.

Appendix 3 gives guidance on the detailed elements an applicant for Member and Associate should cover during the training period.

> **If preparing a submission to CIWEM involves you 'mapping' competences from an existing Company scheme across to the CIWEM competences, please read this….**
>
> The bullet points under each CIWEM headline competence illustrate the breath of experience CIWEM feels is necessary to demonstrate achievement of that competence. It is important to ensure that this breadth of experience is properly reflected in the document you submit to CIWEM. CIWEM recognises that the original focus of the Company's own competences may be different from the focus of the CIWEM competences. The person carrying out the 'mapping' exercise therefore needs to take particular care to ensure that proper attention is paid to these bullet points. This may mean that some of the CIWEM headline competences will 'map' to two or more of the Company's competences and vice versa.
>
> If it is not clear to CIWEM's assessors how the breadth of experience required by CIWEM is to be delivered by your scheme, the document will be returned to you for clarification.

2.H   Professional Development and CIWEM involvement

CIWEM requires candidates to continually update and maintain evidence of their professional capability.

- Specify the detail and format used for developing and maintaining a personal action plan.

- **Professional Development Reports**

Candidates should write quarterly reports for discussion and reflection on their progress in learning, and as a part of their evidence of competence attainment.
All reports should include cross-references to the relevant CIWEM competences and should be subject to the comment/endorsement of a Mentor.

- Set out the format for the regular Candidate review procedure (normally quarterly), and record-keeping in general to satisfy the requirements of both the Employer and CIWEM.

- Highlight the value of the 'record, reflect, report, plan and review' cycle

- Explain where and how CIWEM reporting links to the employer's periodic review process.

- **Learning activities and training events**

CIWEM requires candidates to spend a minimum of 30 hours a year taking part in training courses, seminars and conferences: this is referred to as Continuing Professional Development (CPD).
Short, reflective reports should be prepared recording the main points of interest, noting how the Candidate benefited from the events and any actions or investigations planned as a result.

- Indicate the type of training courses and any secondments, projects or other assignments that may be available as part of the Scheme.

- Provide evidence to show that the employer is aware of the value of, and committed to providing support for such activities.

- **CIWEM-specific Activities**

Candidates for CIWEM membership are expected to both support and gain benefit from their chosen Professional Institution. To this end Candidates are expected to attend CIWEM meetings during their training period. The mentor may suggest events such as the CIWEM Annual Conference or CIWEM Branch meetings for the trainee to attend. Short reports should be written on the activities attended for the candidate's development record.

- Provide evidence of relevant Institution activities (or supply hyperlinks).

2.I   Appendices

- Append or link to the following, if they are not already included in full within the Scheme Document:

• **CIWEM Statement of Commitment Form**

• **The Experience Review**

• **CIWEM Membership guidelines, Step 1 the reports & Step 2 Professional Review Interview**

• **Employer-specific examples covering all the Mandatory Competences**

• **Guidance for the format of quarterly reports and evidence of achievement of the Mandatory Competences**

• **Guide to Mentoring and how this is structured in the company**

• **Information on gaining membership of the Engineering Council, Science Council and the Society for the Environment**

Additional items to support the Manual may include Employer Literature, menu of elective Training Courses and Secondments, and information on Performance Appraisals, Career Counselling, etc.

Appendix 2.   Codes of conduct

BEAPA - Existing Code of conduct of practitioners registered under the Act

Code of conduct of practitioners registered under the Act

Environmental Assessment Practitioners shall carry out their professional activities, as far as possible, in accordance with emerging principles of sustainable development, the highest standards of environmental conservation and quality, and in compliance with the letter and intent of relevant environmental legislation.

i. Environmental Assessment Practitioners shall at all times place the integrity of the environment, including conservation and sustainable use of the biophysical environment and the social welfare, health and safety aspects of the socioeconomic environment, above any commitment to sectional or private interests.

ii. Environmental Assessment Practitioners shall ensure the incorporation of environmental considerations from the earliest stages of project conception or policy development.

iii. Environmental Assessment Practitioners shall not conduct professional activities in a manner involving dishonesty, fraud, deceit, misrepresentation or bias.

iv. Environmental Assessment Practitioners will clearly differentiate between facts and opinions in their work.

v. Environmental Assessment Practitioners will, to the best of their ability, keep informed of advances in environmental assessment practice, and will integrate such knowledge into their professional activities.

vi. Environmental Assessment Practitioners will inform a prospective client or employer of any professional or personal interests which may impair the objectivity of their work.

vii. Environmental Assessment Practitioners will not seek employment, grants or gain, or attempt to injure the reputation or opportunities for employment of another environmental assessment practitioner by false, biased or undocumented claims or accusations, by any other malicious action, or by offers of gifts or favours.

viii. Environmental Assessment Practitioners will, to the best of their ability, use the best available information.

ix. Environmental Assessment Practitioners should take responsibility for the findings of the environmental assessment. (However, the Environmental Assessment Practitioners cannot be held responsible for decisions made by other parties, purportedly based on the findings of the environmental assessment.)

x. Environmental Assessment Practitioners must only undertake particular environmental assessment work in a position of responsible charge where they have the relevant expertise and experience to undertake that work competently.

xi. Environmental Assessment Practitioners shall not advertise their professional services in a self-laudatory manner that may discredit the profession.

xii. Environmental assessment practitioners shall not misrepresent or allow or permit misrepresentation of their own or their associates' academic or professional qualifications, or exaggerate their degree of responsibility for any work of a professional nature.

xiii. When requested to submit tender proposals, Environmental Assessment Practitioners shall structure any offer in such a way as to enable them to discharge their responsibilities to the client in every respect.

xiv. Environmental Assessment Practitioners shall not review for a particular client the work of another Environmental Assessment Practitioners except with the prior knowledge of such person and affording such person reasonable opportunity to submit comments on the findings of the review.

xv. Environmental Assessment Practitioners shall comply with the objectives of the Board as well as any by-laws or rules laid down by such Board.

