



Environment Institute of
Australia and New Zealand

EIANZ Steps Review

31 March 2017

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Environment Institute of Australia and New Zealand

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Abbreviations

Term	Definition
ALGA	Australasian Land and Groundwater Association
CPD	Continuing Professional Development
CEnvP	Certified Environmental Practitioner
ECP	Early Career Professional / Practitioner or Early Career Environmental Professional / Practitioner
EA	Engineers Australia
EEA	Engineers Education Australia
EIANZ	Environment Institute of Australia and New Zealand
Enviropartners Report	Steps Phase 1 Implementation Report 22 December 2009 by Enviro Partners
Griffith Report	Professional Development for Environmental Practitioners in Australia, Final Report, 2008, Griffith University
IAIA	International Association of Impact Assessment
IEMA	Institute of Environmental Management and Assessment
PD	Professional Development
PIA	Planning Institute of Australia
QAS	Qualifications Accreditation Scheme
RTO	Registered Training Organisation
SECC	Student and Early Career Committee
SME	Small to Medium Enterprises
ToR	Terms of Reference

Foreword by EIANZ Steps Review Committee

A cornerstone role of respected professional bodies is to foster the professional development of the next generation. It is these early career environmental professionals (ECP) who are at the centre of this review. They are the future leaders of EIANZ in promoting excellence in skilled and ethical practice.

Early career learning is an important foundation of what ideally is continuing professional development (CPD) throughout all stages of a professional career. As young professionals progress through their careers they will contribute to the profession achieving high standards of practice and meeting their broader professional responsibilities of service to the public not just their clients and employers.

This is reflected in the vision of EIANZ which is to support career development and add value to the development of environmental policy and excellence in environmental practice as the pre-eminent body representing environmental professionals in Australia and New Zealand. In this regard, EIANZ is to be commended for having made the decision to develop the EIANZ Steps program in the mid 2000s and to undertake a 'foundation year' in 2014 to meet the professional development of the next generation.

The original purpose of EIANZ Steps is fundamentally sound. Following on from two prior reports, this Review is the third in less than ten years. EIANZ has a once in a decade opportunity to put a refreshed EIANZ Steps on a simpler more sustainable path that suits contemporary and future practice. Otherwise it risks the window of opportunity closing and continued review and analysis with little delivery.

The environmental profession is a diversified and changing profession. Environmental professionals come from various tertiary disciplines, such as science, engineering, geography and the social sciences and undertake a broad range of roles, such as consultants, academics, researchers, regulators, policy makers and corporate environmental managers.

As the environmental challenges of today and the future, as well as the growing legacies of the past, become increasingly important to society, the profession will grow in standing and scale. The work of environmental professionals is and will continue to become more complex, more technologically enabled and more interdisciplinary to help solve wicked problems. It will also include a role in educating the general public on environment and sustainability principles, a way of serving the public interest as the ultimate stakeholder while still serving the interests of employers and clients. Ethical practice and social and public responsibility will be vital to maintaining high standards of professional integrity.

It is within this broader external setting, that the EIANZ Steps Review Committee approached its role. The Committee drew and built on the excellent work that had been done by others in founding Steps, particularly the prior reports by Griffith University and EnviroPartners. Many of the same people involved in the foundation of EIANZ Steps were generous in sharing their insights and perspectives as part of a comprehensive consultation process undertaken by the Committee with representatives from a wide range of both internal and external stakeholder groups. The Committee found resounding support for reinvigorating EIANZ Steps to help the transition from university to environmental practice in the workplace.

To support the longer term objectives of the EIANZ and meet the needs of ECPs, EIANZ Steps must remain relevant to the diversity of contemporary and future practice and roles. EIANZ Steps must be accessible for participation by as wide a cohort of ECPs as possible. EIANZ Steps must become recognised as a 'must have' in being workplace relevant and career enhancing.

To achieve the recommended changes will take leadership from the EIANZ Board supported by the governance structures of the Institute, in particular the Advisory Council, Australian Divisions and NZ Chapter, CEnvP Board, QAS Working Group, SECC and the Central Office.

It has been an honour for Committee members to have served the Institute in undertaking this review. We have all benefited in our professional careers from the wisdom of those who came before us and we were all committed to giving back through our endeavours in this review. While we each are occupied in professional roles, we willingly gave our discretionary time and energies as volunteers to this review to assure a sound outcome.

We were supported and guided by the assistance of many along the way. In particular, we thank the many individuals and organisations both internal and external whom we consulted and who generously shared their time and perspectives or who responded to surveys or provided written comments. Special thanks to our secretariat extraordinaire, Tash Gunn, and to EIANZ Central Office Manager, Nicole Brown.

We are optimistic for the future of EIANZ Steps and commend this report and its recommendations to the Board of EIANZ and the Institute as a whole.

Janice van Reyk (Chair), Paul Keighley, Lachlan Wilkinson, Simon Beale, Sophie Cowie, Nicole Brown, Tash Gunn

31 March 2017

Executive Summary

EIANZ Steps Vision: The essential program for early career environmental professionals looking to excel in skilled and ethical practice.

Key themes and findings

The original purpose of EIANZ Steps, as expressed on the Institute's website is fundamentally sound. The need for EIANZ Steps remains. EIANZ Steps is aligned with EIANZ's mission, and its strategic and corporate plans. There was resounding support for reinvigorating EIANZ Steps in a simpler form that can be guaranteed to be delivered.

The vision of the Review Committee is that EIANZ Steps becomes a 'must have' for early career environmental practitioners (ECPs) and that those who are undertaking EIANZ Steps are positioned far better than 'non-EIANZ Steps participants' in the workplace.

For the Institute, delivering a quality early career professional development program is a significant opportunity to improve environmental practice, enhance services to members, increase membership numbers and engagement, and, after an initial investment, achieve positive financial outcomes for Central Office, Australian Divisions and the NZ Chapter.

To be successful, a revised EIANZ Steps must primarily be of real benefit in meeting the professional development needs of current and future ECPs, as well as be justifiable to their employers as relevant to the workplace and value for money. It must be within the resources of EIANZ to be able to guarantee delivery to an agreed service level in all locations and be financially sustainable. It must leverage EIANZ's distinctive advantage of being the preeminent body in Australia and New Zealand representing responsible environmental professionals and fostering skilled and ethical practice.

The program will be branded as "EIANZ Steps", not just Steps, to enhance its recognition among external stakeholders and in the workplace and become a mark of distinction on the resumes of ECPs.

It is proposed that EIANZ Steps is a two level program aimed at ECPs in their first three years in the workplace when it can make the most difference. Importantly, both levels of EIANZ Steps will be accessible and relevant to ECPs in major cities, regional centres and isolated practitioners, across Australia and New Zealand. It will also be beneficial for practitioners in all sectors.

Level one, EIANZ Steps Foundations of Environmental Practice, is aimed at ECPs in their first year in the workplace. It will provide opportunities for ECPs to undertake foundation learning activities. These will focus on core environmental modules that build an understanding of ethics, an introduction to environmental practice and what it means to be a responsible environmental practitioner. It will also include enabling modules that build practical, business and social skills which both ECPs and employers have said is important.

Level two, EIANZ Steps Advanced Environmental Practice, will be aimed at ECPs with 2-3 years experience in the workplace. It will provide opportunities for ECPs to further develop skills in enabling skill areas and build skills in technical, environmental disciplinary areas. Level two will also provide opportunities for participants to build specialist skills through elective options.

Upon completion of Level two, a participant will be able to meet the Level 2 – Experienced professional standard under the Professional Employees Award 2010, ie be able to carry out professional work without detailed supervision but with guidance on unusual features and be usually engaged on more responsible assignments requiring substantial professional experience. EIANZ Steps remains a potential pathway to certification. However, SECC was very clear in its consultation feedback that EIANZ Steps should not be formally linked to CEnvP.

At both levels, learning and development activities have been guided by the 70/20/10 idiom of learning and development. That is, 70% of learning is Experiential - practising on the job in the workplace; 20% is Social – through peer to peer relationships and 10% Formal - classroom education. Each level will be practically focused on developing skills to apply in the workplace; provide mentoring as a key component of the 20% of social learning through interaction with others; and require workplace related assessments to validate learning outcomes and obtain line manager buy in and feedback to tie back into the 70% on the job component. In consultation with SECC, this model was strongly supported and refined with the benefit of ideas from SECC.

EIANZ will deliver core modules such as Environmental Ethics, via webinars to be accessible to all locations and with volunteer EIANZ speakers to keep costs low. Other modules will be provided by RTOs, learning facilitators, higher education providers, and industry and subject matter experts in Australia and New Zealand. ECPs also have the option of demonstrating their competency in required modules either through employer provided courses or through work experience.

An initial stocktake of potential externally provided short courses currently available in Australia and New Zealand has been undertaken as part of this Review. These will need to be added to and mapped to the ECPs Skills

Development Map and aligned to the learning needs of ECPs at both L1 and L2 and a simplified and modernised proficiency matrix. The map will be updated quarterly and 're-issued' in-line with semester timelines. Feedback from SECC is that the ECP Skills Development Map is itself a very valuable resource and should be made available in the members only section on the EIANZ website.

The implementation of EIANZ Steps will need to be supported by a realistic budget, resourcing, governance arrangements and a detailed implementation plan all of which have been considered as part of this Review and are outlined in this Report.

The recommendations made in this Report have been informed by a solid evidence base of comprehensive consultation with internal and external stakeholders in Australia and New Zealand, review of prior reports and numerous documents and extensive desktop research. The recommendations proposed in this Report are supported by a series of General Observations set out in the Chapters and formal Findings as required by the Terms of Reference as set out in Appendix 8.

Recommendations

Recommendation 1: It is recommended that the EIANZ Board strongly support a revised EIANZ Steps program as the key element of early career professional development delivered by the Institute.

Recommendation 2: It is recommended that the EIANZ Board re-endorse the original purpose of STEPS as stated on the EIANZ Steps webpage.

Recommendation 3: It is recommended that the EIANZ Board revise the proficiency matrix for the purposes of EIANZ Steps by way of review, to be completed by 31 December 2017, of the proficiency matrix in consultation with the Qualifications Accreditation Scheme Working Group, Certification Board and Students and Early Careers Committee, to ensure that it remains relevant and user-friendly. EIANZ Steps Level 1 Foundations of Environmental Practice can proceed independently of the review of the proficiency matrix.

Recommendation 4: It is recommended that the EIANZ Board formally seek SECC views on the Review's recommendations in SECC's representative capacity as the voice of the ECP. The EIANZ Board should also consider seeking the advice of the Advisory Council and the Finance Committee, regarding implementation and budget, respectively.

Recommendation 5: It is recommended that the EIANZ Board consider introducing formal requirements for continuing professional development for all types of membership, through amendments to the Rules of Association and/or Bylaws.

Recommendation 6: It is recommended that the EIANZ Board approve a two level EIANZ Steps program – EIANZ Steps Level 1 Foundations of Environmental Practice and EIANZ Steps Level 2 Advanced Environmental Practice as described in sections 6.1 and 6.2.

Recommendation 7: It is recommended that the EIANZ Board endorse an EIANZ Steps mentoring program as described in section 6.3.

Recommendation 8: It is recommended that the EIANZ Board approve the development of an EIANZ Steps delivery model and ECPs Skills Development Map, as described in section 6.4.

Recommendation 9: It is recommended that the EIANZ Board allocate appropriate Central Office staffing and professional services resources to develop and manage EIANZ Steps, particularly to undertake the tasks described in section 7.1 and under the direction of the EIANZ Central Office Manager

Recommendation 10: It is recommended that the EIANZ Board establish an EIANZ Steps Committee with the composition and role as described in section 7.2, that will report to the Board.

Recommendation 11: It is recommended that each Division/Chapter appoint a local EIANZ Steps co-ordinator with the role as described in section 7.3 and who will report to the EIANZ Steps Committee.

Recommendation 12: It is recommended that the EIANZ Steps Committee oversee the preparation of a detailed implementation plan and a detailed three year financial model for EIANZ Steps Level 1 and EIANZ Steps Level 2, with a break even case, an upside case and a downside case, to be approved by the EIANZ Board.

1. Introduction

1.1 Background to EIANZ Steps Review

Having launched EIANZ Steps at the 2013 Annual Conference, the EIANZ Board resolved in December 2016 to establish the EIANZ Steps Review with Terms of Reference (ToR) as set out in **Appendix 1** to this Report.

The Board appointed the following people as Review Committee members:

- Janice van Reyk MEIANZ – Independent Chair
- Paul Keighley MEIANZ CEnvP – EIANZ Board Representative
- Lachlan Wilkinson FEIANZ CEnvP (IA Specialist) – Advisory Council Representative
- Simon Beale MEIANZ CEnvP – CEnvP Board Representative, NZ Chapter Member
- Sophie Cowie MEIANZ – Student and Early Careers Committee Representative
- Nicole Brown – EIANZ Central Office Manager
- Tash Gunn – EIANZ Steps Review Committee Secretariat

All members acted in a voluntary capacity and dedicated the time and commitment to the task. The Review Committee met approximately every two weeks to maintain strategic and governance oversight of the conduct of the review. The work of the review, including researching documents, conducting consultations, writing up notes, writing sections of the report, reviewing and editing chapters was shared between all members of the committee in a collaborative effort.

1.2 How we conducted the review

At the outset the Review Committee discussed the Terms of Reference and agreed to adopt:

- a set of guiding principles (refer section 1.3 below);
- an evidence based approach;
- conducting comprehensive stakeholder consultation, as listed in **Appendix 2** to this report, across groups and individuals within the Institute and external stakeholders in an exercise of co-design;
- referencing and building on prior reports and documentation done in establishing EIANZ Steps. These documents were extensive and are listed in **Appendix 3** to this report. They included two prior reports:

- Professional Development for Environmental Practitioners in Australia, Final Report, 2008, Griffith University; and
- Steps Phase 1 Implementation Report 22 December 2009 by Enviro Partners.

1.3 Guiding Principles

In putting the interests of ECPs at the centre of the review, the Committee was guided by the following principles.

- Participant focussed – serving the needs ECPs must be at the centre of the review
- Transparent
- Inclusive / broad based
- Open-minded / impartial
- Forward Looking / positive/constructive – focussed on solutions not past problems
- Confident / optimist – (back ourselves and the Institute)

1.4 Consultation process

A comprehensive Consultation Plan for a wide range of stakeholder groups both within EIANZ and external to EIANZ and appropriate methods of engagement for each group was agreed by the Committee. A committee member was designated as lead for each stakeholder group. Each lead was given discretion and professional judgement to run the consultation in an appropriate manner for the relevant stakeholder group. Notes of all consultations were shared and discussed with the entire Committee. Where practical the Chair or Secretariat attended as an observer at consultations to ensure an overall view of all stakeholders.

Details of those consulted are set in **Appendix 2** to this Report. They included representatives of the following stakeholder groups:

Internal Stakeholders

- Board
- Advisory Council
- CEnvP Board
- Qualifications Advisory Scheme Working Group
- Student and Early Careers Committee
- Key individuals

- EIANZ members in general
- NZ Chapter

A summary of the member survey is set out in **Appendix 4** to this report.

External Stakeholders

- Professional associations in environmental and allied fields
- Employers
- Universities and other teaching institutions

A summary of ECP professional development offered by professional associations and large employers is set out in **Appendix 5**.

In addition, desk top research was undertaken of:

- graduate programs (below Masters level) offered by universities and tertiary institutions, a summary of which is set out in **Appendix 6**; and
- potential external providers of EIANZ Steps short courses, a summary of which is set out in **Appendix 7**.

1.5 Findings and recommendations

Findings and recommendations were workshopped between all Committee Members and represent the consensus view of the Committee having considered all stakeholder views and inputs to the review.

1.6 Road map to report

The EIANZ Steps Review Report is divided into the following sections:

Part A - Background and context

- Table of Contents
- Glossary
- Foreword by Review Committee
- Executive Summary
- Chapter 1 – Introduction
- Chapter 2 – Background and history of EIANZ Steps

Part B – Evidence Base

- Chapter 3 – Consultation Outcomes

- Chapter 4 – Potential Models for Steps

Part C – Findings and recommendations

- Chapter 5 – Strategic rationale
- Chapter 6 – Program content, design and delivery
- Chapter 7 – Governance oversight
- Chapter 8 – High level implementation framework

Part D – Appendices

- Reference List
- Appendix 1 – Terms of Reference
- Appendix 2 – Consultation undertaken and method
- Appendix 3 – List of Reference Documents on EIANZ Steps
- Appendix 4 – Summary of Member Survey Results
- Appendix 5 – ECP Programs of Other Professional Associations and Employers
- Appendix 6 – University and Tertiary Institution Graduate Certificate and Diploma Programs
- Appendix 7 – Potential catalogue of external EIANZ Steps courses
- Appendix 8 – Acquittal of questions to be addressed
- Appendix 9 – EIANZ Steps chronological history
- Appendix 10 – Indicative Module Outlines for Level 1

2. Background on EIANZ Steps

The EIANZ has always provided professional development activities and sought engagement with universities, encouraging the successful transition from tertiary environmental education to a professional career. Early career professional development is inherent in the founding documents of the Institute, the structure of memberships and the pathway to certification. With the introduction of the Certification Scheme in the mid 2000's, a gap was identified between graduation from a university degree and certification. This was the genesis of EIANZ Steps, as the Institute identified the need to provide structured professional development for early career practitioners.