Code of ethics - Environmental Assessment Practitioners of South Africa (EAPSA)

Environmental assessment practitioners shall carry out their professional activities, as far as possible, in accordance with emerging principles of sustainable development, the highest standards of environmental conservation and quality, and in compliance with the letter **and intent** of relevant environmental legislation.

Environmental assessment practitioners shall at all times place the integrity of the environment, including conservation and sustainable use of the biophysical environment and the social welfare, health and safety aspects of the socio-economic environment, above any commitment to sectional or private interests.

Environmental assessment practitioners shall ensure the incorporation of environmental considerations from the earliest stages of project conception or policy development.

Environmental assessment practitioners shall not conduct professional activities in a manner involving dishonesty, fraud, deceit, misrepresentation or bias.

Environmental assessment practitioners will clearly differentiate between facts and opinions in their work.

Environmental assessment practitioners will, to the best of their ability, keep informed of advances in environmental assessment practice, and will integrate such knowledge into their professional activities.

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Environmental assessment practitioners should take responsibility for the findings of the environmental assessment. (However, the environmental assessment practitioner cannot be held responsible for decisions made by other parties, purportedly based on the findings of the environmental assessment.)

Environmental assessment practitioners must only undertake particular environmental assessment work in a position of responsible charge where they have the relevant expertise and experience to undertake that work competently.

Environmental assessment practitioners shall not advertise their professional services in a self-laudatory manner that may discredit the profession.

Environmental assessment practitioners shall not misrepresent or allow or permit misrepresentation of their own or their associates' academic or professional qualifications, or exaggerate their degree of responsibility for any work of a professional nature.

Environmental assessment practitioners shall comply with the objectives of the Interim Certification Board, as well as any By-laws or rules laid down by the Interim Certification Board.

Code of Conduct - International Association for Impact Assessment (IAIA)

IAIA encourages its members to make a personal pledge of commitment to a Professional Code of Conduct. To facilitate this, IAIA has established a category of "Professional Member," which is achieved by submitting the following signed statement

As a self-ascribed professional member of IAIA, the information and services that I provide must be of the highest quality and reliability. I consequently commit myself:

- To conduct my professional activities with integrity, honesty, and free from any misrepresentation or deliberate bias.

- To conduct my professional activities only in subject areas in which I have competence through education, training, or experience. I will engage, or participate with, other professionals in subject areas where I am less competent.

- To take care that my professional activities promote sustainable and equitable actions as well as a holistic approach to impact assessment.

- To check that all policies, plans, activities, or projects with which I am involved are consistent with all applicable laws, regulations, policies and guidelines.

- To refuse to provide professional services whenever the professional is required to bias the analysis or omit or distort facts in order to arrive at a predetermined finding or result.

- To disclose to employers and clients and in all written reports, any personal or financial interest that could reasonably raise concerns as to a possible conflict of interest.

- To strive to continually improve my professional knowledge and skills and to stay current with new developments in impact assessment and my associated fields of competence.

- To acknowledge the sources I have used in my analysis and the preparation of reports.

- To accept that my name will be removed from the list of self-ascribed professional members of IAIA should I be found to be in breach of this code by a disciplinary task-group constituted by the IAIA Board of Directors

Code of ethics - Chartered Institute of Water and Environmental Management (CIWEM)

UKCIWEM members are expected to comply with the following code of ethics.

At a time when many people are worried about doing the right thing to balance the need for a healthy, thriving and content society with those of a flourishing natural environment; and when experts have to demonstrate that they are worthy of public trust, CIWEM has taken this major initiative.

Initially approved by the Council of CIWEM at its meeting on 6th April 2001, with amendments approved by the Trustee Board on the 29th September 2010, the Code of Ethics is an aspirational set of ten principles with which members are expected to comply.

Members of the Institution will be expected to use their influence to the fullest extent and to behave to the best of their ability to maintain a sustainable environment in the following way:

- Seek to ensure that the uses of natural resources are fair, equitable and sustainable and take account of the needs of a diverse environment.

- Avoid knowingly or deliberately over-exploiting natural resources.

- Take all reasonable steps to avoid causing the environment to be damaged or nuisance to be created as a result of the discharge of unacceptable quantities of any substance or energy in any form.

- Recognise that contributing to the provision of environmental services provides an important contribution to human well being.

- Seek to ensure that uses of the environment do not cause damage, ensure respect for native wildlife, and deliver enhancement.

- Embrace the needs of the community.

- Promote the concept of integration of the management of the wider environment.

- Use wisdom in serving the community and constantly strive to learn more.

- Serve as an example to others for responsible environmental behaviour.

- Never engage in corrupt practice and always maintain a high standard of professional behaviour, which will serve as an example to others.

Professional Conduct

Bye-Law 29 states that each member shall:

(a) order their conduct pursuant to the Code of Ethics and so as to uphold and enhance the dignity, standing and reputation of the Institution and profession; and

(b) exercise their professional skills and judgement to the best of their ability and discharge their professional responsibilities with integrity; and

(c) have due regard to the public interest and protection and enhancement of the environment in the discharge of their duties; and

(d) shall not maliciously or recklessly injure or attempt to injure whether directly or indirectly the professional reputation of another member.

Disciplinary Powers and Procedures

Bye-Law 30 states that:

(a) In the event of a complaint being made that any member has been or is in breach of the foregoing rules of professional conduct the Trustee Board shall delegate the investigation thereof to an Investigating Committee consisting of at least three members of the Trustee Board in accordance with such rules as the Trustee Board shall from time to time prescribe.

PROVIDED THAT no member of the Investigating Committee shall sit on a Professional Conduct Committee or on an Appeal Board in respect of the same case.

(b) If on such investigation as aforesaid it shall be determined by a majority of the Investigating Committee that there is a prima facie case, the Trustee Board shall direct that a hearing of the complaint be held by a Professional Conduct Committee of at least five members of the Trustee Board and at least one suitable person who is not a member of the Institution, in accordance with such rules as the Trustee Board shall from time to time prescribe, and subject as hereinafter provided the Professional Conduct Committee shall if satisfied that the complaint is justified have power to warn, admonish, reprimand, suspend or expel such member from the Institution.

(c) Such member shall have seven clear days' notice in writing of the hearing before such Professional Conduct Committee, may attend the hearing, may make representation thereat in person or through a representative, may call and cross-examine witnesses and, if expelled from the Institution, may within seven days after notice of such expulsion appeal against the penalty, but not against the finding of the Professional Conduct Committee, and such appeal shall be delegated by the Trustee Board to an Appeal Board of at least three members of the Trustee Board and such Board shall have power to annul the expulsion or to annul it subject to the performance of any conditions which the Appeal Board may think fit to impose.

PROVIDED THAT no member of the Trustee Board shall sit on both the Professional Conduct Committee and the Appeal Board in respect of the same case.

(d) Subject as aforesaid a member so expelled shall forfeit all claim to a return of any money paid by him to the Institution and shall cease to be a member thereof.

(e) All findings and decisions of the Investigating Committee, of the Professional Conduct Committee and of the Appeal Board shall be reported to the Trustee Board and duly recorded and the Trustee Board may order that any penalty with such particulars of the misconduct as it shall think desirable shall be published in any Institution publication.

Appendix 3.   CIWEM bye laws

CIWEM Disciplinary Powers and procedures -

Bye-Law 29

Each member shall:

o   order their conduct pursuant to the Code of Ethics and so as to uphold and enhance the dignity, standing and reputation of the Institution and profession; and

o   exercise their professional skills and judgement to the best of their ability and discharge their professional responsibilities with integrity; and

o   have due regard to the public interest and protection and enhancement of the environment in the discharge of their duties; and

o   shall not maliciously or recklessly injure or attempt to injure whether directly or indirectly the professional reputation of another member.

o   Disciplinary Powers and Procedures

Bye-law 30

o   (a) In the event of a complaint being made that any member has been or is in breach of the foregoing rules of professional conduct the Trustee Board shall delegate the investigation thereof to an Investigating Committee consisting of at least three members of the Trustee Board in accordance with such rules as the Trustee Board shall from time to time prescribe.

o   PROVIDED THAT no member of the Investigating Committee shall sit on a Professional Conduct Committee or on an Appeal Board in respect of the same case.

o   (b) If on such investigation as aforesaid it shall be determined by a majority of the Investigating Committee that there is a prima facie case, the Trustee Board shall direct that a hearing of the complaint be held by a Professional Conduct Committee of at least five members of the Trustee Board and at least one suitable person who is not a member of the Institution, in accordance with such rules as the Trustee Board shall from time to time prescribe, and subject as hereinafter provided the Professional Conduct Committee shall if satisfied that the complaint is justified have power to warn, admonish, reprimand, suspend or expel such member from the Institution.

o   (c) Such member shall have seven clear days' notice in writing of the hearing before such Professional Conduct Committee, may attend the hearing, may make representation threat in person or through a representative, may call and cross-examine witnesses and, if expelled from the Institution, may within seven days after notice of such expulsion appeal against the penalty, but not against the finding of the Professional Conduct Committee, and such appeal shall be delegated by the Trustee Board to an Appeal Board of at least three members of the Trustee Board and such Board shall have power to annul the expulsion or

to annul it subject to the performance of any conditions which the Appeal Board may think fit to impose.

- o PROVIDED THAT no member of the Trustee Board shall sit on both the Professional Conduct Committee and the Appeal Board in respect of the same case.

- o (d) Subject as aforesaid a member so expelled shall forfeit all claim to a return of any money paid by him to the Institution and shall cease to be a member thereof.

- o (e) All findings and decisions of the Investigating Committee, of the Professional Conduct Committee and of the Appeal Board shall be reported to the Trustee Board and duly recorded and the Trustee Board may order that any penalty with such particulars of the misconduct as it shall think desirable shall be published in any Institution publication.