This chapter highlights key events in the development of EIANZ Steps and outlines the Review Committee's key finding relating to what has been learned from past activities. The Institute must build on the substantial base of effort and improve on past activities. The Institute is best-placed to address the ongoing challenge of providing quality professional development support for ECPs and has an opportunity to utilise the existing EIANZ Steps framework, while learning from past design and implementation issues.

Further details about the history of EIANZ Steps is provided in **Appendix 9**.

2.1 Establishing a purpose, framework and proficiency matrix

In late 2000's, a report was prepared by EIANZ and Griffith University that intended to formalise the structure of the Institute's professional development activities to better cater for the needs of environmental practitioners and to create a professional development program for the Institute, particularly for ECP's. This report outlined a purpose for EIANZ Steps and proposed a detailed program outline.

The purpose of EIANZ Steps was to be Institute's professional development program for early career environmental practitioners. It was aligned with the Institute's mission to lead excellence in environmental practice, and aimed to play an integral role in building the knowledge and skills of environmental professionals, and to provide a pathway to skilled and ethical practice and potential certification.

In 2009, EnviroPartners were commissioned by the Institute to prepare an implementation plan for Steps, building on, and consistent with, the work done by EIANZ and Griffith University. Extensive consultation was undertaken to inform the report. This resulted in a detailed and comprehensive document that provided a framework and actions for implementing a professional development program focussed on ECP's. This was important foundation work and many aspects of EIANZ Steps were developed at this time. This plan, however, was not implemented. The reasons for this included:

- An ambitious and complex mode of delivery that was not supported by a business plan, financial framework or budget.
- A lack of buy-in and support from across the Institute, with no Institute-wide champion or governance.
- Resources to effectively implement the plan were not identified or allocated.
- The plan did not adequately identify the scope and extent of delivery modules, who would provide them, how they would be delivered and associated cost structures.
- Implementation was not embedded in business-as-usual activities of the Institute.

By the early 2010s, the implementation of Steps was effectively stalled. In particular, there was a lack of clear direction and a coordinated approach. This was exemplified by unclear governance arrangements for Steps and a lack of resourcing. There was also frustration, felt across the Institute, that Steps was not progressing. However, there remained a high level of support for Steps across all levels of the Institute.

2.2 Revitalising EIANZ Steps and program launch

In 2013, there was a renewed push to deliver EIANZ Steps, driven by several organisational units of the Institute, including the (then) Council, Certification Board and several Standing Committees. An EIANZ Steps steering committee was formed, funding was provided by the EIANZ and Certification Scheme, and EIANZ Steps was launched at the Annual Conference in Melbourne 2013.

The following aims were outlined:

- To advance the proficiency of early career environmental practitioners.
- To bridge the gap for early career environmental practitioners between what they learn through tertiary study and the needs of modern workplaces in the private and public sectors.
- To provide early career environmental practitioners with a structured and supported pathway to skilled and ethical environmental practice and potential future certification as an environmental practitioner.
- To advance the profession as a service offering to members and potential members of an effective, responsive and sustainable professional body for environmental practitioners across Australia and New Zealand.

These aims were consistent with the original purpose of EIANZ Steps. However, by late 2013, implementation had again stalled. Reasons for this included:

- A highly ambitious implementation plan, involving built around complex and unrealistic budget frameworks.
- A reliance on unrealistic sponsorship and revenue streams.
- That the Steering Committee failed to reach a consensus view about the scope and extent of EIANZ Steps and how it would be delivered.
- That, although the work done by groups and individuals was used as a basis of a refined proficiency matrix, the team failed to properly involve members that had played significant roles in earlier iterations of Steps.
- A delivery model that had as its foundation an overly complex and detailed proficiency matrix.
- A lack of buy-in and involvement by key EIANZ members and the membership more broadly, largely due to inadequate communication and engagement.
- Inadequate engagement and involvement with industry, government and the higher education sector.
- A delivery model that required training and development expertise that the Institute did not have.

2.3 Foundation year and beyond

In early 2014, the EIANZ Council released a new strategy for the Institute that involved a substantial governance change and outlined a pathway from student membership, to associate, full member, Certified Environmental Practitioner, fellow member and retired member, whereby members were supported by continuing professional development. To implement the early career component of this, a staff member was appointed in Central Office to lead implementation of the Steps program and a 'foundation year' announced for 2014.

Ultimately, the foundation year was poorly executed, with only one module (out of the four developed) delivered on two occasions. This was largely due to poor project management and inadequate financial resources and in-house skills to implement the program. Also, there was still no consensus across the Institute about what EIANZ Steps constituted and how it should be delivered. In particular, roles and responsibilities were unclear, and there was no coordinated approach to delivery between Central Office and the Divisions / NZ Chapter.

Throughout 2015 and 2016, no formal activities associated with EIANZ Steps were undertaken. However, it is important to note that the Institute, through various mechanisms at all levels, continued to provide professional development, mentoring and other important activities targeted at ECP's.

These services were delivered to different levels across the Institute, and no specific EIANZ Steps created modules were delivered.

General Observations

- The original purpose of EIANZ Steps remains relevant and is still overwhelming supported.
- The challenge remains about how to provide a professional development program that builds practical skills for ECP's to help them progress their careers and this provides a substantial opportunity for the Institute.
- The initial implementation plan for EIANZ Steps was overly ambitious, too complex, lacking resources, lacking governance and was not adequately supported by a financial model.
- A proficiency matrix is important and will be useful to enable consistency across the Qualifications Accreditation Scheme, EIANZ Steps and Certification. However, for EIANZ Steps, the current proficiency matrix would benefit from review, to ensure that it is contemporary, relevant, straightforward and more clearly articulated as two levels.
- The delivery model utilised for foundation year modules was too expensive, not suitable for many ECPs and was not accessible for many of the target demographic.
- The foundation year focussed too heavily on delivering training modules, rather than providing a holistic framework that included other aspects envisaged by the EIANZ Steps program design, such as mentoring, networking and other professional development activities.
- A successful EIANZ Steps program will require appropriately qualified personnel to be engaged by EIANZ.
- A successful EIANZ Steps program will require effective engagement and involvement with EIANZ members and organisational units, together with agreed roles and responsibilities for implementation and financial management.
- For Steps to be successful, there must be:
 - Collective buy-in from all organisational units of the Institute and clear governance arrangements.
 - A common view of what EIANZ Steps is and how it is delivered.
 - Adequate resources and funding.
 - A pragmatic approach to delivery with an appreciation of the Institute's resourcing constraints, which is not too ambitious in the early stages of delivery.



- A realistic budget framework and funding mechanism.
- Substantial marketing and engagement with key stakeholders and the EIANZ membership.

Recommendations

Recommendation 1: It is recommended that the EIANZ Board strongly support a revised EIANZ Steps program as the key element of early career professional development delivered by the Institute.

Recommendation 2: It is recommended that the EIANZ Board re-endorse the original purpose of STEPS as stated on the EIANZ Steps webpage.

Recommendation 3: It is recommended that the EIANZ Board revise the proficiency matrix for the purposes of EIANZ Steps by way of review, to be completed by 31 December 2017, of the proficiency matrix in consultation with the Qualifications Accreditation Scheme Working Group, Certification Board and Students and Early Careers Committee, to ensure that it remains relevant and user-friendly. EIANZ Steps Level 1 Foundations of Environmental Practice can proceed independently of the review of the proficiency matrix.

3. Consultation outcomes

Consistent with the Review's Terms of Reference, the Committee sought to consult as widely as practical. As outlined in **section 1.4**, representatives from a very broad range of internal and external stakeholders in Australia and New Zealand were consulted as set out in **Appendix 3**. The consultation was supplemented by a member survey, summary results of which are set in **Appendix 4**, an invitation to members to provide written submissions, and desk top research which is summarised in **Appendices 5-7**.

There were no material differences between stakeholders in Australia compared to those in New Zealand, other than the very real and practical limitation of New Zealand being a smaller population and opportunities for PD being less available both within the Institute and externally.

The summary observations for each stakeholder group are set out below under three higher level clusters:

- what the customer said - ECPs and employers (sections 3.1 and 3.2)
- what internal Institute stakeholders said – Board, Advisory Council, key individuals, CEnvP Board and QAS Working Group (section 3.3)
- what is available for ECPs in the PD market – professional associations, Universities and other Tertiary Institutions (sections 3.4 and 3.5)

There was strong consensus across all stakeholder groups that ECP professional development is needed and that it is the core business of a professional association to provide or make it available.

Views between external stakeholders, being mainly other professional associations and employers, were largely consistent that the program design and content of EIANZ Steps should be more industry and workplace relevant and use contemporary learning methods. External stakeholders emphasised the importance of on the job experience not more classroom learning. They saw development of business and social skills as relatively more important in making a difference to an ECPs workplace effectiveness than technical environmental skills.

Views of internal stakeholders differed from external stakeholders in that they emphasised the importance of both environmental skills as well as enabling skills. Views between internal stakeholders while broadly aligned at the high level were mixed in relation to program design and content and delivery model.

In a sense there are two ends of a spectrum and provide a choice for EIANZ as to where it wants to position EIANZ Steps. At the one end is a program that responds to the needs of ECPs and the workplace and at the other end is an approach that seeks to define the role of an environmental professional. As one external stakeholder said "EIANZ Steps needs to decide whether it wants to be relevant to the future of work or whether it wants to stay with a professional guild approach."

3.1 Early career environmental professionals

Quotes:

"We want to hit the ground running after uni."

"We are looking for EIANZ Steps in our first two years. Something that sets us apart from other graduates and makes us more successful in the workplace."

"Five years is too long a commitment. It could deter people from doing EIANZ Steps. We're not thinking about certification."

"More than one day at a course would be stretching it for my employer. A ten-week course for just one module would not be supported."

"Our work is being disrupted too. We can't risk becoming dinosaurs."

The voice of the ECP was represented in the consultation process through the Student and Early Career Committee (SECC) and consultation with Louise Miller-Hoffman, who is a career and workplace development consultant that provides career guidance webinars for EIANZ.

ECPs face a highly competitive job market and a future where the jobs they do today will be done very differently or not exist tomorrow. Graduate Careers Australia Grad Stats 2015 shows that across all tertiary discipline less than 70% of graduates are in full time employment and that the nature of work is rapidly changing. Environmental graduates are not separately shown in the statistics though various high level categories of engineering and science are shown. ECPs come from diverse tertiary disciplines and have diverse roles with diverse employers whether in consulting firms (large or SME), in departments or regulators, research or tertiary institutions or corporations.

ECPs are looking for a program that sets them up for success in the first few formative years of their career when it can make the most difference. Most young professionals do not think in terms of a 5 year linear pathway to certification. They are still exploring their career options. They see their career pathway as an open book – with a range of potential destinations along the way and in their senior careers. ECPs were overwhelmingly of the view that doing EIANZ Steps should be kept separate from CEnvP.

Networking, broader transferrable skills across employers and roles, such as professional writing and ethics, and soft skills such as speaking skills were mentioned as important. That the enabling skills are what they are looking for and what attracts ECPs to EIANZ Steps was also emphasised at the feedback by SECC Congress in October 2013 on the proposed foundation year Steps. The rest of the professional skills they need, they learn on the job. They are looking for PD tailored to their individual needs. PD in specific environmental areas is seen as more relevant after they have a few years of experience in

the workplace. These professional skills can be picked up at conferences and short courses.

EIANZ has a level of recognition and credibility as a trusted professional body. Even though it is not an RTO and cannot award a qualification, a Steps Certificate from a well regarded institute like EIANZ would be seen as something useful to put on a CV.

Mentoring and coaching with a person external to their organisation, peer to peer mentoring and the ability to access a network of senior practitioners to seek one off advice as a sounding board were all seen as very valuable. The strong preference is for one on one mentoring where possible and that mentoring be delivered to a consistent minimum standard and minimum commitment of duration in time and number of interactions, with sound processes for making good matching and aligning mentee/mentor expectations.

It is essential that EIANZ Steps be accessible to ECPs in smaller Divisions and in regional areas, not just large capital cities. Again, the importance of mentoring and connections with peer and senior practitioners was emphasised in the SECC Congress October 2013 feedback on the proposed foundation year EIANZ Steps.

Smaller employers who do not have in-house programs are more likely to support EIANZ Steps. While large employers do have in-house training programs, they are not always specific to environmental professionals. If EIANZ Steps is flexible it could also fit with existing in-house PD programs. It would be beneficial for EIANZ Steps to partner with environmental schools at universities, career centres and employers so that students and graduates know about EIANZ Steps and students could start EIANZ Steps in their final year.

To undertake any type of PD, ECP need to justify to their line manager or employer that the program or course is relevant to their job. Their line managers want to know what the benefit is for them in their workplace. It is critical that EIANZ Steps be value for money for an employer and relevant to the workplace. EIANZ Steps must be affordable within employers' PD budgets.

A one day workshop did not seem enough PD to be meaningful and should be integrated with technology (webinars – eg EdEx). More than one day out of the office for PD is hard to get. ECPS are time poor and so EIANZ Steps cannot be too onerous in time commitments. Pricing needs to be kept low. Not every ECP who wants to do EIANZ Steps will have an employer who will pay. Because PD is planned and budgeted a year ahead, EIANZ Steps needs to be guaranteed to be delivered, and promoted to line managers, otherwise the ECP loses out on completing PD in that year if EIANZ Steps is withdrawn or is not initiated.

ECPS would welcome EIANZ Steps recognising and giving credit for learning and development they have undertaken in-house with their employers as

well as workplace experience where they can demonstrate they have a high level of competency in a particular area, eg report writing.

Validating learning outcomes through an assessment piece or small project that was workplace based and involved feedback from their line managers was seen as valuable. They are keen to know if their line managers see them as successors for higher level roles.

ECPS also observed that they are assessed within their employers according to their employers' competencies and proficiencies frameworks and provided examples to these to the Review Committee to show what employers are looking for in them in order to advance their careers, eg the Australian Public Sector Integrated Leadership System.

No one had used the proficiency matrix in their discussions with managers about professional development, though the broad concept of such a tool was supported for self assessment if it was simplified to two levels (not a 1-5 year scale) and modernised to include social intelligence, business acumen and geospatial/data/digital skills.

An ECP Skills Map that mapped suitable externally provided PD courses in both Australia and New Zealand was viewed as an extremely useful resource in its own right to guide their CPD generally.

3.2 Employers

Quotes

"Employers are expressing concerns that graduates in general don't have the full range of 21st century skills that they require. Non-technical skills are just as important to employers as technical skills."

"It's much more about attitude. You can teach technical skills but you can't teach attitude."

"An employer is more likely to pick something short and specific that is tailored to the ECPs job needs."

"In the digital environment much of what a consultant does is now automated by intelligent systems. You can't disassociate yourself from this and remain employable."

Using data from EIANZ Central Office, a sample of employers in Australia and New Zealand were selected for consultation and were generally larger employers being consulting firms or government agencies. The representatives consulted within these employers were a mix of both line managers of ECPs and people in charge of learning and development.

The range of employers and their approach to PD and ECP PD varied considerably. It underscores that environmental professionals come from different tertiary disciplines and take on different roles in different sizes and types of work places. EIANZ Steps needs to be both relevant and flexible in catering to these individual learning needs and work circumstances.

Some of the larger employers offer very sophisticated ECP programs. Some offer a mentoring program with internal or external mentors. Small to medium sized employers can neither afford in-house programs nor unduly divert experienced practitioners away from their work to supervise and train ECPs. So external programs like EIANZ Steps may be a more attractive proposition to SME employers.

Some of the larger employers have a firm-wide competency or attributes frameworks which are general in nature and tend to focus on general skills and behavioural attributes rather than technical skills. These firm-based frameworks are preferred as the basis of performance evaluation and discussion of annual PD plans for ECPs. They provide a common language and consistent standard across the firm and lend themselves more easily to transfers between offices.

Similarly, government employers often have a graduate program, with structured professional development, generally only for the first 12 months of employment. Graduate programs, including those in environmental departments and agencies, tend to focus professional development on 'public service' skills, such as project management, financial management, public administration, administrative law and the like.

Employers observed that graduates while very bright, are not always ready for fitting into the workplace and displaying the teamwork and collaborative skills necessary to be effective. Many emphasised the need in the first year for development of social skills and the importance of peer to peer support networks. Displaying a good work attitude, showing initiative and a sense of understanding how their job task fitted within the bigger picture were considered more important by employers than technical proficiencies.

One line manager said that from a client perspective an environmental professional needed to be generalist and not too specialised so that they knew to pull in the required skills to solve the client's problem. Another line manager said both generalist and specialist/technical skills were needed. Generalist skills were around business proficiencies and behaviours and understanding the key environmental issues and skill sets needed to solve the client's problems.

Digital skills were mentioned as being of increasing importance given the new technologies, tools and models that professionals must know how to use now and increasingly into the future. Professional areas identified as lacking

or weak were report writing, budgeting, project management and commercial acumen.

Employers emphasised that nothing beats face to face training. The social and peer to peer component is an important part of attendance not just the formal learning. It also gives ECPs exposure to other people in other workplaces and starts building their networks across the industry, a network they will need in the future as their careers progress. Employers would support more industry practitioners being involved in delivering the learning as this makes it practical and relevant to contemporary industry practice.

Employers placed a strong emphasis on the tried and true master apprentice model of learning the practical application of technical skills on the job under the supervision and mentorship of a more experienced professional. The idiom of 70/20/10 of learning and development was mentioned, and it is commonly used in the public sector. Most learning (70%) is Experiential - practising on the job; 20% is Social – through peer to peer relationships and 10% formal classroom education.

Hence employers had a level of reluctance in investing too heavily in external courses for ECPs until their fit (ie work attitude, initiative and aptitude), potential and commitment to the employer were better demonstrated. In talking about what sort of external courses employers would support “industry and job relevant” is overwhelmingly emphasised in importance.

It is up to the individual ECP to identify their PD needs and career goals and discuss them with their line manager as part of an annual professional development plan. A PD plan must be relevant to the skills they need for their job. It can encompass a variety of activities including attending or presenting papers and posters at conferences, writing articles and short courses and webinars.

Attendance at conferences tends to have greater support by employers than external programs because of the networking benefits and collegial interaction. Likewise, short course evening seminars and webinars tended to be supported as they are lower in cost and involve time away from the workplace. A short course that is specialised and tailored to something relevant to the ECP and which is too specialised for the employer to provide internally would be supported. To do Steps as a program an ECP would need to raise it with their line manager and make the case as to why it is relevant to their job so that the employer should pay. There was low awareness of EIANZ Steps by employers, though EIANZ is a known, credible and respected professional body. A revised EIANZ Steps would need to be marketed to line managers and get their buy in, in order for ECPs to be able to make a better case for doing EIANZ Steps.

Some employers pay only 50% of the cost for externally provided PD, others give some time away from work. There is an expectation with some employers that ECPs attending external programs and courses must have 'skin in the game' by paying for part of it or attending in their own time. Cost in dollars and time away from work is a constraint for employers in agreeing to ECPs undertaking PD unless they see real value in the workplace for it.

A Chartered Engineer certification is encouraged by employers and seen as highly valuable – almost mandatory for mid career engineers. CEnvP is starting to get greater recognition, though the driver for certification is not yet as strong as for engineers. CEnvP certification is not seen by employers as something you think about at ECP stage.

3.3 Internal Institute Stakeholders

Quotes

"The fundamental premise of EIANZ Steps was fine."

"EIANZ Steps would have been more successful had EIANZ stuck to the original recommendations."

"Demand for the foundation model has not eventuated. It was too expensive for ECPs unless subsidised by their employers (and the big employers had their own graduate training programs)."

"EIANZ is not set up to be an educational organisation delivering training. Ethics is the one exception. EIANZ is well placed to deliver this."

"A revised EIANZ Steps needs to be low cost and accessible, but it can't be half-arsed."

Internal stakeholders were strongly supportive of the original purpose of EIANZ Steps and the continuation of EIANZ Steps in some form. However, views as to program design and content and delivery model were mixed.

Board

Various board members expressed concerns about previous attempts to deliver EIANZ Steps. These included:

- a general sense of caution given previous attempts;
- the previous unrealistic assumption about obtaining sponsorship dollars to largely fund program delivery, which sponsorship never eventuated;
- EIANZ Steps requiring significant people resources to develop and deliver and the need for more than just a Board committee and SECC support to ensure its success;
- the proficiency matrix being too complicated and not necessarily meeting the needs of today's ECPs;
- the need for EIANZ Steps to reach out to regional members;

- needing to identify a clear pathway on how EIANZ Steps can be delivered;
- the need to clarify whether EIANZ Steps should be formally linked to CEnvP or not;
- giving equal weight to existing training providers that meet the required standard to provide training as opposed to EIANZ developing its own training.

Advisory Council

Steps was seen as an important initiative of EIANZ in providing ECP with a transition pathway from university to becoming proficient confident and capable environmental professionals. Steps would also bring in younger members to EIANZ.

Though there are many on the job training opportunities, EIANZ Steps is seen as important in providing consistent fundamental environmental professional development and guidance and mentoring on the level of responsibility expected of professionals. The skills considered necessary to be career ready for professional life were interpersonal skills, writing and communication skills and knowledge of environmental policies and legislation. There was a suggestion that on completion of Steps an ECP should have attained the level of Level 2 experienced professional as defined in Schedule B to the Professional Employees Award 2010, ie "Following development, the Experienced professional plans and conducts professional work without detailed supervision but with guidance on unusual features and is usually engaged on more responsible assignments requiring substantial professional experience."

There was general agreement that these are reflected in the current proficiencies. Thoughts were expressed on splitting the Policy and Planning proficiency or having a broader proficiency in Sustainability and Resilience. Overall there was strong support for the proficiencies matrix. EIANZ Steps could include self assessment against the matrix and then using a mentor to guide the ECP through the levels.

The previous EIANZ Steps model was considered to be too expensive and too complex. It was not seen as good value for money.

There was general support for broadening the delivery model to a simplified webinar or online model, with accessible learning materials where participants cannot progress to the next step until an appropriate form of assessment is completed. Partnering with reputable external learning providers on delivery should be considered. Ownership of EIANZ Steps learning material must be retained by EIANZ.

How EIANZ Steps fits within Divisional/Chapter/SIS PD programs and the respective roles and responsibilities of Central Office and Divisions/Chapter/SIS and revenue sharing needs to be clear. Local PD programs are sometimes ad hoc and run by volunteers investing time and resources. Steps needs to be professionally run by Central Office and coordinated with Divisions/Chapter/SIS supporting where possible to deliver aspects of the program. For example, mentoring is already conducted at the local level in some Divisions and the NZ Chapter and this should continue.

QAS Working Group

The QAS Accreditation Manual uses the proficiency matrix as the criteria for assessing the content areas of undergraduate environmental degrees at universities and tertiary institutions to determine accreditation. Undertaking an accredited environmental degree qualifies a person for entry into membership of EIANZ, though it is not the only path to membership.

QAS expressed the view that the proficiency matrix assumes everyone has a standardised level of experience whereas graduates come from diverse tertiary backgrounds. Years elapsed over 1-5 years is not a good measure and the matrix should be simplified to just two levels.

Graduates from QAS courses should have progressed some way in meeting the proficiencies in the matrix. However, it is likely to take more than 10 years for QAS to be rolled out across all environmental courses in Australia and New Zealand. Even then, ECPs will still come from other pathways than a straight environmental degree. Consequently, the redesign of EIANZ Steps, at least for the next few years, should assume a graduate has not come from a QAS course.

The core proficiencies people need throughout their career should be universal and delivered and administered by Central Office with local assistance in facilitating delivery in the relevant geography in conjunction with local registered training organisations. QAS identified mentoring as a critical component of EIANZ Steps. The prime source of mentors will be at the Division/Chapter level.

QAS emphasised the importance of having incentives and drivers to do EIANZ Steps, otherwise people will not do it. For example, a key driver for QAS is that a respected professional association is giving a degree course its imprimatur and that endorsement is important to universities and tertiary institutions in marketing their degrees.

QAS emphasised the notion of having a sense of being a professional and having to take responsibility for your own continuing professional education that is necessary to perform your job or advance your career. Professional

development is a fundamental plank of EIANZ as is the case for most professional associations.

While universities are recognized as qualification awarding institutions, EIANZ is not. QAS considered that EIANZ is unlikely to ever want to or be capable of becoming a RTO. It does not need to become one in order to deliver EIANZ Steps and could partner with an RTO, like some other professional associations do.

The example was given of the Planning Institute of Australia and their Continuing Professional Development Policy which requires different PD unit accumulations for different levels of membership. Engineers Australia has a huge budget, PIA does not. PIA's approach to PD is cost effective and PIA is seen as more similar to EIANZ as a profession. A number of EIANZ members are planners. Everyone needs continuing education throughout their professional life. EIANZ Steps needs to be considered in the context of PD across the entire spectrum of professional life. EIANZ would benefit from having a CPD policy for all members.

Key Individuals

The Key Individuals consulted were Jon Womersley, Alan Chenoweth, Claire Gronow, Simon Cavendish and Nicole Brown in her capacity as Central Office Manager, EIANZ. All had been involved in the foundation of EIANZ Steps. Alan Chenoweth also provided a written submission and Simon Cavendish provided a short email.

All were strongly supportive of EIANZ involvement in providing a revamped EIANZ Steps. Assisting ECPs is considered core business for EIANZ and could be an important reason for them to join EIANZ.

Their perspectives on lessons learnt from previous EIANZ Steps roll-out were broadly aligned. There was a lack of understanding within the Institute of what EIANZ Steps was in the marketplace and the rationale for doing it. There was no clear organizational framework. The business model was not settled with Divisions and was seen by some as competing with Divisions' own events (noting that Divisions rely heavily on income from events to support their activities). The delivery model (face to face) was an expensive option and was not going to generate sufficient numbers to be viable in many centres. It also made it difficult for some potential participants to access the program. There was no clarity on what development was needed to meet a proficiency. What was meant to be a long-term program was cut to a few ad hoc one day modules.

There were mixed views on how EIANZ Steps should be revamped. All agreed that EIANZ is well placed to determine development needs and there was strong support for the proficiency matrix. However, EIANZ is not set up to be a

training provider. It needs to partner with others. There was agreement that EIANZ was best placed to deliver environmental ethics.

Models suggested for delivery were:

- The original EIANZ Steps model: Compiling a database of courses against the EIANZ Steps proficiencies. At Level 1, participants would do a self-assessment against the proficiencies to determine their development needs and use the database to identify suitable training courses. At Level 2, participants would work with their supervisor/line manager or a mentor to assess against the proficiencies and identify courses, on the job opportunities and other development activities to meet proficiencies, including mentoring.
- Partnering with universities to develop a one year post graduate certificate in environmental practice.
- Seeking expressions of interest from training providers to develop and deliver modules.

All agreed that mentoring was an important part of delivery. EIANZ can provide mentoring but needs to consider resource implications. EIANZ Steps needs a well-considered organisational framework. One suggestion was to have a training coordinator, a marketing coordinator and a technical advisory committee, though this would have resourcing implications for EIANZ. A revamped EIANZ Steps will need seed funding. There needs to be a driver as to why ECPs would undertake EIANZ Steps. This could include gaining certification as a CEnvP in due course.

EIANZ Steps needs to be seen as part of a pathway from a QAS course through to CEnvP (although EIANZ Steps would not be restricted to QAS graduates). This may mean that CEnvP may need to change to a proficiency based approach. This should not be a disincentive for potential CEnvP applicants. However, as an initial step, the proficiency matrix could be used as a checklist rather than a set of formal requirements.

Governments are increasingly requiring professionals undertaking work or submitting documents to be certified. This will be a key driver for CEnvP which in turn is regarded as a driver for EIANZ Steps. i.e ECPs will see it as important to gain certification.

The CEnvP Board would not support lessening the work experience requirement of five years for certification for Steps graduates. However, successful completion of EIANZ Steps could be a pathway for becoming a CEnvP as they have already demonstrated they meet the proficiencies.

Members

A short online survey of members was conducted to enable the broader EIANZ membership to provide input to the Review. The summary results are set out in **Appendix 4** to this report. Though 27 respondents are not statistically significant and is less than 3% of EIANZ membership, the results showed that:

Q1: Building transferable skills, connecting with experienced professionals and involvement in an environmental professional community were seen as the most important needs for ECP.

Q2: Building job capacity and undertaking a program that is consistent with industry best practice and agreed proficiencies were the main benefits to ECPs and their employers and clients. 'Job Capacity' was defined as the of bundle of skills (technical or general) that an ECP requires to be effective in their workplace.

Q3: Members awareness of Steps was split roughly 50/50.

Q4: General feedback (only 8 answers provided) raised issues around cost, lack of accessibility in smaller or regional locations, unreliable delivery and the limits of face to face workshop vs virtual technology.

Written submissions were invited but none were received except from two key individuals, which is covered above.

3.4 Professional Associations

Quotes

"The old program was cobbled together from various modules. Three years ago, the Board decided to do a review of the program and set a more contemporary direction."

"The boundaries between professional associations are breaking down. Let's not get too precious about environmental skills and how we position our importance in the industry."

A range of professional associations in Australia, New Zealand and the UK were consulted in environmental and allied fields and disciplines relevant to environmental professionals. In addition, desk top research was undertaken of their respective website material on professional development. This is summarised in **Appendix 6**. A more detailed discussion of the PD models and approaches of Engineers Australia (EA), Institute of Environmental Management and Assessment (IEMA), Planning Institute of Australia (PIA), WasteMINZ and International Association of Impact Assessment (IAIA) is discussed in **Chapter 4** as part of the discussion of potential models for delivery of a revamped Steps.

Providing PD is clearly considered to be a core offering of professional associations. PD is viewed as relevant for all professionals throughout all stages of their career.

PD has a line of sight (though is not a formal pre-requisite) to developing and reinforcing the proficiencies required to eventually qualify for recognition by mid-career as “certified”, “chartered” or “registered”. This type of professional certification is valued in the workplace and by industry especially where it is a requirement in legislation or in tenders or has become a highly sought after differentiator in career advancement.

Effectiveness of PD activities is reported to governing bodies of the professional associations for oversight. The metrics are largely around consistency of good levels of attendance over several years. Programs are administered by association staff.

Associations noted that a lot of on the job development and PD is provided by employers in the workplace. This is through both on the job experience of working with more senior colleagues and through specific learning and development offered by employers. Some larger employees offer quite sophisticated programs.

Professional associations do not try and compete with what employers offer or what other specific professional bodies offer. Rather they supplement or complement it. They are careful to find a position where they can add value that is not too broad and not too niche. They regularly review their offering based on where demand is and respond to feedback.

Professional associations keep their courses highly relevant to industry and the workplace. This helps to maximise course attendance and participation and makes it easier for a professional to justify to their employer that the employer should pay and provide the time.

The gap between university and the workplace was seen in the areas of practical application of theory, business acumen and social skills and less about technical disciplinary proficiencies. ECPs need and thrive on peer to peer support especially in the first two years after graduation. Mentoring is considered a valuable part of PD.

The spectrum of PD offerings ranges from highly structured courses (EEA, IEMA and Consult Australia NSW Div) aimed specifically at ECP to more informal one off PD events aimed at practitioners generally at all career stages, not just ECP (eg PIA and ALGA). The larger, better resourced professional associations were better able to offer specific structured courses for ECP. The smaller more specialised associations tended to offer informal one off PD events.

Flexibility, accessibility and affordability are important in maximising attendance at PD events. Mostly courses were 1 or 2 day face to face workshop or a series of face to face evening seminars over several weeks. Webinars and self paced self directed online work were also part of the mix but not the major part. Sometimes courses are tacked on to a conference as people will already have travelled to one location.

A key component of feedback received is that ECPs should have some “skin in the game”, eg having to attend after work hours so that learning is in their own time. Sometimes there is a practical workplace assignment. There is generally no formal assessment and no formal qualification. However, in the case of EA, on completion of the Graduate Program a Graduate Diploma is awarded with automatic entry to a Masters at Deakin. Completion of the course can sometimes entitle a participant to a higher level of membership.

The associations have extensive data bases of university career centres, employers, people in the industry, members, previous participants and they market the flyers for courses via email to this database. SME firms and employers are generally the target market. It's important that employers see the value proposition as they are paying and the line manager is deciding whether an individual professional can attend. Marketing programs to the line managers is important. A program needs a good tag line with a clear value proposition.

Professional associations keep the costs of their PD programs low and aim to break even with any surplus being reinvested in improving the program. They leverage the resources of their own members/employers to deliver PD, either through providing expert practitioners as unpaid course presenters/speakers, providing their offices as venues for free and promoting attendance at courses through their organisations and networks. It is important to keep costs low as it is hard for professionals to justify to the financial and time outlay to their employers.

3.5 Universities and Tertiary Institutions

Quotes

“Universities and tertiary institutions have got the message that courses must be more industry relevant and produce more job ready graduates. They are starting to add business and communication subjects to science and engineering courses. Professional bodies like EIANZ also need to change with the times in order to meet industry needs.”

Representatives from a few universities and tertiary institutions in Australia and New Zealand were consulted. This was augmented with desk top research of environmental graduate programs (below Masters level) as set out in

Appendix 6 and a range of potentially Steps relevant short courses offered by other providers as set out in **Appendix 7**.

The consultation and research showed that universities and tertiary institutions are very aware of industry and employer feedback that graduates need to be more work ready and employable. Universities have responded to market and industry feedback and have in recent years redesigned undergraduate degrees and graduate certificates and diplomas to include work placement components (internships) that make their courses more practical and relevant to the workplace. Exploring partnering opportunities with reputable professional associations in this regard is of interest to them.

The market for graduate PD is highly competitive with a wide range of tertiary sector courses from which to choose including academically recognised qualifications of graduate diplomas and graduate certificates.

General Observations

- The original purpose of EIANZ Steps as described on the webpage and referred to in Chapter 2 is fundamentally sound.
- There is still a need for EIANZ Steps. It can make the most difference in the first few formative years in the workplace, ie the first three years.
- Attaining a EIANZ Steps Certificate from a reputable body like EIANZ is seen as valuable on an ECPs CV.
- Formally linking EIANZ Steps to CEnvP is perceived by many ECPs as a deterrent. It is not the presumed driver or incentive it is thought to be by some stakeholders, at least, not in the first few years of work experience. EIANZ Steps could still be a potential pathway to CEnvP without a formal link.
- A revised EIANZ Steps needs to be able to compete in a highly competitive and crowded market for professional development.
- To get sufficient take up, a revised EIANZ Steps needs a clear and compelling value proposition that is seen by employers as relevant to the workplace and value for money.
- Both generalist skills and specialist environmental skills are needed. General skills are around business acumen (eg project management and budgeting) and social intelligence (eg showing initiative, getting along with others, communication and networking skills). Specialist environmental skills should include environmental ethics as fundamental to all environmental practitioners, and geo-spatial, digital and data analysis skills.
- The EIANZ Steps delivery model needs to be kept low cost and accessible to all locations.