Appendix 4. SADC legal structures for EIA

Table 1. Summary of administrative and legal structures in SADC countries				
Country	Ministry responsible for environmental management	Authority responsible for eia	Name of EIA act	Eia Regulations
Angola	Ministry of Environment (MoE)	National Directorate for Prevention and Environmental Impact Assessment	Environment Framework Law, No. 5/98 of 19 June 1998	Impact Assessment, No. 51/2004 of 23 July 2004
Botswana	Ministry of Environment, Wildlife and Tourism (MEWT)	Department of Environmental Affairs (DEA)	Environmental Assessment Act,	Environmental Assessment Regulations
DRC	Ministry of Environment, Nature Conservation and Tourism(MENCT)	Group for Environmental Studies of Congo (Groupe d'Etudes Environnementales du Congo(GEEC)	Environmental Protection Act, No. 11/009 of 9 July 2011	None
	Ministry of Mines	Department for the Protection of the Mining Environment	Mining Code, Law No. 007/2002	The Mining Regulations, Decree No. 038/2003 of 26 March 2003, contain environmental considerations.
Lesotho	Ministry of Tourism, Culture and Environment (MTCE)	Department of Environment	Environment Act, No. 10 of 2008	In draft
Madagascar	Ministry of Environment, Water, Forests and Tourism (MEEFT)	National Office for the Environment (ONE)	Environment Charter, Law No. 90-033 of 21 December 1990, as amended by Law No. 97-012 and Law No. 2004-015	Decree on Ensuring the Environmental Suitabillity of Investments (Décret Relatif à la Mise en Compatibilité des Investissements avec l'Environnement (MECIE)), Decree No. 99-954, as amended by Decree No. 2004-167
Malawi	Ministry of Natural Resources, Energy and Environment (MNREE)	Environmental Affairs Department (EAD)	National Environmental Management Act, No. 23 of 1996	None, but the EIA Guidelines have been gazetted and have legal standing.
Mauritius	Ministry of Environment and Sustainable Development (MoE)	Department of Environment: EIA Committee	Environmental Protection Act, No. 19 of 2002	None
Mozambique	Ministry for the Coordination of Environmental Action (MICOA)	National EIA Directorate	Environmental Law, No. 20/97 of 1 October 1997	Regulations on the Environmental Impact Assessment Process, Decree No. 45 of 2004
Namibia	Ministry of Environment and Tourism (MET)	Department of Environmental Affairs (DEA)	Environmental Management Act, No. 7 of 2007	In draft
South Africa	Department of Environmental Affairs (DEA)	National DEA or provincial departments (see Chapter 12, section 12.2.2 for list)	National Environmental Management Act, No. 107 of 1998, as amended	Environmental Impact Assessment Regulations R543, R544 and R545 of June 2010
Swaziland	Ministry of Tourism and Environmental Affairs (MTEA)	Swaziland Environmental Authority (SEA)	Environmental Management Act, No. 5 of 2002	Environmental Audit, Assessment and Review Regulations of 1996, as amended in 2000
Tanzania	Vice-President's Office	National	Environmental	Environmental Impact

Country	Ministry responsible for environmental management	Authority responsible for eia	Name of EIA act	Eia Regulations
		Environmental Management Council (NEMC)	Management Act, No. 20 of 2004	Assessment and Audit Regulations, Government Notice No. 349 of November 2005
Zambia	Ministry of Tourism, Environment and Natural Resources (MTENR)	Zambian Environmental Management Agency (ZEMA)	Environmental Management Act, No. 12 of 2011	Environmental Protection and Pollution Control (Environmental Impact Assessment) Regulations, Statutory Instrument No. 28 of 1997
Zimbabwe	Ministry of Environment and Natural Resources Management(MENRM)	Environmental Management Agency (EMA)	Environmental Management Act, Chap 20:27, of 2002	Environmental Management (EIAs and Ecosystems Protection) Regulations, Statutory Instrument No. 7 of 2007

Table 1.   Summary of administrative and legal structures in SADC countries

Appendix 5. SADC definitions of "environment"

Definitions of "environment" in SADC countries

Angola 'any change to the environment, either to better or worse, especially with effects on the air, water, soil and subsoil, biodiversity, health of persons and cultural heritage, resulting directly or indirectly from human activities'

Botswana 'the physical, ecological, archaeological, aesthetic, cultural, economic, institutional, human health and social aspects of the surroundings of a person'

Democratic Republic of Congo 'the assemblage of all natural and man-made elements and the biological and geochemical systems in which they operate, as well as economic, social and cultural factors which promote the existence, transformation and development of the milieu, living organisms and human activities'

Lesotho 'the physical factors of the surroundings of the human beings (sic) including land, water, atmosphere, climate, sound, odour, taste, biological factors of animals and plants and the social factors of aesthetics and includes both natural and built environment'

Malawi 'the physical factors of the surroundings of the human being including land, water, atmosphere, climate, sound, odour, taste and the biological factors of fauna and flora and includes the cultural, social and economic aspects of human activity, the natural and built environment'

Mauritius The environment comprises: 'a) land, air water or any combination of these media; b) all living organisms; and c) any built-up environment'

Mozambique 'Environment means the medium in which humans and other beings live and interact hmong themselves and with the medium itself, including: • Air, light, land and water; • Ecosystems, biodiversity and ecological relationships; • All organic and inorganic matter; • All socio-cultural and economic conditions which affect the lives of communities.'

Namibia 'the complex of natural and anthropogenic factors and elements that are mutually interrelated and affect the ecological equilibrium and the quality of life, including: • The natural environment, i.e. the land, water, and air, all organic and inorganic material, and all living organisms; • The human environment, i.e. the landscape and natural, cultural, historical, aesthetic, economic and social heritage and values'

South Africa 'the surroundings within which humans exist and that are made up of: the land, water and atmosphere of earth; micro-organisms, plant and animal life; any part or combination of [the aforementioned] and the inter-relationships among and between them; and the physical, chemical, aesthetic and cultural properties and conditions of the foregoing that influence human health and wellbeing'

Swaziland 'the whole or any component of: • Nature including air, land, water, soils, minerals, energy (other than noise), and living organisms (other than humans); • The interactions between the components of nature and between those components and humans; • Physical, aesthetic and cultural qualities or conditions that affect the health and wellbeing of people; • And unless the context otherwise requires, refers only to the environment within the territory of Swaziland, or over which Swaziland exercises rights or sovereignty and environmental has a corresponding meaning'

Tanzania 'the surroundings of human beings including air, land, water, climate, sound, light, odour, taste, micro-organisms, the biological factors of animals and plants, cultural resources and the social economic factor of aesthetics and includes both the natural and the built environment and the way they interact'

Zambia 'natural or manmade surroundings at any place, comprising air, water, land, natural resources, animals, buildings and other constructions (sic)'

Zimbabwe • 'the natural and man-made resources, both biotic and abiotic, occurring in the lithosphere and atmosphere, water, soil, minerals and living organisms whether indigenous or exotic, and the interaction between them; • ecosystems, habitats, spatial surroundings and their constituent parts whether natural or modified or constructed by people and communities, including urbanised areas, agricultural areas, rural landscapes, and places of cultural significance; • the economic, social, cultural or aesthetic conditions and qualities that contribute to the value of the matters set out in points above'

Appendix 6.   Stages in the EIA process in SADC countries

Table 1.	EIA steps and terminology					
	EIA stage					
Country	Screening	Scoping	EIA	Permit, licence authorisation	EMP	Follow-up
World Bank	Screening	Scoping	EIA	–	EMP	
Angola	Screening	–	Environmental Impact Statement (EIS) and EMP	Environmental Licence	Included in EIA	Monitoring of EIA implementation
Botswana	Screening	Preliminary EIA	EIS and EMP	Environmental Authorisation	Included in EIA	Post-EIA monitoring and auditing
DRC (Although the Environmental Protection Act has been promulgated, there are no Regulations pertaining to the EIA process that have to be followed; therefore, the terminology listed in this table reflects that of the Mining Code and Regulations)	–	–	EIS	Favourable Environmental Opinion	Environmental Management Plan for the Project(EMPP) and Mitigation and Rehabilitation Plan(MRP)	–
Lesotho	Screening	Project Brief Terms of Reference	EIS and Environmental Management and Mitigation Plan (EMMP)	EIA Licence	Included in EIA	Audit
Madagascar	Screening	Programme of Environmental Engagement (PREE)	EIA and EMP	Environmental Permit	Included in EIA	Monitoring and control of EMP, audit
Malawi	Screening	Project Brief OR Scoping	EIA report and EMP	EIA Certificate	Included in EIA report	Monitoring of EIA implementation
Mauritius	Screening	Preliminary Environmental Report	EIA report and EMP	EIA Licence	Included in EIA	Post-EIA monitoring
Mozambique	Application and screening	Environmental Pre-Viability Report and Scope Definition and Terms of Reference or Pre-Assessment or Terms of Reference	EIS and EMP EIS and EMP or Simplified Environmental Report (SER) SER	Environment Licence	Included in EIA	Environmental audit and inspection
Namibia	Registration and	–	Environmental Assessment	Letter of	Included in Environmental	Monitoring and

Country	EIA stage					
	Screening	Scoping	EIA	Permit, licence authorisation	EMP	Follow-up
	screening		and EMP	Authorisation	Assessment	auditing
South Africa	Screening	Basic Assessment Report (BAR) or Scoping	EIA and EMP	Environmental Authorisation	Included in BAR or EIA	
Swaziland	Screening	Initial Environmental Evaluation (IEE) and Comprehensive Mitigation Plan(CMP) OR Scoping	– EIA	Environmental Compliance Certificate	Included in IEE CMP	Project Compliance Report
Tanzania	Registration and screening	Preliminary EIA, or Scoping and Terms of Reference	EIS and EMP	EIA Certificate	Included in EIS	Environmental auditing
Zambia	Screening	Project Brief or Terms of Reference for EIS	EIS and EMP	Environmental Authorisation	Included in EIA	Post-EIA audit
Zimbabwe	Prospectus	–	EIA report and EMP	EIA Certificate and Permit Included in EIA	Monitoring and auditing	