- Demand for EIANZ Steps is likely to be at a level that it is not feasible for EIANZ to provide EIANZ Steps or all of Steps on its own. Environmental ethics is the one exception which EIANZ is well positioned to provide itself.
- Partnering with other reputable learning providers is likely to be necessary. This in turn will raise issues of who funds the development of and who owns the learning materials and who takes the financial risk on number of course registrations.
- If EIANZ engages a third party to develop and or deliver learning material, ownership of that material must be retained by EIANZ regardless of the delivery model.
- Clarity of roles and responsibilities and revenue sharing between Central Office and Divisions/Chapter is a key enabler for a revised Steps to work.
- While the proficiency matrix is highly regarded among internal stakeholders, there is little evidence that it is being used by ECPs as intended as a self assessment tool to guide development. The matrix needs simplifying to two levels and modernising to better reflect the proficiencies needed for the future of work, eg geo-spatial, data and digital skills, business acumen and social intelligence, and simplified to be more user friendly.
- As the proficiency matrix is currently used by QAS and may become used by CEnvP, those bodies in addition to SECC and the EIANZ Steps Committee will need to be consulted in any review of the proficiency matrix.
- EIANZ Steps would benefit from fitting within an overarching CPD Policy across all levels of membership. This would in a formal sense bring EIANZ in line with most other professional associations. Currently, a commitment to CPD is part of the EIANZ Code of Ethics and Professional Conduct and is a requirement to maintain CEnvP.

Recommendation

Recommendation 4: It is recommended that the EIANZ Board formally seek SECC views on the Review's recommendations in SECC's representative capacity as the voice of the ECP. The EIANZ Board should also consider seeking the advice of the Advisory Council and the Finance Committee, regarding implementation and budget, respectively.

4. Potential Models for EIANZ Steps

Based on the consultations and the desk top research summarised in **Appendices 5-7**, there a number of models which a revamped EIANZ Steps might follow. These are:

- No Steps
- EIANZ Delivers Program
- Partner RTO Provides Program
- Catalogue of Courses
- Graduate Certificate in Environmental Practice
- Peer Sourced

4.1 No EIANZ Steps

In effect this is where EIANZ is today with no Steps program running.

It is a model which smaller professional associations like ALGA, WasteMINZ and PIA follow. They provide an ad hoc series of CPD events and short courses for members in general regardless of their career stage and sometimes specific ad hoc events for ECPs.

WasteMINZ offers a range of training programs for practitioners in its member organisations which reflects the broad nature of the disciplines within the waste management and contaminated land sectors.

PIA has a Professional Development Policy that requires all members to do a set number of PD units a year. The number of units a member is required to do depends on the grade (ie level) of membership, with more experienced levels having to do more units. There is a considerable degree of flexibility to earn points across of range of activities, including seminars, conferences, writing articles and presenting papers.

All PD is linked to 6 competency areas:

- Professionalism and Integrity
- Understanding, interpreting and using spatial thinking
- Using a creative and integrative approach, drawing on a range of disciplines and methods
- Communicating and engaging with stakeholders
- Understanding and working with planning frameworks
- Developing and applying technical knowledge

These competency areas are supported by a Benchmark Document (ie competency framework) that describes the competency and indicators that demonstrate the competency.

4.2 EIANZ Delivers Program

This in effect is the original EIANZ Steps model launched in 2013. As discussed in Chapter 2 and raised in consultations outlined in Chapter 3, this model proved to be too costly and too complex for a small organisation like EIANZ with limited resources and a small membership base that is geographically dispersed.

EIANZ has 164 Associate members and 156 student members, totalling 320 members who are potential candidates for EIANZ Steps. Only a small portion of these will want to do Steps in any one year. The level of demand for Steps would be too low for it to be feasible for EIANZ to deliver the entire program itself. The price that would need to be charged to break even on running costs would not be considered affordable by ECP or value for money by employers.

By way of contrast, Engineers Australia (EA) recently revamped its Graduate Program. This was in response to intense competition from more contemporary offerings by Professionals Australia, specifically the Bachelor of Professional Practice by the Young Professionals Continuing Career Development which is an entirely on-line course under the Young Professionals Continuing Career Development, as arm of Professionals Australia.

Through its education arm, Engineers Education Australia (EEA), it engaged Deakin Prime to develop course content and provide the learning management system. They started with a detailed and lengthy comprehensive consultation process with industry, literally talking to every type of employer big or small, private or public sector, who engages engineers. Based on that feedback an industry relevant graduate program was designed and course content created.

The program is very sophisticated and comprises three mega modules each taking 6 months. It is by design heavily weighted to social and business skills not professional proficiencies. The modules comprise self directed self-paced online learning to deliver content which culminates in a two day face to face workshop. This is the known as the “flipped classroom” model. The most up to date learning techniques based on the latest neuroscience have been used in the teaching method. All the workshop facilitators are professionally qualified to deliver adult learning. Mentoring is a component.

On completion of the course, the participant is awarded a Graduate Certificate by Deakin University and has automatic entry to a Masters level course at Deakin.

The program is centrally administered and delivered by EEA. The cost of the program is \$6,050 per registration. EEA expects 20-30 registrations in each capital city each year.

The costs of development by Deakin Prime was confidential but it is in the hundreds of thousands of dollars not tens of thousands. Deakin Prime's

business model is fee for service. It does not take course attendance risk. That risk remains with EEA.

EA is a large and well resourced professional association. Unlike EA, EIANZ is small. It does not have the luxury of a separate education arm that is an RTO. It is unlikely that EIANZ would ever be able to afford an investment of a Deakin Prime scale to create a Steps course.

Except for Environmental Ethics which EIANZ is well placed to deliver itself, this option is not realistic for EIANZ. However the vision of a EIANZ Steps that over the longer term might evolve into something of as high as standard as the EA Graduate Program is worth holding onto.

A purely or largely on-line and/or webinar EIANZ Steps course provided by EIANZ is worth considering. For example, it is understood that IAIA propose to launch a pilot of their professional development course. It will be webinar based and participants will need to complete online tests at the end with an 80% pass mark required to move on. There will also be assignments to complete. They will be allocated a mentor but their role is more like a tutor. They will answer any questions the participant has and will also review the assignment (pass or fail). There will be two levels - a foundation program followed by one where they can choose electives.

This is an option worth considering, ie to develop a broad based Level 1 EIANZ Steps series of webinars which most ECPs might complete. A follow on Level 2 would be encouraged as a more advanced and tailored program. This would have more electives that are available via third party courses. Level 1 would be a relatively short program (say 6 months). Level 2 would be longer and more demanding (say 12 months).

4.3 Partner RTO Provides Program

This is the model used by Institute of Environmental Management and Assessment (IEMA). IEMA determined it was not a training organisation and was not taking on the risk of providing PD itself. As a professional body it sets standards.

Four years ago, it adopted a licensed partner provider model under which registered training providers could provide an IEMA accredited course or an IEMA approved course. An accredited course entitles a person to move up a level of IEMA membership on completion. An approved course is a short course that qualifies for CPD units.

IEMA determines the course curriculum and the licensed provider is required to provide the program in accordance with the curriculum. The licensed partner bears all the costs of developing and running the program, takes all the risk of course attendance and provides all the administration. IEMA just issues the certificates of completion. IEMA also provides marketing material to assist the licensed providers to market the courses. The process to license a partner provider is light-handed as they are all regulated training providers.

IEMA does not seek to second guess or duplicate screening that is already done under national educational qualification frameworks.

Rather than invest in running professional development programs, IEMA instead invested in building its brand with employers and industry. As a result, the different levels of IEMA membership are understood and have value in the marketplace. Individuals want to move up the membership levels. The membership levels are determined by ability to demonstrate the required skills on the IEMA Skills Map. Doing an IEMA accredited or approved course has credibility and is highly valued in the workplace.

While this model has some attraction, the key to its success is not the model itself but rather that surrounding key success factors. These include the size of IEMA's membership, its global reach, the strength of its brand, the value placed in the market on higher levels of IEMA membership and its CPD Policy that requires PD units for all levels of membership. These factors create pull or demand for IEMA programs.

For EIANZ to even consider this model, it would be necessary to first put in place the enabling success measures without which this model cannot be effective.

4.4 Catalogue of Courses

This model was best articulated in the written submission provided by Alan Chenoweth. Under this model EIANZ would develop a 'map' of educational providers in each city or region who offered training in the EIANZ Steps proficiencies. EIANZ could progressively apply quality assurance by recommending some course and not others.

This 'map' of relevant courses would be provided to mentors, line managers, ECPs and in-house employer graduate program organisers. The map would be used to inform the annual PD plans for ECPs.

Where a particular city did not offer suitable training in a particular proficiency, or the EIANZ considered the market was not providing the appropriate training (eg. in ethics), Divisions would be encouraged to provide a specific seminar or program (and receive the course enrolment fees), or negotiate similar with a University or other training provider.

This model requires up-front investment in 'mapping' the available courses and programs in Australia and NZ and thereafter maintaining the map as up to date. This would be part of an implementation plan.

Some of these educational providers and courses were identified in the prior Griffith Report and the EnviroPartners report. However, the market has changed considerably in the intervening years demonstrating that the graduate PD market is dynamic.

Based on desk top research done as part of this Review, an indicative list of possible courses that could be part of this catalogue is set out in **Appendix 7**.

4.5 Graduate Certificate in Environmental Practice

James Cook University (JCU) provides a Bachelor of Environmental Practice. The course is designed with industry to deliver the skills industry are looking for. As well as technical environmental subjects, there are compulsory subjects like "The Environmental Professional", project management and a professional placement for 4 weeks. Assessment is 10% marked by an exit interview; essays 50%; 15% placement proposal and progress report; 25% reflective journal. JCU is looking to broaden its offering and develop a Graduate Certificate of Environmental Practice and has also developed graduate certificates for organisations to address their required proficiencies.

EIANZ could seek to partner with JCU to develop and accredit this course as Steps. It would need to be an entirely on-line delivery model to be accessible in all locations. This is like the Young Professional Bachelor of Professional Practice which is entirely on-line.

EIANZ's Learning to Adapt course also provides an example of how different local tertiary institutions could deliver the Graduate Certificate in Environmental Practice.

4.6 Peer Sourced

International Association of Impact Assessment (IAIA) provides a range of training courses each year in conjunction with its annual conference. There is also a suite of webinars and training manuals that are crowd sourced from members and a member only free online training from long time IAIA member, Dr Larry Canter.

This option has attraction in terms of encouraging and providing general CPD for members and is worthwhile EIANZ doing for that reason alone. However, it does not ensure the reliable delivery of a cohesive EIANZ Steps program. EIANZ cannot be certain that the peer sourced content will be forthcoming. This option, however, could be used to support other models by building up a resource base to assist ECPs as they proceed through EIANZ Steps.

General Observations

- Regardless of the model, there are key supporting factors that would enable a revised EIANZ Steps to be effective and also benefit EIANZ generally, ie:
 - strengthening EIANZ's brand as the trusted voice of environmental practitioners;
 - an overarching CPD Policy applying to members at all levels;
 - educating employers and industry about what different levels of EIANZ membership mean;



- encouraging members to share professional development content on an open source basis;
- raising the profile of EIANZ with employers, environmental associations, and university faculties and career centres.
- It is possible that a revised EIANZ Steps might combine elements from various the models. It is possible that EIANZ Steps could evolve over time from a simpler model and once proven and established over several years, become more sophisticated.
- There are a set of guiding principles for EIANZ Steps that can be gleaned from the various models:

Design Principles
Unique EIANZ Value Proposition: Like IEMA leverage the EIANZ trusted brand to create pull for Steps to stand out on your CV.
Tailored: Flexibility to cater for diverse disciplines and diverse roles.
Industry Relevant: Must be relevant to the work of the future.
Value for Money: Both employers and ECPs must see Steps as good value. Line manager buy in is essential.
Mentoring: An essential component.
Assessment validated: There is an appropriate form of assessment that is relevant to the workplace to validate the learning outcomes.
Consistent Standard and Content Institute-wide: with local context for delivery.
Ownership of IP: If EIANZ engages a third party to develop EIANZ specific learning material, EIANZ must retain ownership of all intellectual property in Steps course materials. If EIANZ maps to already existing third party courses, then the intellectual property remains with the third party.

Delivery Principles
Feasible: The delivery model is within the means, resources and capability of EIANZ to deliver consistently and reliably in all geographic locations.
Accessible: To smaller divisions/chapters and regional areas, not just capital cities.
Time efficient: ECPs are time poor and the time commitment required for completing Steps cannot be onerous.
Financially sustainable: Realistic assessment of the size of the demand, level of willingness of ECP/employers to pay and cost to administer program mean it sustainably makes a modest surplus or breaks even without reliance on sponsorship other than in kind.



Delivery Principles

Low cost: Try not to pay for speakers or venues. Use CEnvP volunteers as presenters as part of giving back to profession and sharing knowledge to earn CPD points or an honorarium.

Good learner management: A dedicated part time Program Manager to administer program and liaise with participants, presenters etc.

Clarity of Roles and Revenue Sharing: Between Central Office and Divisions/Chapter.

ECP individually driven: No one will care more about their learning and development than themselves. They need to drive it.

Targeted marketing: Final year undergraduates, ECPS in first 1-2 years in workplace, employer line managers, university career centres, Deans or heads of environment schools at universities and tertiary institutions.

Governance and Implementation Principles

Strategic Alignment: EIANZ Steps must be aligned to EIANZ's mission and be part of EIANZ's ongoing Corporate Plan.

Consensus within EIANZ: Internal stakeholders need to be aligned and support the revised Steps despite differing views otherwise even a revised Steps will fail.

Enabling Success Factors: Steps is supported by an overarching CPD Policy that applies to all levels of membership, a strengthening of EIANZ's brand awareness in the marketplace and educating the industry about what the different levels of membership mean.

Governance: Clear responsibility is assigned to a committee to ensure and oversee the delivery of EIANZ Steps.

Implementation Plan: EIANZ Steps is supported by a detailed implementation plan with timelines and clear accountabilities to ensure it is implemented well.

5. Strategic rationale for EIANZ Steps

Institute members and the environmental sector expect that the EIANZ will provide a professional development pathway for ECPs. Essentially, Steps is a non-negotiable component of the Institute's suite of services. EIANZ Steps is aligned with the Institute's strategic and operational plans, its vision and values, and its members' expectations. A quality EIANZ Steps program must be delivered to ensure the successful future of the Institute.

5.1 The importance of EIANZ Steps to the future of the Institute and the profession

EIANZ must remain relevant to the environmental practitioners we serve. Delivering targeted and structured professional development for early career practitioners as they transition from education to work is critical to the future of the Institute, as this is the start of their career-long professional development journey that the Institute must play an integral role in if the Institute is to survive and thrive. For the industry more broadly, Steps is the foundation of good professional practice.

Benefits of action

- A well-delivered EIANZ Steps program will increase new memberships and improve membership retention.
- EIANZ Steps is aligned with the Corporate Plan 2016-2019, particularly enhancing member services to attract and retain members, and to deliver professional development.
- EIANZ Steps would complement and be integrated with other programs and activities of the Institute, such as the Qualifications Accreditation Scheme (QAS). In the case of the QAS, the timeframes are such that reconsideration of how to better integrate with Steps will be required after 5, 10 or even 15 years.
- EIANZ Steps would improve and solidify the mentoring capability within the Institute, which would continue to be delivered at the Division and NZ Chapter level, building on the excellent mentoring activities currently being undertaken to deliver consistent and high quality mentoring across the Institute.
- EIANZ Steps will lead to a more ethical and more competent environmental workforce, ultimately resulting in better outcomes for the environment.
- EIANZ Steps will lead to more practitioners being better positioned for certification.

Risks of inaction

- Competitor fills the market
- Potential loss of members, particularly ECPs
- ECPs join other organisations instead
- Member value proposition is reduced
- Organisation is perceived as irrelevant to ECPs
- Loss of faith with long-term members that have been promised a EIANZ Steps program
- Potential foregone revenue

5.2 Positioning the EIANZ Steps as a ‘must have’ and the Institute as a ‘must join’ for early career practitioners

To be successful, EIANZ Steps must meet the needs of current and future ECPs primarily, as well as be justifiable to employers. The vision of the Review Committee is that EIANZ Steps becomes a ‘must have’ for early career environmental practitioners and that those who are undertaking Steps are positioned far better than ‘non-Steps participants’ in the workplace.

As the primary mechanism for early career professional development within the Institute, EIANZ Steps should be the foundation of a career-long professional development pathway. As part of the Code of Ethics and Professional Conduct, EIANZ requires members to: ‘Continuously update and develop skills through relevant professional development as a basis for competent practice’. Currently, there is no requirement for EIANZ members to demonstrate they are meeting this commitment. In contrast, the Planning Institute of Australia requires members to meet a minimum number of points of continuing professional development depending on the grade of membership.

EIANZ should consider whether to develop a more formal set of requirements for members for continuing professional development. For example, this could require a certain number of professional development ‘points’ for some (eg students may be exempt) or all types of membership, recorded in accordance with the CEnvP log and subject to random audits.

As a professional development framework, EIANZ Steps must be positioned as more than training modules that align with proficiencies. It must include mentoring, networking, self-learning, on-the-job training, career development and other aspects needed to build competency as a professional environmental practitioner.