Table 1. EIA steps and terminology

Appendix 7. Terms of Reference in the EIA process in SADC countries

Country	Terms of Reference drawn up by proponent (no review)	Terms of Reference drawn up by proponent (authority review)	Terms of Reference drawn up by authorities	Comments
Table 1.				**Methods used for Terms of Reference for eias by each SADC country**
Angola	Yes	–	–	
Botswana	–	Yes	–	
Democratic Republic of Congo	–	–	–	Very detailed scope of work is provided in the EIA Annexures of the Mining Regulations
Lesotho	–	Yes	–	
Madagascar	Yes	–	–	
Malawi	–	Yes	Yes	
Mauritius	–	–	Yes	
Mozambique	–	Yes	–	
Namibia	–	Yes	–	
South Africa	–	Yes	–	
Swaziland	Yes	–	–	
Tanzania	–	–	Yes	
Zambia	–	Yes	–	
Zimbabwe	–	?	–	Not clearly stated – assumed to be included in prospectus

Appendix 8. Public participation in EIA in SADC countries

Country	Public consultation required in scoping	Public consultation required during preparation of EIA	Public review and/or public hearings alter EIA report completed
Angola	No	No	Yes (authorities)
Botswana	Yes (proponent)	No	Maybe (authorities)
Democratic Republic of Congo[3]	No	Yes (proponent)	No
Lesotho	Yes (proponent)	No[4]	Yes (proponent or authorities)
Madagascar	No	No	Yes (authorities)
Malawi	Yes (proponent)	Yes (proponent)	Maybe (authorities)
Mauritius	No	No	Yes (authorities)
Mozambique	Yes (proponent)	Yes (proponent)	Maybe (authorities)
Namibia	Yes (proponent)	Yes (proponent)	No
South Africa	Yes (proponent)	Yes (proponent)	No
Swaziland	No	Yes (proponent)	Yes (authorities)
Tanzania	No	Yes (proponent)	Yes (authorities)
Zambia	Yes (proponent)	Yes (proponent)	Maybe (authorities)
Zimbabwe	No	Yes (proponent)	No

[3] In terms of the EIA Regulations of the Mining Code (this may change when Regulations in terms of the Environmental Protection Act are introduced).
[4] Public consultation is not required in terms of the Act, but the EIA Guidelines state that it is required.

Appendix 9. Description of CIWEM competencies

You need to provide a response to each of the 14 Mandatory Competences in the pro-forma report available on the CIWEM website. The number of words for the report is between 3500 and a maximum of 4000; the distribution between individual competences will be at your discretion to best demonstrate your experience.

Appendices, references and footnotes will not be accepted.

You need to use examples from your practical experience to demonstrate the appropriate level of achievement for each competence. Essential images and diagrams should be included to support responses in the pro-forma.

Your responses need to be written in the **first person** and identify your roles and responsibilities, what you did and what you have learnt. If you were part of a team you need to identify what you did individually and how it contributed to the overall aim of the project or piece of work.

You need to provide at least one and normally two examples to demonstrate the appropriate level of attainment for each Mandatory Competence. The Competence report is your opportunity to demonstrate that you are working at a level appropriate for the registration/s for which you are applying.

The CIWEM Mandatory Competences have been mapped to those of the Engineering Council (CEng/IEng/EngTech), Science Council (CSci) and Society for the Environment (CEnv). You should ensure that through your responses you are demonstrating the requirements of the external registration bodies for which you are applying.

Guidance on completing each individual competence is given below.

Please note that you do not have to address all of the questions under each competence, they are there to help you think about your responses to the Mandatory Competence.

A COMPETENCES - EXISTING AND EMERGING FACTORS INFLUENCING ENVIRONMENTAL AND WATER ISSUES

A1. KNOWLEDGE OF WIDER ENVIRONMENTAL ISSUES AND TRENDS

You should be able to demonstrate that you have a breadth of knowledge and have an awareness of the development of the sector in which you operate and how it has developed over time with a view to future issues and development. You should be able to demonstrate a relevant understanding of legislation, local/national/international directives, financial and societal drivers within your industry.

- Do you understand what the main issues and drivers are in your industry?
- Do you understand the wider context of your position in the environmental sector?
- What knowledge do you require in your day to day role?
- Where do you find the information you require?
- Do you research outside of your discipline?
- How is the industry regulated?
- How do you keep up to date?
- What legislation drives the business of your employer or clients?
- How has your employer or clients developed their business to cope with changing regulation, legislation or funding pressures?
- How has your employer or clients developed their businesses to meet the challenges or opportunities presented by evolving technology?
- How can new technologies help you to meet future requirements?
- What other environmental issues are your company involved in outside of your area?
- Can you explain an important current environmental issue in your region?

A2. ABILITY TO DEVELOP STRATEGIES OR PLANS TO ADDRESS CHANGES IN YOUR SECTOR

You will need to demonstrate that you can identify, monitor and review changes (e.g. financial, technological or legislative) within your sector by preparing strategy at a personal, team and/or organisational level. The impact of the change on individual / team / organisational workloads and revenues should be identified and you should demonstrate your ability to put appropriate planning frameworks in place to prepare for change. You will be able to identify gaps in your knowledge and information and be able to conduct appropriate research.

- What are the main changes affecting your sector?
- What strategies have you devised and implemented to address these changes?
- What strategies have you devised and implemented to help your employer or clients evolve to meet external pressures?
- How do you identify that further information is required?
- How does your work help to achieve the company's strategy?
- Have you developed a new standard, system or service which has been adopted for future strategy?

- What actions/initiatives have you developed and implemented to address changes and/or developments? Have they been adopted by other members of your team/organisation?
- Have you established a programme of research or investigation to supplement existing information?
- What strategies does your employer have in place to address external challenges and how do you contribute to the achievement of these strategic aims or goals?

B COMPETENCES – PLANNING, IMPLEMENTATION AND EVALUATION OF WORK

B1. ABILITY TO ANALYSE AND EVALUATE ENVIRONMENTAL AND/OR WATER PROBLEMS

You may wish to identify a project or a piece of work for which you have had responsibility (e.g. community / user / infrastructure / environment / economic / compliance) demonstrating that you understand why the work is needed and the implications of potential solutions. Undertake research (site surveys / mapping / desktop research) to demonstrate you have considered the implications of potential solutions, including the legislative, social, historical, ecological, environmental and/or financial as appropriate, this will include all stakeholders' perspectives (client / public / regulators / users).

- What was the problem or opportunity you needed to address?
- What research/investigation did you carry out?
- What were the main factors (including topography, other services, funding, hydrology, compliance standards etc) which needed to be considered in investigating the problem and considering potential solutions?
- Who were the stakeholders?
- How did you consult with key stakeholders?
- How did you ensure that the nature and extent of the problem was fully understood?
- Did you prepare and agree a brief for investigatory work?
- When evaluating problems, what is the importance of professional neutrality?

B2. ABILITY TO SOLVE PROBLEMS BY IDENTIFYING, DEVELOPING AND EVALUATING OPTIONS

You should demonstrate the use of advanced scientific / engineering / management / environmental principles as appropriate when formulating potential solutions to a problem. You will need to demonstrate that you have considered the implications of each method of working or solution; identifying the solution that best fits with the issues and requirements identified (e.g. regulatory / legislative / social / economic / environmental / customer). You will use evidence to support the recommended solution and be able to show how the decision was made.

- What solutions did you identify and consider?
- What were your priorities?
- What was the purpose and result of this prioritisation?
- What evaluation did you undertake?

- What were the evaluation criteria?
- Which solution did you recommend and why?
- How did you use creative and original thought in identifying potential solutions?
- How did you compare widely differing options to find the best solution?
- How do you illustrate your method of presenting your analysis and options to a client?

B3. Ability to initiate, implement and manage change

You will need to demonstrate you can deal with the unexpected, when change occurs during your work (e.g. plan, initiate, monitor and revise). You will need to demonstrate the ability to prepare, control and plan for change / new development (e.g. coordination of documents, systems and services / preparation of procurement, contract and production documents) ensuring legal compliance, budgetary control and communication with clients / stakeholders.

- Did anything threaten the success of a solution or its delivery?
- What were your options?
- Was it successful? If not why not?
- How did you plan for the introduction of change?
- What steps did you take to ensure stakeholder buy-in?
- How did you resolve any problems?
- How did you deal with contractual risks?
- How did you deal with risk?

B4. Ability to plan and implement solutions and monitor their continuing performance

You will need to demonstrate that you can effectively plan for and implement solutions (e.g. services, research, development....) complying with appropriate standards (e.g. H&S, QA, costs, resource management...) identifying risks that may compromise the outcome (e.g. risk register...). You will demonstrate that you can evaluate performance against the initial specification that was agreed with the client / stakeholders. You will need to demonstrate the ability to learn from and amend operating procedures using performance criteria and data collection as appropriate.

- How did you plan the implementation of a solution?
- How did you manage the implementation?
- What were the main issues affecting implementation?
- How did you monitor the performance of the solution?
- How did you determine the root cause of any problems?
- What actions did you initiate to resolve any unsatisfactory performance?
- What plans were prepared to ensure continuing operation?
- What mitigating actions did you put in place to minimise risk?
- Have you carried out an audit or post project appraisal?
- Did the solution achieve what was expected of it?
- If the solution did not achieve what was expected of it what corrective action did you take?
- Did you produce relevant documentation or a training package?

C COMPETENCES – SAFE AND EFFECTIVE WORKING PRACTICES

C1. ABILITY TO MANAGE RESOURCES EFFECTIVELY AND EFFICIENTLY

You will be expected to demonstrate how your working practices contribute to your organisation or workplace (financially, technically and professionally). You could, for example, demonstrate an understanding of the recruitment and selection process of resources and manpower for a project/piece of work and how to work effectively to deliver your responsibilities on time, to the appropriate standards and to budget. You could also identify training needs / skills gaps, opportunities to utilise new and emerging technologies / processes and to promote sharing of best practice and knowledge, including your ability to assess the changing requirements of your organisation's industry.

- How do you fulfil your responsibilities in a timely and professional manner?
- Do you have budgetary responsibilities and/or understand the budgetary process?
- What resources are managed / how do you ensure efficiency?
- What have you introduced to improve performance?
- How do you secure appropriate resources?
- Have you optimised a system or process to maximise efficiency?
- What training have you prepared/delivered?

C2. UNDERSTANDING, PROMOTION AND APPLICATION OF HEALTH AND SAFETY (H&S)

You will be expected to demonstrate your implementation of relevant H&S policy and legislation (e.g. including, but not limited to, organisation H&S policy, HASAW act, Confined Spaces, CDM 2007...), your understanding and promotion of safe working practices for all stakeholders. You will be expected to demonstrate that there are clear processes in place to investigate and record accidents, promoting a preventative approach to H&S.