General Observations

- EIANZ Steps is one of the highest priorities for the Institute.
- The time for action and delivery is now.
- An integrated approach to professional development is needed, involving collaboration between the different organisational units of the EIANZ.
- The EIANZ's brand is solid, but risks reputational damage if EIANZ Steps is not delivered this time around.

Recommendation

Recommendation 5: It is recommended that the EIANZ Board consider introducing formal requirements for continuing professional development for all types of membership, through amendments to the Rules of Association and/or Bylaws.

6. Program Content, Design and Delivery

EIANZ Steps provides a mechanism for early career ECPs to accelerate their professional development and improve their career opportunities. The program helps fill the gaps between what people learn through their tertiary studies and the skills and knowledge that ECPs need to perform well in their jobs and progress their careers. EIANZ Steps is designed to provide participants with support and guidance from experienced environmental practitioners and collegiate opportunities to network with their environmental peers.

It is proposed that EIANZ Steps is a two level program. The program is intentionally branded “EIANZ Steps” to leverage the brand of EIANZ as the preeminent body representing environmental professionals.

Level one (L1), EIANZ Steps Foundations of Environmental Practice, will be aimed at ECPs in their first year of work. EIANZ Steps Foundation of Environmental Practice will provide opportunities for ECPs to undertake foundation learning activities. These will focus on core environmental modules that build an understanding of ethics and an introduction to environmental practice and what it means to be a responsible environmental practitioner, as well as enabling modules that build practical, business and social skills. These skills have been identified by both ECPs and employers as important.

Level two (L2), EIANZ Steps Advanced Environmental Practice, will be aimed at ECPs in their second and third years of work. EIANZ Steps Advanced Environmental Practice will provide opportunities for ECPs to further develop skills in enabling skills areas and build skills in technical, environmental disciplinary areas. Level two will also provide opportunities for participants to build specialist skills through elective options. At both levels, learning and development activities will be practically focused, provide mentoring, self assessment and reflection tools. They will also require workplace related assessments to validate learning outcomes as well as buy in and feedback from line managers.

It is proposed that EIANZ Steps is developed and implemented incrementally. EIANZ Steps L1 will be implemented in the first year, and following its successful delivery, EIANZ Steps L 2 will be rolled out. EIANZ Steps L1 will involve small scale implementation in the first instance, where the initial rollout is limited in scope but still reflects the program’s vision. This will help ensure that the first year rollout is achievable, implementation is guaranteed, is low risk to the Institute (financially and reputationally), and provides a sound basis for further development. Chapter 8 outlines an indicative implementation plan, including timing.

Over time, as the program develops, it is planned that EIANZ Steps L1 is delivered in the second half of the calendar year (ie July-December). This is to provide a safety net to final year graduates and those with a few months' work experience. This is likely to have the most impact in accelerating their performance and help them settle into their workplace. EIANZ Steps L2 will be delivered in the second half of the 2018 calendar year. This is to provide professional development for those with 18 months to 2 years' experience.

The proposed model responds to issues identified in previous iterations of EIANZ Steps. The model is consistent and aligns with the original purpose of EIANZ Steps and seeks to refine and improve aspects of the overall program that stalled previous attempts at implementation. The model:

- Is deliberately scaled back to a level where delivery is guaranteed against a base service level
- Is underpinned by a realistic and lower-cost financial model
- Has a governance and management structure that encourages by-in and collaboration across the Institute
- Meets the needs of current and future ECPs
- Will be justifiable and seen as value for money by employers and line managers of ECPs.

Having regard to the EIANZ Steps Principles outlined in the General Observations in Chapter 4, the Review developed the following model for revised EIANZ Steps. The model was road-tested with SECC on 24 March 2017 and refined based on their feedback. The model has the support of SECC.

6.1 EIANZ Steps Level 1 - Foundations of Environmental Practice

EIANZ Steps L1 will be targeted at ECPs in the first year of their career and they have up to two years to complete it from commencement. EIANZ Steps L1 will involve:

1. Learning and development modules
2. A mentoring program
3. Online forums
4. Assessment

Learning and development modules will build environmental and enabling skills and competency. As discussed in Chapter 2, it is proposed that the proficiency matrix is simplified and modernised to include proficiencies required by contemporary ECPs to perform well in their jobs and progress their careers. Environmental modules aligned to the proficiencies will be delivered by EIANZ volunteers with relevant expertise and experience. Modules relevant to enabling proficiencies will be delivered by completion of courses by external providers, or demonstrated by employer training or workplace

experience. Initial work to map external training providers against the range of enabling proficiencies has been completed (refer to **Appendix 7**).

Learning and development modules

Two compulsory modules will build aspects of the environment proficiencies and two optional modules will build aspects of enabling proficiencies. Both environmental modules will be delivered in webinar format and be timed to allow for participation across all parts of Australia and New Zealand. The delivery method for the modules related to enabling proficiencies will depend on the options available externally. It will also depend on employers or workplace experience.

Modules provided by EIANZ will be by webinar. To ensure good learning outcomes through this delivery method, guidelines for speakers to ensure a consistent standard of quality in webinar moderation and facilitating interaction will be developed. Questions will be able to be posted pre and post webinars to guide speakers as to areas of relevance for ECPs. The webinars will be supported by an online discussion forum. This could use LinkedIn or another suitable platform.

Further details of the proposed modules are provided in the table below.

Steps L1 – Foundations for Environmental Practice		
Environmental modules Provided by EIANZ volunteer subject matter experts	1. Introduction to Environmental Practice <ul style="list-style-type: none"> ➤ Sustainability principles and environmental law and policy in practice ➤ a day in the life – an ECP and line manager talk about “from field trip to page of a report” and Rookie errors 101 - lessons and practical tips learned the hard way from recent ECPs ➤ social intelligence, business acumen, using geospatial/data/digital tools. 	3 x 2 hour webinars
	2. Introductions to Environmental Ethics <ul style="list-style-type: none"> ➤ what it means, why it matters, how to approach dilemmas ➤ evidence based decision making as a fundamental underpinning to ethics. 	2 x 2 hour webinars



Steps L1 – Foundations for Environmental Practice		
Enabling modules ECP demonstrates through employer or external training or workplace experience	3. Report writing	External courses will be mapped on ECP Skills Development Map and discounts negotiated
ECP demonstrates through employer or external training or workplace experience	4. Communication essentials	External courses will be mapped on ECP Skills Development Map and discounts negotiated

Participants are required to complete both EIANZ Steps L1 environmental modules and demonstrate they have the proficiencies consistent with L1 enabling modules before commencing EIANZ Steps L2.

See **Appendix 10** for an indicative module outline that will be used as a basis for further development of EIANZ provided core modules.

Assessment

Throughout EIANZ Steps L1, participants will be required to complete assessments to measure their skills and validate their learning. These will include:

- A Self-Assessment: This will be completed prior to the participant commencing the program.
- A learning reflection: To be completed by participants throughout the modules and be used to inform discussion during webinars and in the online forums (Johari window tool recommended as an effective option)
- A Feedback Assessment Piece: Upon completion participants will be required to complete a response to the question: 'What did you learn and how will you apply your knowledge in the workplace?' This will be up to 1500 words and be required to be countersigned by the line manager before submission.

The employer will also be required to submit feedback, answering the questions 'Have you noticed improvement in the ECP? How?' and 'Has it been valuable to your organisation?'.

Recognition

At the completion of L1, all participants who have completed the requirements will be awarded a certificate with EIANZ branding.

6.2 EIANZ Steps Level 2 - Advanced Environmental Practice

EIANZ Steps L2 is targeted to ECPs with 2-3 years' experience in the workplace. This level will incorporate more rigorous and tailored modules, with the option for elective modules being available to ECPs who are embarking on a more well-defined career path. While specific details on the modules available need to be determined once L1 has been confirmed and rolled out, EIANZ Steps L2 will guarantee an initial base service offer of:

- 4 x core modules, two of which will be Advanced Ethics (2 x 2 hour webinar exploring scenarios on how to deal with ethical dilemmas) and Advanced Environmental practice (2 x 2 webinars)
- 2 elective modules (from a choice of 3 environmental and 1 enabling module focused on building social intelligence).

Assessment

Throughout L2, participants will be required to complete assessments to measure their skills and validate their learning. These will include:

- A Self-Assessment: This will be completed prior to the module commencing of L2.
- A learning reflection: To be completed by participants throughout the modules and be used to inform discussion during webinars and in the online forums (Johari window tool recommended as a preferred option)
- A Workplace Based Project: To be completed by participants within their organisation. It will be agreed to and developed with their line manager and will be a project outside of their normal assigned work. It will provide value to the employer and be independently assessed by the participant's mentor.
- Feedback from line manager – has the manager noticed improvement in the ECP? Has the program been valuable to your organisation? Is the ECP ready to move to next level role?

Recognition

At the completion of LL, all participants who have completed the requirements will be awarded a certificate with EIANZ branding.

Completion of EIANZ Steps L2 will bring an ECP up to the standard where they are ready to move to Level 2 – Experienced professional of the *Professional Employees Award 2010*.

6.3 Mentoring

An important feature of the EIANZ Steps program is mentoring. At both L1 and L2, mentoring will be a key component of the program. A high degree of thought has gone into identifying what the guaranteed minimum service offer for mentoring should be at both stages. The EIANZ Steps review committee met with the SECC to discuss mentoring options. The proposed approach is aligned with SECC feedback and has its support.

The proposed mentoring approach for EIANZ Steps will operate in line with the following assumptions:

- EIANZ Steps mentoring is separate from but coordinated with Division/Chapter approaches
- Existing EIANZ mentors will be able to volunteer to mentor EIANZ Steps participants
- Consistent minimum standards for all mentor/mentee relationships using standard resources will apply
- Availability of mentors may vary across Divisions/Chapter
- A commitment by EIANZ Steps mentors and participants to a minimum of 6 months and 3 interactions
- Good pairing of mentors/mentees is essential and an exit process will be available if relationship isn't working
- Expectations and ground rules for mentees and mentors need to be aligned in what they are looking for or expecting to give
- Completion of EIANZ Steps will formally end mentor/mentee relationship but there is the option to extend if both agree
- Mentor sessions to follow straight from or before webinars
- Group mentoring will be used for L1 to encourage building of peer group networks and vital collegial support which ECPs say they need. Individual mentoring will be used for L2 recognising these participants will be better placed to identify specific needs.

Steps L1 – Mentoring guaranteed service offer

Group mentoring facilitated to provide both senior/junior and peer/peer mentoring and networking, e.g. 1 x hour between each webinar, driven by mentee, where issues and questions are raised (ideal ratio 4-5 participants per mentor).

Participants will be assigned a 'buddy' for collegial support and encouragement. Buddies will be EIANZ Steps L2 participants (for the initial L1 rollout, buddies will be ECPs with 2-3years work experience).

Online discussion forum accessed through a password protected portal on the Institute's website, or via a dedicated online forum using LinkedIn. The LinkedIn group will provide an opportunity for ECPs to connect with, liaise with, and support each other and get valuable insights and support from more senior environmental practitioners.

Steps L2 – Mentoring guaranteed service offer

One-on-one mentoring – each EIANZ Steps participant will be assigned their mentor.

Online discussion forum accessed through a password protected portal on the Institute's website, or via a dedicated online forum using LinkedIn.

6.4 Delivery Model

Proficiency matrix

As discussed in Chapter 2, it is proposed that the proficiency matrix developed in early EIANZ Steps iterations be simplified and modernised to reflect the needs of contemporary ECPs. The refined proficiency matrix will:

- Consider proficiencies as broad categories to use for self-assessment
- Treat EIANZ Steps modules like subjects that are a subset; a module could align to one or more broad proficiency categories
- Be simplified to two levels
- Incorporate the following skill areas which ECPs and their employers and line manager say are important now and increasingly into the future:
 - Social intelligence: ie showing initiative, getting on with others, displaying leadership characteristics
 - Business acumen: ie project budgeting, project management, costing and charging, economic implications of advice/decisions
 - Geospatial/data/digital: geospatial technology and data sets, software modelling tools for natural systems and data analytics.
- Align with proficiencies that ECPs are judged by in their workplaces (eg APS ILS and Cardno)

ECP Skills Development Map

A stock take of existing learning and development activities EIANZ provides will need to be done in addition to those provided by RTOs, learning facilitators, higher education providers, and industry and subject matter experts. These will need to be mapped for the initial roll-out of EIANZ Steps and its further development. These activities can be:

- Highly structured courses (half day, day long, up to a week)
- Informal one day or part day professional development events
- Internships and work placements (may be linked to universities)

Courses and PD events will be delivered face-to-face, distance or online.

Mapping will produce the 'ECPs Skills Development Map'. This will include the suite of learning and development activities available both internally and externally in Australia and New Zealand, aligned with the refined and simplified proficiencies matrix and learning needs of ECPs at both L1 and L2. The map will be updated quarterly and 're-issued' in-line with semester timelines. This work has commenced (see **Appendix 7** for an indicative catalogue of externally provided potential EIANZ Steps short course modules).

External Providers

EIANZ will seek discounts from external providers for EIANZ Steps participants. Potentially, if a course is demonstrated over time to be consistently high quality, EIANZ could consider entering a sponsorship arrangement with the course provider and provide some recognition for a significant discount. To keep administration costs low, participants will pay the external provider directly, and provide the Steps Program Manager with proof of completion.

Examples of external course prices:

- Report Writing (Engineers Australia) - \$750
- Communications (IAP2) - \$550 (member price)

A concept that is worth considering further is a 'Trip Advisor' type approach where EIANZ Steps participants rate courses out of five stars and these reviews are made available to other participants. This would assist participants in finding the most appropriate course and ensure high quality.

6.5 Roles and responsibilities

Staff to manage the EIANZ Steps program will be part of the Central Office team. They will work and liaise with Division and Chapter Committees, the SECC and the Steps Committee. This is further outlined in the Chapter 7 on Governance.

6.6 Financials

It is important that EIANZ Steps costs be kept low and EIANZ Steps fees be seen as value for money by ECPs, and their line managers and employers. Wherever practical, speakers should be voluntary (eg CEnvP can obtain CDP points for presenting at EIANZ Steps) and venues obtained for free from employers with EIANZ members.

Consultation with the SECC indicates that employers and ECPs would be willing to pay up to \$1K to complete EIANZ Steps Level 1 and not more than \$1.5K to complete Level 2. These are total amounts and include all program

components (ie EIANZ and externally provided components). There appears to be a willingness to pay about \$200-\$250 per EIANZ provided module.

The financial model for EIANZ Steps forecasts budget outcomes is based on realistic and pragmatic assumptions. These assumptions are based on delivery of a basic EIANZ Steps offer in the initial roll-out at foundation level only. Financial sponsorship is assumed to be nil or at best modest only so that EIANZ Steps is not dependent on it. This model is designed to be financially sustainable and provides the potential to further develop EIANZ Steps L1 and expand to EIANZ Steps L2. Any further development will be based on outcomes of evaluation of the initial roll-out.

Indicative financial model

An indicative financial model has been prepared that has 4 scenarios. These show varying financial outcomes based on different number of registrations (30-40), levels of sponsorship (\$0 to \$10K) and use of contracted training and development professionals to assist in the initial rollout (\$0 to \$12,750). The table below outlines the financial implications of each scenario and is based on the following assumptions:

- 30 – 40 registrations per year
- Delivery of 4 modules (2 per proficiency)
- Module delivery methods – 2 externally provided face-to-face and 2 internally provided webinars
- Registration cost per participant
 - Level 1 – \$450
 - Level 2 – determined once program is further developed
- Program to be managed by additional resources within Central Office (1.5 days/week @ \$30/hour)
- Professional services required in the first year to fund preparation of ECP Skills Development Map and other establishment activities
- EIANZ provided modules are by EIANZ members (eg CEnvP) on a voluntary basis
- EIANZ will negotiate discounts with external course providers



Registrants	Scenario 1		Scenario 2		Scenario 3		Scenario 4	
	30	30	40	40	30	30	40	40
Registration fees	\$ 13,500	\$ 13,500	\$ 18,000	\$ 18,000	\$ 13,500	\$ 13,500	\$ 18,000	\$ 18,000
Sponsorship	\$ -	\$ -	\$ -	\$ 1	\$ 5,000	\$ 5,001	\$ 10,000	\$ 10,001
Total income	\$ 13,500	\$ 13,500	\$ 18,000	\$ 18,001	\$ 18,500	\$ 18,501	\$ 28,000	\$ 28,001
Staffing	\$ 18,000	\$ 18,000	\$ 18,000	\$ 18,000	\$ 18,000	\$ 18,000	\$ 18,000	\$ 18,000
Professional services	\$ 12,750	\$ -	\$ 12,750		\$ 12,750	\$ -	\$ 12,750	
Webinars	\$ 250	\$ 250	\$ 250	\$ 250	\$ 250	\$ 250	\$ 250	\$ 250
Marketing	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Revenue share	\$ 1,500	\$ 1,500	\$ 2,000	\$ 2,000	\$ 1,500	\$ 1,500	\$ 2,000	\$ 2,000
Total expenditure	\$ 33,500	\$ 20,750	\$ 34,000	\$ 21,250	\$ 33,500	\$ 20,750	\$ 34,000	\$ 21,250
SURPLUS / INVESTMENT	-\$ 20,000	-\$ 7,250	-\$ 16,000	-\$ 3,249	-\$ 15,000	-\$ 2,249	-\$ 6,000	\$ 6,751

Financial arrangements with Central Office and Divisions/Chapter

The proposed financial model outlined in the table above includes allocation of a proportion of income to Divisions / NZ Chapter. It is proposed that \$50 of the registration fee for each EIANZ Steps participant is allocated to the Division / NZ Chapter where the participant is based. It is envisaged that this will act as an incentive to Divisions and the NZ Chapter to market EIANZ Steps and promote registrations.

6.7 Further module development beyond initial rollout

Once the initial EIANZ Steps L2 rollout has gained traction, other proficiency modules can be added to the program, but these modules must have a delivery guarantee.

Examples of the potential range of modules are listed in the table below. The EIANZ Steps Committee will review and refine these so that it reflects the needs of L2 participants. This will include both the compulsory and elective modules, and the number of modules of each category required for successful completion. The participant will work with their mentor to identify their skill gaps and development needs before commencing L2.

Steps Level 1 - Foundations of Environmental Practice	Steps Level 2 - Advanced Environmental Practice (examples)
Environmental Modules Environmental ethics Introduction to environmental practice Enabling Modules Communication essentials	Enabling Modules Community and stakeholder consultation and engagement Communication skills Commercial acumen



<p>Professional writing</p> <p>Possible later additions</p> <p>Evidence based decision making</p> <p>The early career environmental practitioners' toolkit</p>	<p>Effective decision making</p> <p>Managing and developing people</p> <p>Personal presentation skills</p> <p>Personal leadership</p> <p>Project management</p> <p>Environmental Modules</p> <p>Risk and impact assessment</p> <p>Environmental management systems</p> <p>Environmental auditing</p> <p>Geo-spatial, data and digital skills</p> <p>Environmental economics</p> <p>Sustainability principles and practice</p> <p>Dealing with environmental dilemmas</p> <p>International standards and approaches to environmental practice</p> <p>Quality assurance and continuous improvement</p> <p>Working with legal frameworks</p>
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Recommendations

Recommendation 6: It is recommended that the EIANZ Board approve a two level EIANZ Steps program – EIANZ Steps Level 1 Foundations of Environmental Practice and EIANZ Steps Level 2 Advanced Environmental Practice as described in sections 6.1 and 6.2.

Recommendation 7: It is recommended that the EIANZ Board endorse an EIANZ Steps mentoring program as described in section 6.3.

Recommendation 8: It is recommended that the EIANZ Board approve the development of an EIANZ Steps delivery model and ECPs Skills Development Map, as described in section 6.4.

7. Governance

Consultation undertaken by the committee has identified that the governance arrangements for a revised EIANZ Steps program would need to include the following:

- Clear objectives
- Led from Central Office with support at the local level by Divisions/Chapter
- High level oversight within EIANZ, including through the EIANZ Board
- Buy-in from Divisions and Chapters.

7.1 EIANZ Steps Program management

Experience with EIANZ initiatives shows they are not sustainable if they rely solely on volunteers. A part-time EIANZ Steps Program Manager (or similar) could support volunteer resources and ensure program momentum is maintained. The title expressly includes the word manager not co-ordinator to convey that the role has the authority needed to be able to influence the internal and external stakeholders necessary to deliver EIANZ Steps and is not merely administrative. The role of the EIANZ Steps Program Manager could include:

- Good learner management of EIANZ Steps participants
- Liaison with their respective line managers to ensure the program learnings have translated into value in the workplace
- Ensure assessments are completed
- Analyse feedback from EIANZ Steps participants and their line managers and use this to continuously improve EIANZ Steps
- Development of design and content for EIANZ Steps levels one and two
- Organising volunteer speakers, webinars and venues
- Financial management of EIANZ Steps
- Executive support for the EIANZ Steps Committee
- Liaison with and support for Division/Chapter coordinators
- Administration of EIANZ Steps applications and records
- Maintaining mapping of courses against proficiencies
- Maintenance of mentoring database
- Marketing of EIANZ Steps to line manager, environmental schools and student career centres
- General administration of EIANZ Steps.

The EIANZ Steps Program Manager will report to the EIANZ Central Office Manager who will have overall responsibility for the EIANZ Steps budget.

7.2 EIANZ Steps Committee

The EIANZ Board has established committees to cover matters such as Finance, Communications, Policy and Practice, and Student and Early Careers. Membership of each committee includes a Board member, a member of the Advisory Committee and other EIANZ members. The chair of the committee does not need to be a member of either the Board or Advisory Council. Committees report to the Board. The Advisory Council member provides updates on progress to each Council meeting.

There was widespread agreement amongst consultees that EIANZ Steps should be an important priority for the Board. Consequently, it is recommended that an EIANZ Steps Committee is established as a committee reporting to the Board with the following membership composition:

- a Chair appointed by the Board from among the following
- a Board member
- an Advisory Council member
- a representative from the Students and Early Careers Committee
- a Divisional/Chapter Steps Coordinator
- an EIANZ member; and
- an EIANZ Steps Program Manager, ex officio, not eligible to be Chair.

The role of the committee would be to:

- Oversee the implementation of the EIANZ Steps program, including the work program for the EIANZ Steps Program Manager
- Ensure an effective monitoring and evaluation framework for Steps is in place with appropriate key performance indicators as to the take up and effectiveness of Steps both with ECPs and their line managers
- Monitor and report to the Board on progress with Steps
- Recommend actions to the Board if EIANZ Steps is not achieving its objectives
- Ensure Division/Chapter coordinators are adequately supported
- Develop policy, guidance and promotional material for the EIANZ Steps program to support its implementation
- Promote the EIANZ Steps program.

As an option, the EIANZ Steps Committee could be incorporated into a broader Professional Development Committee for EIANZ reporting to the Board. If this option is adopted the membership proposed above should still be included on this committee.

7.3 Division/Chapter Coordinators

The role of the Division/Chapter Coordinator would be to:

- Act as the local champion for EIANZ Steps
- Act as a local contact point for EIANZ Steps participants
- Maintain a network of potential mentors
- Match EIANZ Steps participants to a mentor and oversee these arrangements
- Assist with the marketing of EIANZ Steps to line managers, environmental schools, career centres and final year students in universities and tertiary institutions in their respective jurisdictions
- Provide feedback to the EIANZ Steps Program Manager on any issues that have arisen in delivery of EIANZ Steps that require action from the EIANZ Steps Program Manager or the EIANZ Steps Committee.
- Liaise with the Division/Chapter committee to keep them updated on EIANZ Steps implementation and to develop ways for the Division/Chapter to support implementation.
- Work with the Division/Chapter committee to develop agreed roles and responsibilities for the coordinator and other Division/Chapter initiatives for ECPs, professional development and/or mentoring.

The Division/Chapter coordinator would be appointed by the Division/Chapter committee to ensure they had the support of the local committee. The co-ordinators will report, via the EIANZ Steps Program Manager, to the EIANZ Steps Committee and provide quarterly updates to their local Divisional or Chapter committee

Recommendations

Recommendation 9: It is recommended that the EIANZ Board allocate appropriate Central Office staffing and professional services resources to develop and manage EIANZ Steps, particularly to undertake the tasks described in section 7.1 and under the direction of the EIANZ Central Office Manager

Recommendation 10: It is recommended that the EIANZ Board establish an EIANZ Steps Committee with the composition and role as described in section 7.2, that will report to the Board.

Recommendation 11: It is recommended that each Division/Chapter appoint a local EIANZ Steps co-ordinator with the role as described in section 7.3 and who will report to the EIANZ Steps Committee.

8. High Level Implementation Framework

The recommendations made in this Report have not been made lightly. A solid evidence base was drawn on to inform what will meet the needs of ECPs in contemporary and future practice, learnings shared by other professional associations and importantly what is within the resources of EIANZ to ensure a guaranteed minimum standard of delivery.

For the recommended revised EIANZ Steps to be delivered reliably and sustainably over several years it will need to be supported by a detailed Implementation Plan. The development of the plan should be prepared by the EIANZ Steps Program Manager, reporting to the EIANZ Manager, and overseen and approved by the EIANZ Steps Committee.

8.1 High level timing for delivery of EIANZ Steps

Assuming the Board adopts the recommendations by say end June 2017, the remainder of the calendar year can be used to establish and develop Steps Level 1 Foundations of Environmental Practice for EIANZ Steps Level 1 to be delivered during the first half of calendar year 2018. EIANZ Steps Level 2 Advanced Environmental Practice should be able to be developed during the second half of calendar year 2018 and delivered during the first half of calendar year 2019.

Thereafter EIANZ Steps Level 1 and EIANZ Steps Level 2 would be run in alternate years so that it has the resources to ensure delivery. However, if demand is sufficient for Steps Level 1 to run in one half of the year and EIANZ Steps Level 2 to run in the other half of the year and extra resourcing can be found, then EIANZ may choose to run both EIANZ Steps Level 1 and Level 2 in the same year.

8.2 Class size and learning methods

As mentioned in Chapter 4, EIANZ has 164 Associate members and 156 student members, totalling 320 members. Some, not all, will be potentially interested candidates for EIANZ Steps. An assumption of 30 participants a year for each Steps level is reasonable.

In general learning outcomes are better, especially with a webinar based delivery model, if class size is not more than 30. If there are too many participants on a webinar it is too easy for some participants to be passive listeners. If demand for EIANZ Steps, either Level 1 or Level 2 exceeds 30, then EIANZ will need to consider whether it has the extra resourcing to deliver the same EIANZ Steps level twice in one year.

Webinar based learning needs to be highly interactive and engaging between the speaker and the participants and between the participants themselves. As EIANZ delivered modules will be all webinar based a guide for speakers will need to be developed on webinar engagement and moderation. This will need to be addressed in the module overviews which will be developed as part of implementation. An indicative overview for the two EIANZ provided modules for Steps L1 are set out in Appendix 10. SECC should be consulted in the development of the module overviews for both EIANZ Steps Level 1 and Level 2 as they best represent the views of the ECPs.

While EIANZ Steps Level 1 is intended to be introductory, EIANZ Steps Level 2 is intended to have rigour. On completion of EIANZ Steps Level 2 an ECP should have attained at least the level of a Level 2 experienced professional as defined in Schedule B to the Professional Employees Award 2010, ie "Following development, the experienced professional plans and conducts professional work without detailed supervision but with guidance on unusual features and is usually engaged on more responsible assignments requiring substantial professional experience."

8.3 EIANZ Steps Level 1 high level implementation framework

This framework assumes all actions to establish EIANZ Steps Level 1 are completed by the end of 2017 calendar year so that EIANZ Steps Level 1 can be marketed early in 2018 and the two EIANZ modules delivered over the 12 week period from March to June. Participants would have up to 2 years from commencing EIANZ Steps Level 1 to complete the two external modules through employer provided training, an external course approved under the ECP Skills Development Map or by demonstrating competence based on work experience. The participant must produce evidence of completion of an employer or external course or demonstrating competence to the satisfaction of any two EIANZ Steps Committee members.

The high level work streams and indicative timings to implement EIANZ Steps Level 1 are as follows.

Key Actions	Responsible	Indicative Timing
Governance		
Board appoints EIANZ Steps Committee with responsibility to oversee EIANZ Steps implementation and ensure Steps is reliably and sustainably delivered	Board	By 30 June 2017
First meeting of EIANZ Steps Committee	EIANZ Steps Committee	By 31 July 2017



Key Actions	Responsible	Indicative Timing
Budget		
3 year Budget for EIANZ Steps finalised, assume 30 participants a year and no sponsorship, provide a break even case plus an upside and downside case	EIANZ Central Office Manager	By 31 August 2017
Budget approved by Board	Board	By 30 September 2017
Central Office Resource		
Engagement and/or allocation of additional Central Office resources to develop and manage EIANZ Steps	Board	By 30 September 2017
Program/Module Content and Design EIANZ Steps Level 1		
Develop program content and module overviews for EIANZ Steps L1. Consult SECC on module overview.	EIANZ Steps Program Manager	By 31 October 2017
EIANZ Steps Committee approve L1 content and modules	EIANZ Steps Committee	By 30 November 2017
ECP Skills Development Map and External Partner Providers		
Develop ECP Skills Development Map for Level 1 and external courses that qualify for EIANZ Steps Level 1	EIANZ Steps Program Manager	By 31 October 2017
Approve ECP Skills Development Map and external courses that qualify for EIANZ Steps Level 1	EIANZ Steps Committee	By 30 November 2017
Engagement of Partner Providers for EIANZ Steps Level 1 modules EIANZ is not providing itself, including negotiation of discount and payment arrangements by ECP direct.	EIANZ Steps Program Manager	By 30 November 2017
Mentoring		
Ensure all Divisions/Chapter have Mentoring Guide and processes in place, have asked for expressions of interest from mentors, and are ready to make matches as required for EIANZ Steps Level 1.	Div/Ch EIANZ Steps Co-ordinators	By 30 November 2018



Key Actions	Responsible	Indicative Timing
Marketing		
Develop marketing material for EIANZ Steps Level 1	Steps Program Manager	By 30 November
Marketing to final year students, heads of environmental schools and line managers to get first intake – they need not be EIANZ members.	Div/Ch EIANZ Steps Co-ordinator	By end February 2018
Sponsorship		
Seek opportunities for sponsorship in kind (ie venues and industry speakers) or financial for EIANZ Steps Level 1.	EIANZ Steps Program Manager	By end February 2018
Develop ECP Tool Kit		
Pre-program self assessment – simplified and modernised version of Proficiency Matrix Johari Window for learning reflection ECP Skills Development Map (These could all be online on a dedicated EIANZ Steps Level 1 webpage that only current participants can access via password). Create EIANZ Steps Level 1 LinkedIn Group	EIANZ Steps Program Manager	By end February 2018
Steps Level 1 Runs		
Learning materials prepared, speakers and venues organised, mentors arranged webinars arranged	EIANZ Steps Program Manager	By end February 2018
The two EIANZ provided modules run and complete over a 12 week period. Roughly a webinar (3+2) every second week allowing for Easter.	EIANZ Steps Program Manager	Between March and June 2018
ECP provide proof of completion of employer or external course for the two Enabling Modules (for those who do not take the up to two years to complete EIANZ Steps Level 1 option)	EIANZ Steps Program Manager	By end September 2018
Respective assessment template sent to each of ECP and their line manager to complete	EIANZ Steps Program Manager	By end September 2018
Assessments returned	ECP and Line Manager	By end October 2018
EIANZ Steps L1 Certificates sent out	EIANZ Steps Program Manager	By end November 2018

8.4 EIANZ Steps Level 2 high level implementation framework

This framework assumes all actions to establish EIANZ Steps Level 2 are completed by the end of 2018 calendar year so that EIANZ Steps Level 2 can be marketed early in 2019 and the two (or three) EIANZ modules delivered over the 12 week period from March to June. Participants would then have up to 2 years from commencing EIANZ Steps Level 2 to complete the two (or three) external modules through employer provided training, an external course approved under the ECP Skills Development Map or by demonstrating competence based on work experience. The participant must produce evidence of completion of an employer or external course or demonstrating competence to the satisfaction of any two EIANZ Steps Committee members.

The high level work streams and indicative timings for implementation of EIANZ Steps Level 2 are as follows.

EIANZ Steps Level 2 – All actions to be completed by 30 September 2018

Key Actions	Responsible	Indicative Time
Financial Budget		
3 year rolling Budget for EIANZ Steps finalised informed by actual results for EIANZ Steps Level 1, assume 30 participants a year and no sponsorship break even case plus an upside and downside case to ascertain what loss may EIANZ may need to bear.	EIANZ Manager	By 30 September 2018
Budget approved by Board	Board	By 30 September 2018
Program/Module Content and Design Steps Level 2		
Develop program content and module overviews for EIANZ Steps L2. Consult SECC on the module overviews.	EIANZ Steps Program Manager	By 31 October 2018
EIANZ Steps Committee approve L2 content and modules	EIANZ Steps Committee	By 30 November 2018
ECP Skills Development Map and External Partner Providers		
Develop ECP Skills Development Map for Level 2 and external courses that qualify for EIANZ Steps Level 2	EIANZ Steps Program Manager	By 31 October 2018
Approve ECP Skills Development Map and external courses that qualify for EIANZ Steps Level 2	EIANZ Steps Committee	By 30 November 2018



Key Actions	Responsible	Indicative Time
Engagement of Partner Providers for EIANZ Steps Level 2 modules EIANZ is not providing itself, including negotiation of discount and payment arrangements ie by ECP direct or via EIANZ	EIANZ Steps Program Manager	By 30 November 2018
Mentoring		
Ensure all Divisions/Chapter have Mentoring Guide and processes in place, have asked for expressions of interest from mentors, and are ready to make matches as required for EIANZ Steps Level 2. Guaranteed service level of one on one mentor.	Div/Ch EIANZ Steps Co-ordinator	By 30 November 2018
Marketing		
Develop marketing material for EIANZ Steps Level 2	EIANZ Steps Program Manager	By end January 2019
Marketing to final year students, heads of environmental schools and line managers to get first intake – they need not be EIANZ members.	Div/Ch EIANZ Steps Co-ordinator	By end February 2019
Sponsorship		
Seek opportunities for sponsorship in kind (ie venues and industry speakers) or financial for EIANZ Steps Level 2	EIANZ Steps Program Manager	By end February 2019
Develop ECP Tool Kit		
Pre program self assessment – simplified version of Proficiency Matrix Johari Window for learning reflection ECP Skills Development Map (These could all be online on a dedicated Steps Level 2 webpage that only current participants can access via password). EIANZ Steps Level 2 LinkedIn Group	EIANZ Steps Program Manager	Same as for Steps L1 except for webpage and LinkedIn Group.
EIANZ Steps Level 2 Runs		
Learning materials prepared, speakers and venues organised, mentors arranged webinars arranged	EIANZ Steps Program Manager	End February 2019
ECP provide proof of completion of employer or external course for Environmental or Enabling Modules as agreed in tailored program (assuming they are not taking the up to two years to complete EIANZ Steps Level 2 option)	EIANZ Steps Program Manager	By end September 2019



Key Actions	Responsible	Indicative Time
Workplace based assignment assessment returned to mentors and mentors validate	Mentor	By end October 2019
EIANZ Steps L2 Certificates sent out	EIANZ Steps Program Manager	By end November 2019

Recommendation

Recommendation 12: It is recommended that the EIANZ Steps Committee oversee the preparation of a detailed implementation plan and a detailed three year financial model for EIANZ Steps Level 1 and EIANZ Steps Level 2, with a break even case, an upside case and a downside case, to be approved by the EIANZ Board.