- What H&S legislation is relevant to your work?
- How do you keep up-to-date with the requirements?
- What actions do you take to ensure compliance with H&S requirements in the planning and implementation of your work?
- What are the responsibilities of you and others?
- How do you ensure that others fulfil their responsibilities?
- What is the procedure for recording and investigating near misses?
- How do you deal with an unsafe act?
- How do you encourage others to apply appropriate H&S standards?
- How do you apply safe systems of work?
- Are you an engineer? Do you know about CDM?

C3. YOUR CONTRIBUTION TO SUSTAINABILITY

You will be expected to explain your understanding of the term sustainability and give practical examples of how you have implemented your definition. You could for example demonstrate the need to minimise waste, manage the use of non-renewable resources, monitor and review energy consumption, recycle and promote use of alternative materials. You may wish to carry out an audit of your workplace to assess its sustainability credentials.

- What impact does your work have on the environment?
- What measures have you taken to minimise negative impacts?
- What environmental improvements have you identified and delivered?
- How do you define sustainability?
- How do you encourage others to adopt a sustainable approach?
- How do you implement sustainability principles in your personal life?
- What examples of sustainability have you incorporated into a project?
- What actions do you take to minimise impact on the environment?
- How do you balance economic, environmental and societal factors?
- How do the outputs of your work contribute to sustainability?
- How do you promote sustainable solutions?

C4. UNDERSTANDING, PROMOTION AND APPLICATION OF QUALITY ENHANCEMENT AND QUALITY ASSURANCE (QA)

You could discuss your knowledge of quality management requirements relevant to your discipline, this will include the need to deliver your responsibilities to established standards and contribute to continual improvement. If you use data collection and/or interpretation, you could demonstrate you can assess the accuracy, quality and data reliance to deliver appropriate recommendations. You could also show how you identify, implement and evaluate changes to meet quality objectives.

- Do you or your organisation work to any QA system?
- Do you understand and comply with its requirements?
- What are the benefits of QA in your work environment?
- Have you developed any processes or procedures to ensure consistency of approach to the required standard?
- How do you ensure the integrity of information in your workplace?
- How do assess the accuracy of your data?
- How do you promote the principle of quality assurance to colleagues?

D COMPETENCES - COMMUNICATION AND PROFESSIONAL ETHICS

D1. ABILITY TO COMMUNICATE IN ENGLISH

You will need to demonstrate that you can communicate effectively.

This competence will be largely judged on the basis of your application (including the report) and your interview which includes a presentation. Examples could include a brief statement to demonstrate where you have contributed to, chaired or recorded actions in meetings; written guidance documents/specifications/letters/technical reports distributed to clients and colleagues, prepared and delivered presentations to a variety of stakeholders.

D2. WORK PROFESSIONALLY, ETHICALLY AND COMPLY WITH RELEVANT CODES OF CONDUCT

You will need to demonstrate that you understand CIWEM's, your organisation's and other relevant Codes of Conduct and promote them to your colleagues to ensure that you are complying with the required standards and promoting professionalism. You will need to demonstrate how you adhere to all relevant legislation and regulatory frameworks (e.g. employment legislation....). You will need to demonstrate that you think and act professionally and impartially. You will be aware of the limits of your own knowledge, expertise and competence and when to seek advice / guidance. You will be aware of the CIWEM Code of Ethics and strive to deliver the most appropriate solutions for all stakeholders.

- What codes apply to you – how do you comply?
- How do you deal with stakeholders?
- Have you ever needed to give an unpopular message?
- How do you promote compliance with codes of conduct and professional working?
- How do you take into account stakeholder requirements?
- When have you needed to supplement your knowledge seeking expert advice?
- Do you know the limits of your delegated responsibilities?

E COMPETENCES - PROFESSIONAL DEVELOPMENT

E1. DEMONSTRATE CONTINUING PROFESSIONAL DEVELOPMENT

You will need to demonstrate that you are recording your continued learning and professional development. You will need to give examples of self-directed research (e.g. journals, magazines, legislative documents.......), training courses (e.g. H&S, presentation / report writing skills, new technology / software......), conferences, and technical panel meetings, seminars, publishing papers and giving presentations. *You will be aware of the need of Corporate members, to maintain at least 30 hours of CPD per year and keeping a record of this in the CIWEM template, illustrating how the learning is contributing to your ability to perform as a professional.*

- Do you have a personal development plan?
- Do you coach, counsel or mentor others?

E2. DISCUSS YOUR COMMITMENT TO CIWEM

You will need to identify your commitment to CIWEM, identifying your reasons for joining the Institution, how you have, will continue to or will in future contribute to developing the Institution (e.g. Branch meetings, journal papers, WEM articles, Special Interest Groups, Technical Panels, networks etc....).

- Why did you choose CIWEM?
- What have or will you contribute to CIWEM?
- How do you promote the benefits of CIWEM with your colleagues and other potential members?

When providing examples to demonstrate your attainment of the MCs
you may find it helpful to structure your response on the lines of the **STAR** model:

- **Situation -** setting the scene.
  What was the problem/situation/project brief?
  What were the main issues involved with the situation/problem/project?
  What did you need to achieve/what were the goals?

- **Task**
  What did you need to do?
  What was your role?

- **Action**
  What were the steps you took to complete the task?
  What challenges did you overcome?

- **Results**
  What was the outcome?
  Did you deliver your responsibility?
  What lessons did you learn? If you did