References

Australian Public Sector Commission, Integrated Leadership System

<http://www.apsc.gov.au/publications-and-media/current-publications/guide-to-the-ils/the-ils-explained>

Fair Work Commission, Professional Employees Award 2010, Schedule B Classification Structure and Definitions

https://www.fwc.gov.au/documents/documents/modern_awards/award/ma000065/default.htm

EIANZ, Mentoring in EIANZ <https://www.eianz.org/institute-programs/mentoring>

EIANZ, The Steps Program <https://www.eianz.org/institute-programs/the-steps-program>

Graduate Careers Australia, Grad Stats 2015

http://www.graduatecareers.com.au/wp-content/uploads/2015/12/GCA_GradStats_2015_FINAL.pdf

Planning Institute of Australia, CPD Policy <https://www.planning.org.au/certification>

70:20:10 Institute <https://702010institute.com/702010-towards-100-performance/>

University of Queensland, About Flipped Classroom

<http://www.uq.edu.au/teach/flipped-classroom/what-is-fc.html>

Websites various as set out in Appendices 5-7

Appendix 1

Terms of Reference

The EIANZ Board has established a Steps review committee to:

- Undertake a strategic review of the EIANZ Steps program.
- Provide recommendations to the Board regarding the future of the program.

In undertaking the review, the committee should consider all relevant documents and consult as widely as practical to gather the views of relevant stakeholders, particularly those involved in the foundation year modules delivered by the EIANZ.

Questions to be addressed by the review:

Past

- What was the original purpose of Steps?
- Was the purpose of Steps translated appropriately by the foundation year program?
- Was the foundation year delivery successful? What worked well and what could have been improved?

Present

- Is the proficiency matrix still relevant to contemporary environmental practice and early career practitioners?
- What delivery mechanisms are available for Steps modules delivered by EIANZ?

Future

- Would a revised Steps program meet the needs of current and future early career practitioners?
- How would a revised Steps program align with and contribute to the delivery of the EIANZ's Corporate Plan?
- What role should modules delivered by the EIANZ play in assisting early career practitioners in developing towards competencies?
- Should the EIANZ invest in the delivery of a revised Steps program? If so:
 - What principles should a Steps program be based on?
 - What governance, monitoring, reporting and review arrangements should be implemented?

Appendix 2

Consultation Undertaken

Date	Stakeholder	Method
16/01/17	QLD Department of Environment & Heritage Protection (Chris Hill, Director - Industry & Development Assessment, Environmental Services & Regulation)	One-on-One (Phone)
19/01/17	Arup (Tim Cook - Associate, NSW Team Lead – Environmental & Sustainability)	One-on-One (Phone)
20/01/17	ALGA (Elisabeth Dank, CEO)	One-on-One (Phone)
20/01/17	Planning Institute of Australia (Richard Moore, Executive Officer, Qld & NT)	One-on-One (Phone)
25/01/17	Consult Australia (Zeina Iesa, State Manager VIC & TAS)	One-on-One (Phone)
27/01/17	EIANZ QAS Committee	Focus Group (Phone)
27/01/17	WasteMINZ (Paul Evans, Chief Executive)	One-on-One (Phone)
27/01/17	EIANZ NZ Chapter	One-on-One (Phone)
31/01/17	University of Otago (Richard Morgan, Department of Geography)	One-on-One (Phone)
01/02/17	EIANZ Advisory Council	Focus Group (Phone)
02/02/17	La Trobe University (John Morgan, Department of Ecology, Environment and Evolution)	One-on-One (Phone)
02/02/17	EIANZ Student and Early Careers Committee	Focus Group (Phone)
03/02/17	GHD (Peter Sharp, Group Learning and Development Manager)	One-on-One (Phone)
03/02/17	Jacobs (Nick Bull, Section Lead – Environmental Planning & Approval)	One-on-One
03/02/17	EIANZ Member - Jon Womersley	One-on-One (Phone)
03/02/17	EIANZ Member - Claire Gronow	One-on-One (Phone)
03/02/17	Beca (Darryl-Lee Wendelborn, Operations Manager – Environments)	One-on-One (Phone)
06/02/17	EIANZ Member - Alan Chenoweth	One-on-One (Phone)
07/02/17	Aurecon (Lorraine Grimsditch, Talent Development Manager, ANZ)	One-on-One (Phone)



08/02/17	Consult Australia (Matthew Trigg, State Manager, NSW Division)	One-on-One (Phone)
09/02/17	Engineers Education Australia (David Trott, Senior Business Development Manager)	One-on-One (Phone)
10/02/17	National Institute of Water and Atmospheric Research (NIWA) (Dr John Quinn, Chief Scientist – Freshwater and Estuaries)	One-on-One (Phone)
14/02/17	IWES (Claire Engle, Continuing Professional Development Operations Manager)	One-on-One (Phone)
17/02/17	Deakin Prime (Kate Calder, Business Development Manager & David Wildman, Senior Consultant, Business Development)	One-on-One (Phone)
20/02/17	James Cook University (Dr Yetta Gurtner)	One-on-One
23/02/17	Lincoln University (Paula Greer, Graduate)	One-on-One
28/02/17	Louise Miller-Hoffam	Email comments
28/02/17	IEMA (Tim Balcon, Chief Executive)	One-on-One (Phone)
04/03/17	EIANZ Member - Simon Molesworth	One-on-One (Phone)
4/3/17	EIANZ Member - Simon Cavendish	One-on-One (Phone)
27/2/17	IAIA (Jill Baker, Executive Director)	One-on-One
24/3/17	SECC Meeting Melbourne	Face to face

Appendix 3

List of Steps Reference Documents

EIANZ Corporate Documents

1. EIANZ Corporate Plan <https://www.eianz.org/document/item/3450>
2. Proficiency Matrix <https://www.eianz.org/document/item/2100>
3. Qualifications Accreditation Scheme Manual (provided by QAS Working Group)
4. Feedback from SECC Congress Oct 2013

Prior Reports

5. Professional Development for Environmental Practitioners in Australia, Final Report, 2008, Griffith University <https://www.eianz.org/document/item/2730>
6. Steps Phase 1 Implementation Report 22 December 2009 by Enviro Partners
7. EIANZ Conference 2010 STEnvP Presentation
8. Steps Model v3
9. Steps Draft Business Plan 25.10.10
10. Steps Action Plan Gantt
11. Steps Flow Chart 2009

Budget and Financial

12. EIANZ 5 Year Budget 2013-2018
13. Foundation Year 2014 Breakeven Budget
14. Foundation. Year 2015 Face to Face Budget

Implementation

15. Steps Operation Plan 2013-2014

Institute Internal Communications

16. Steps Program Update Sept 2013
17. Update to Divisions Sept 2013
18. Agenda item 4c Council meeting 28 March 2014
19. Letter May 2014 SEQ Pres to Central Office

Curriculum

20. Module Communication and Consultation overview

- 21. Module Environmental Ethics overview
- 22. Module Professional Writing overview
- 23. Module Environmental Risk and Impact Assessment overview
- 24. Steps Program Foundation Year 2014 Overview

Procurement of Training Providers:

- 25. Partners Prospectus
- 26. Request for services Steps Programs
- 27. EIANZ Tender
- 28. Contract for Services and Contractor Roles

Submissions

- 29. Chisholm TAFE
- 30. Hunter TAFE
- 31. North Coast TAFE
- 32. Gordon Young
- 33. Claire Gronow
- 34. Judy Gregory
- 35. Mauro de Thomas
- 36. Michelle Wood
- 37. Rob Richards
- 38. Robert Griffin
- 39. Su Wild-River

Foundation Year Feedback

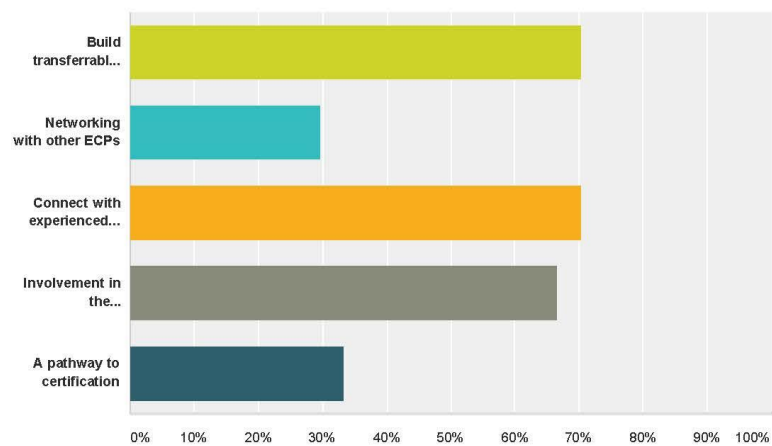
- 40. Feedback forms from four attendees at Steps workshop on Environmental Risk and Impact Assessment

Appendix 4

Summary of Member Survey Results

Q1 What do you think early career professionals (ECPs) are looking for to bridge the gap between graduating and starting work?

Answered: 27 Skipped: 0



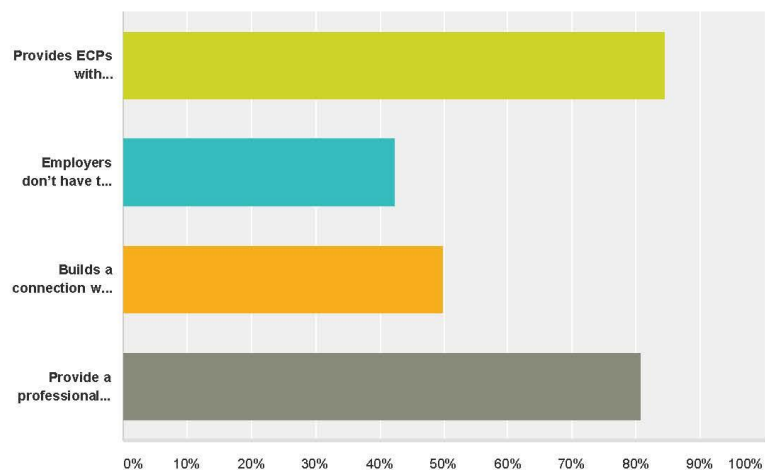
Answer Choices	Responses
Build transferrable skills	70.37% 19
Networking with other ECPs	29.63% 8
Connect with experienced career professionals	70.37% 19
Involvement in the environmental professional community	66.67% 18
A pathway to certification	33.33% 9
Total Respondents: 27	

#	Other (please specify)	Date
1	job opportunities	2/16/2017 7:47 PM
2	Getting a good job in the industry.	2/8/2017 4:47 PM
3	Ongoing professional development	2/1/2017 9:03 AM
4	They are looking for opportunities to get the foot in the door	1/30/2017 7:42 PM
5	Jobs - they are looking for an advantage to finding employment, either by meeting prospective employers through EIANZ or through professional training through EIANZ.	1/30/2017 5:28 AM
6	Hands-on experience	1/27/2017 2:51 PM
7	Available jobs. Ultimately, only government (the federal government in particular) can ensure that there are enough jobs to go around.	1/27/2017 10:27 AM



Q2 What are the benefits of an ECP professional development program to employers and clients?

Answered: 26 Skipped: 1



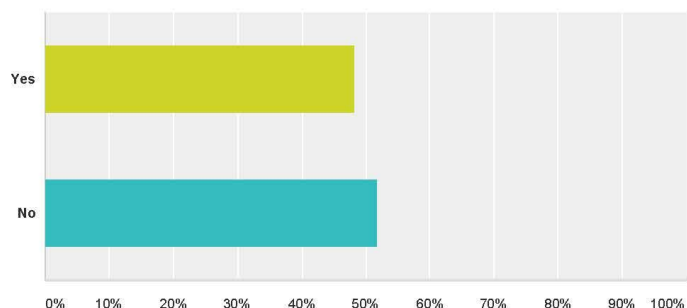
Answer Choices	Responses
Provides ECPs with professional development which builds their job capacity	84.62% 22
Employers don't have to provide in-house training programs	42.31% 11
Builds a connection with EIANZ	50.00% 13
Provide a professional development program that is consistent with industry best practice that incorporates an agreed set of proficiencies	80.77% 21
Total Respondents: 26	

#	Other (please specify)	Date
1	I'm not been invovled with the program enough to know	2/11/2017 10:42 AM
2	Shows the participant is committed to professional development	2/1/2017 9:03 AM
3	EIANZ professionals able to assess the qualities and capabilities of ECP and reference.	1/30/2017 5:28 AM
4	Networking opportunities	1/27/2017 2:51 PM



Q3 Are you familiar with STEPS?

Answered: 27 Skipped: 0



Answer Choices	Responses	
Yes	48.15%	13
No	51.85%	14
Total		27

Q4 If you are familiar with STEPS, do you have any feedback that you would like to provide?

Answered: 8 Skipped: 19

#	Responses	Date
1	Add a new module about self-career management + reduce cost of program	2/16/2017 7:47 PM
2	The scheme didn't live up to the hype which is really sad. There has been no information on it for a long time.	2/3/2017 2:44 PM
3	STEPS courses haven't been frequent enough or offered in enough places for it to be an effective program	1/30/2017 7:42 PM
4	I wonder if running short 'two-day' block course for those on STEPS with particular professional development emphasis. A mixture of personal and professional development.	1/30/2017 5:28 AM
5	it needs to be more transferable (able to operate) in locations where there are smaller numbers of EIANZ members	1/30/2017 5:10 AM
6	Accessibility is an issues - ie too expensive and only delivered in person.	1/27/2017 2:11 PM
7	Further STEPS training in the northern regions would be great, otherwise offered via virtual technology.	1/27/2017 10:35 AM
8	Note regarding question 3: I am only broadly familiar with STEPS, and have no personal experience with it. You should have provided an appropriate third option in Q3.	1/27/2017 10:27 AM

Appendix 5

Summary of ECP and PD Programs of Other Professional Associations and Employers

Association	Program
Aurecon	<p>Aurecon has an internal graduate program. The program is intentionally broad based and not specialised. There is a full day welcome, induction, meeting people and being told about Aurecon and what to expect about working at Aurecon. The graduates form peer relationships which is very important in settling into the workplace. There are 5 separate modules – Personal Branding (making a good first impression); Networking; Collaborative Teamwork – working with others; Communication – Habits of Highly Effective Communicators; Clients – how to deal with them and understand Aurecon's client methodology; Ethics and Professional Conduct – based on real case studies in Aurecon.</p> <p>Aurecon have moved away from competencies. Values and Attributes is what matters. The 8 Attributes Aurecon looks for in their people (and these are based on what clients have said) are:</p> <ul style="list-style-type: none"> • Co-creative • Commercial • Sense making • Inquisitive • Fearless • Resourcefulness • Engaging • Unconventional thinking
ALGA	<p>ALGA is a small specialised professional association representing a broad range of disciplines in the contaminated land and groundwater remediation sector. Its training model is around industry's needs in this sector. It runs events, promotes conferences and workshops on specialised topics provided by local and international experts. ALGA does not provide any specific program for ECPs.</p>
Beca	<p>Beca is providing training which, places more emphasis on business proficiencies and developing behavioural skills in a commercial context from Day 1 across all disciplines. This is in addition to technical training. Beca has a 2 year graduate program for interns to enable them to become connected to the company before they graduate. The program is broad due to the number of graduate disciplines</p> <p>During initial years of employment Beca provides on the job technical training. Thereafter the onus is more on the employees to map out their goals and how they can be achieved including training they need to realise their goals.</p>
Consult Australia	<p>Consult Australia is a peak industry body representing the business interests of some 48,000 firms (from sole practitioners to 500 large</p>



Association	Program
	<p>firms) that operate in the built and natural environment and employ 65,000 staff. It has revenue of \$3.5M. It covers a broad range of professional disciplines.</p> <p>Consult Australia's strategic vision is to improve the business environment in which its member firms operate. The professional development it offers is intentionally broad based and business focussed and not technical.</p> <p>Consult Australia has Divisions in each State. Both the Victorian and NSW Divisions were consulted. The NSW Division conducts the FutureNet Business Leaders Course. http://www.consultaustralia.com.au/Home/education/ConsultAustraliaEducation/FNBL.aspx</p> <p>The NSW Division FutureNet Business Leaders Course involves 9 x 2 hour seminars in the evening 4-6pm. At the end you form into groups and do a project – eg write the tender for a second airport and then this is presented to a judging panel of government representatives and a presentation is made to the winner at a dinner explaining why they won. It cost \$4,500, the bulk of the cost being in the dinner/venue hire and the assignment components.</p> <p>The Victorian Division FutureNet Professional Development Series involves 9 x 2 hour seminars in the evening 4-6 pm and costs \$1,350. There is no project assignment or dinner component. The Victorian Division did at one time conduct the Business Leaders Course, it discontinued it due to declining attendance and concerns that it was too costly. It was replaced by a simpler FutureNet Professional Development Series which is the model the SA and Qld Divisions intend to adopt.</p>
Engineers Education Australia	<p>Engineers Australia Graduate Program (EAGP) http://eeaust.com.au/programs/graduate-program</p> <p>EAGP is delivered by Engineering Education Australia which is an arm of Engineers Australia. Engineers Australia is the professional association for engineers, has over 100,000 members and revenue of over \$50M.</p> <p>EAGP offers structured learning and development to support the transition from university graduate to future leader. The program is industry relevant, uses the latest understanding of neuro science to inform contemporary learning techniques, is designed to be engaging and flexible. The program aims to develop engineering graduates into confident decision makers that will be on their way to becoming Chartered ready. Completion of the EAGP is not a formal requirement to chartered status.</p> <p>The course content and material was developed and provided by Deakin Prime, the consulting education arm of Deakin University. Upon completion of the Program, application can be</p>



Association	Program
	made for a Graduate Certificate from Deakin University with a pathway to a Master's postgraduate degree.
GHD	GHD has a range of in-house programs across a number of disciplines that make up the firm. The learning and development is run by the GHD Global Business School.
Institute of Environmental Management and Assessment (IEMA)	<p>IEMA is that largest professional body for environmental practitioners in the UK and worldwide has over 15,000 members. There is a Skills Map to determine different levels of membership https://www.iema.net/skills-map#step_selection.</p> <p>Each level of membership is designated by a post nominal. IEMA has invested in informing employers and the environmental management industry what the different levels of membership mean so the post nominal does have value in the market place.</p> <p>Graduate level of membership is designed by a post nominal of GradIEMA. As a professional's career progresses you move up to higher levels of membership.</p> <p>IEMA offers an extensive range of courses for practitioners throughout their professional life. The courses are provided by "credited" or "approved" external providers at a range of training centres around the UK. External providers apply to get credited or approved. There course of relevance to ECPs.</p> <p>Foundation Certificate Course</p> <p>http://training.iema.net/training-courses/course-list.html?course_id=2</p> <p>The Foundation Certificate is a 5 day course which is assessed through a 1 hour 10 question online multiple choice test. On completion participants are entitled to move to the next level of membership, Associate Membership and use the post nominal AIEMA.</p> <p>The next level is Practitioner Level which is the equivalent of CEnvP. This is a detailed panel assessment and interview to prove the practitioner can demonstrate the required levels on the Skills Map.</p>
International Association for Impact Assessment (IAIA)	IAIA do not provide a specific program for ECPs. However, it provides a range of training courses each year in conjunction with its annual conference. There is also a suite of webinars and training manuals that are crowd sourced from members and a member only free online training from long time IAIA member, Dr Larry Canter. http://www.iaia.org/iaia-training-courses.php
IWES	IWES is owned by the University of Queensland and is Australia's leading provider of short courses for environmental professionals.



Association	Program
	Though not a professional association, it is included here given the relevance of the wide range of courses it offers to people working in the environment industry, not just environmental professionals. http://www.iwes.com.au/main.php?page=allcourses
Planning Institute of Australia (PIA)	PIA does not offer a specific ECP program. It provides a range of professional developments events to members for all stages in their career. PIA has a compulsory professional development policy that requires each grade of membership to meet a specified number of CPD units. Units can be earned in a variety of ways, including writing journal articles and presenting at conferences. https://www.planning.org.au/certification
WasteMINZ	WasteMINZ offers ECPs PD at its annual conference and through workshops and webinars. Training is not just focussed on ECPs but is also tailored to the various disciplines that comprise the waste management and contaminated land sector. http://www.wasteminz.org.nz
Young Professionals Continuing Career Development	Certificate of Professional Practice http://www.ypccd.org.au/cpp Course topics includes Business Writing, Communications Skills, Project Management, Problem Solving, Presentation Skills, Digital Literacy Tag line of "professional skills qualify you to do the job, enterprise skills prepare you to do well."

Appendix 6

Summary of Universities and Tertiary Institutions providing Graduate Certificate* or Diploma** Environment Relevant Courses#

*Generally 6 months full time

** Generally 12 months full time

Monash University, University of Queensland (other than its IWES arm), University of New South Wales, La Trobe University, Deakin University, University of Western Australia and Charles Darwin University do not appear from desk top research to offer Graduate Certificate or Diploma environment relevant courses.

Institution	Graduate Certificate or Diploma Course
Adelaide University	<p>Graduate Certificate in Environmental Policy and Management http://www.adelaide.edu.au/degree-finder/2017/gcepm_gcenvp&m.html</p> <p>Graduate Diploma in Environmental Policy and Management http://www.adelaide.edu.au/degree-finder/2017/gdepm_gdenvp&m.html</p> <p>One core subject, Environmental Planning and Governance and then choice of electives (more in case of Diploma), including environmental impact assessment, environmental economics, applied spatial analysis and environmental ethics.</p>
Australian National University	<p>Graduate Certificate in Environment http://programsandcourses.anu.edu.au/2017/program/6659XGCENV</p> <p>Graduate Diploma in Environment http://programsandcourses.anu.edu.au/2017/program/DENV1</p> <p>Flexibility in subject choice from a wide range of multi disciplinary subjects.</p>
Chifley Business School	<p>Chifley Business School (CBS) is now owned by Torrens University Australia. CBS was established in 1989 by the Association of Professional Engineers, Scientists and Managers Australia to provide management and leadership training for engineers and scientists. It has evolved into Australia's largest online MBA program. It also provides a range of diploma and certificate courses.</p> <p>Diploma of Project Management</p> <p>Diploma of Global Project Management</p> <p>Graduate Certificate of Global Project Management http://www.torrens.edu.au/courses/project-management</p> <p>Members of Professionals Australia can access these courses at a discount. http://www.professionalsaustralia.org.au/support/career-progression/moving-management/chifley-business-school/</p>



Institution	Graduate Certificate or Diploma Course
Curtin University	<p>Graduate Certificate in Sustainability and Climate Change http://courses.curtin.edu.au/course_overview/postgraduate/GCert-Sustainability-Climate</p> <p>Graduate Diploma in Sustainability and Climate Change (12 months) http://courses.curtin.edu.au/course_overview/postgraduate/GDip-Sustainability-Climate</p> <p>The courses have a strong focus on the application of skills to real life issues through project work.</p>
Green Steps	<p>Green Steps is an initiative of the Monash Sustainable Institute which is part of Monash University.</p> <p>Green Steps @ Uni for undergraduates who take part in six days of extracurricular (voluntary) training across two weekends (Friday-Sunday) including a 15 day internship with an external organisation. The topics cover dealing with current environmental issues, environmental auditing, effective communication and project management. The course is free but applicants must go through a selection and interview process to gain a place on the program. The course is provided at a range of partner universities. http://www.greensteps.edu.au/students</p> <p>Green Steps also provides short courses and tailored courses for organisations to embed sustainability in the workplace.</p>
Griffith University	<p>Graduate Certificate in Urban and Environmental Planning https://degrees.griffith.edu.au/Program/3216/Overview/Domestic?searchHash=YQEiLFhgMQKdV6JXba5YdWqHg5s%3D</p> <p>Graduate Diploma of Research Studies in Environment https://degrees.griffith.edu.au/Program/4180/Overview/Domestic?searchHash=1XqyFjv46BFKtqRCYux83XILkBo%3D</p>
James Cook University	<p>Bachelor of Environmental Practice https://www.jcu.edu.au/courses-and-study/courses/bachelor-of-environmental-practice</p> <p>Though this is a Bachelor course, it is included in this list as it demonstrates a degree that itself tries to better bridge the academic and the workplace. JCU introduced the new Bachelor of Environmental Practice in 2017 to address some of the theoretical, content/knowledge and practical skills shortages in many current environmental management graduates. The structure and subjects were developed following extensive industry research and consultation. The degree consists of core skill areas which every graduate must successfully complete, and specific designated areas of specialisation depending on the students proposed area of interest (major) - students are encouraged to also undertake a minor that complements this while also diversifying their skill set. One of the subjects includes a Professional Placement. As this is a new degree there is likely to be significant potential to develop and enhance content towards a</p>



Institution	Graduate Certificate or Diploma Course
	proposed Graduate Certificate in Environmental Practice for early career professionals (5+ years).
RMIT University	<p>These courses are focused on spatial and data analytical skills using GIS technology and software and designed to be industry specific.</p> <p>Certificate IV in Surveying http://www.rmit.edu.au/study-with-us/levels-of-study/vocational-study/certificates/c4388</p> <p>Integrating practical skills with analytical skills using GIS.</p> <p>Diploma of Surveying http://www.rmit.edu.au/study-with-us/levels-of-study/vocational-study/diplomas/c5368</p> <p>Focus on geodetic surveying computations.</p> <p>Advanced Diploma in Surveying (12 months) http://www.rmit.edu.au/study-with-us/levels-of-study/vocational-study/advanced-diplomas/c6156</p> <p>Using cutting edge technology and software.</p>
University of Melbourne, Office for Environmental Programs	<p>Graduate Certificate in Environment http://science-courses.unimelb.edu.au/study/degrees/graduate-certificate-in-environment/overview</p> <p>Graduate Diploma in Environment http://science-courses.unimelb.edu.au/study/degrees/graduate-diploma-in-environment/overview</p> <p>A flexible multi-disciplinary course comprising Sustainability Governance and Leadership is a core subject and three or seven elective subjects (chosen from a vast array) tailored to an individual's specialisation. The course is designed to respond to employers in the environmental sector seeking graduates who can integrate knowledge across disciplines, collaborate across disciplines and translate information to different audiences.</p>
University of South Australia	<p>Graduate Certificate in Environment Science http://programs.unisa.edu.au/public/pcms/program.aspx?pageid=318&sid=305</p> <p>Graduate Diploma in Environment Science (12 months) http://programs.unisa.edu.au/public/pcms/program.aspx?pageid=318&sid=305</p> <p>Developed from industry's demand and with an industry based advisory body to oversee delivery to ensure to meets industry standards. The course develops skills to understand and manage resources within a sustainability framework, multi-disciplinary skills, understanding and application of</p>



Institution	Graduate Certificate or Diploma Course
	<p>systems thinking, spatial data management and analysis skills and project management skills. It offers the most up-to-date Geographic Information Systems (GIS) and spatial data analysis equipment for you to use in this program with all GIS laboratories equipped with the latest software that meets industry standards.</p>
University of Sydney	<p>Graduate Certificate in Environmental Science http://sydney.edu.au/courses/programs/postgrad-environmental-science-and-sustainability/graduate-certificate-in-environmental-science</p> <p>Graduate Diploma in Environmental Science http://sydney.edu.au/courses/programs/postgrad-environmental-science-and-sustainability/graduate-diploma-in-environmental-science</p> <p>Graduate Certificate in Sustainability http://sydney.edu.au/courses/programs/postgrad-environmental-science-and-sustainability/graduate-diploma-in-sustainability</p> <p>Graduate Diploma in Sustainability http://sydney.edu.au/courses/programs/postgrad-environmental-science-and-sustainability/graduate-diploma-in-sustainability</p> <p>The above course offer flexibility in subject choice to provide the ability of solve environmental problems that require integration of knowledge from diverse disciplines. The courses consist of core unit(s) and elective units.</p>
University of Auckland	<p>Post Graduate Diploma in Environmental Management. http://www.env.auckland.ac.nz/en/about/our-postgraduate-courses/pg-environmental-management-courses.html</p> <p>The School of Environment offers a Diploma encompassing core courses and electives in a variety of subject areas including applied ecology, systems approaches, sustainable management, social and cultural drivers, economics, policy, governance and environmental education.</p>
Victoria University	<p>The School of Post Graduate Diploma in Environmental Sciences offers Postgraduate Diploma and Masters in Environmental Science allowing undergraduates to improve their skills and knowledge in applying environmental research in academic and real world situations and in resource management and governance.</p> <p>http://www.victoria.ac.nz/sgees/study/postgraduate-study/enviromental-studies/study-options</p>
University of Otago Geography Department	<p>Bachelor of Applied Science majoring in Environmental Management http://www.otago.ac.nz/courses/subjects/envm.html</p> <p>The degree covers the science of environmental systems and problem solving and the wider social, economic and political context, including the requirements of environmental legislation. It is intended to provide the</p>



Institution	Graduate Certificate or Diploma Course
	graduate with the skills and knowledge to find creative responses to environmental challenges.
Lincoln University	<p>Bachelor of Environmental Management</p> <p>http://www.lincoln.ac.nz/Study/Qualifications/Qualification/?QualCode=b.environmental%20mgt</p> <p>The degree allows graduates to distinguish between principles, methods and tools and apply them to varying contexts such as water, conservation, natural hazards and urban settings. The Bachelor course is described as providing a good academic background for gaining professional certification with EIANZ.</p>
University of Tasmania	<p>Graduate Diploma of Environmental Planning</p> <p>http://www.utas.edu.au/courses/set/courses/s6l-graduate-diploma-of-environmental-planning</p> <p>Students undertake an industry placement that provides an opportunity to incorporate the knowledge gained in the course into planning practice.</p> <p>The course is accredited by the Planning Institute of Australia.</p>



Appendix 7

Indicative catalogue of externally provided potential EIANZ Steps short course modules

Provider	Course
ALGA	Refer calendar of events from time to time http://landandgroundwater.com/events
Chisholm TAFE	Chisholm TAFE responded to the Expression of Interest in 2013 to provide Steps modules. It has a range of courses which may be relevant to EIANZ Steps: Introduction to Indigenous Flora and Fauna https://www.chisholm.edu.au/courses/short-course/introduction-to-indigenous-flora-and-fauna Diploma of Conservation and Land Management https://www.chisholm.edu.au/courses/diploma/conservation-and-land-management Diploma in Project Management https://www.chisholm.edu.au/courses/diploma/project-management Certificate IV in Project Management Practice https://www.chisholm.edu.au/courses/certificate-iv/project-management-practice
Engineers Education Australia	Analysing and Improving Communication (one day) http://ee aust.com.au/courses/business-and-leadership/analysing-and-improving-communication-detail Effective Communication (one day) http://ee aust.com.au/courses/business-and-leadership/effective-communication-detail Writing Better Reports (one day) http://ee aust.com.au/courses/business-and-leadership/report-writing-workshop-detail Influencing and Negotiation Skills (one day) http://ee aust.com.au/courses/business-and-leadership/influence-and-negotiation-detail Presentation Skills Seminar http://ee aust.com.au/courses/seminars/yea-presentation-skills-detail Presentation Skills (one day) http://ee aust.com.au/courses/business-and-leadership/advanced-presentation-skills-for-technical-experts-63-detail



Provider	Course
	<p>Project Management Essentials (2 days)</p> <p>http://eeeaust.com.au/courses/project-management-essentials-35-detail</p>
Hunter and North Coast TAFE	<p>Hunter and North Coast TAFE responded to the Expression of Interest EIANZ advertised in 2013 to provide EIANZ Steps modules. Like most TAFES there is a very wide range of courses. Of relevance to Steps would be:</p> <p>Certificate IV in Project Management</p> <p>http://www.hunter.tafensw.edu.au/browse-courses/pages/bsb41515-01v03-certificate-iv-in-project-management-practice.aspx</p> <p>Diploma of Project Management</p> <p>http://www.hunter.tafensw.edu.au/browse-courses/pages/bsb51415r1-01v01-diploma-of-project-management.aspx</p> <p>Certificate III in Surveying and Spatial Information Services</p> <p>http://www.hunter.tafensw.edu.au/browse-courses/pages/cpp30112-01v01-certificate-iii-in-surveying-and-spatial-information-services.aspx</p>
IAIA	<p>IAIA various online resources crowd sourced from members.</p> <p>http://www.iaia.org/resources.php</p>
IAP2	<p>Certificate in Engagement (over 5 days)</p> <p>https://www.iap2.org.au/Training/IAP2-Australasia-Certificate</p>
IWES	<p>Wide range of practical courses applying technical knowledge</p> <p>http://www.iwes.com.au/main.php?page=allcourses</p>
PIA	<p>Refer events from time to time</p> <p>https://www.planning.org.au/events</p>
SAI Global	<p>SAI Global (formerly Standards Australia) is Australia's peak non-government standards development organisations. It provides a range of courses in Environmental Management Systems either e-learning or face to face in a range of locations across Australia.</p> <p>https://www.saiglobal.com/en-au/training_and_education/training_and_knowledge/environmental_management/</p>
WasteMINZ	<p>Upcoming training courses and allied events are listed in the website event calendar tab.</p> <p>http://www.wasteminz.org.nz/news-events/events/events-calendar/</p>

Appendix 8

Acquittal of questions to be addressed by review

In preparing its report and recommendations, the Review Committee was required by the Terms of Reference to consider the questions outlined below and other relevant issues raised during consultation.

The formal responses to the questions are:

Past

- What was the original purpose of Steps?

Finding 1: The original purpose of EIANZ Steps is as stated on the EIANZ Steps webpage. It remains fundamentally sound, ie:

“Aligned with the Institute’s mission to lead excellence in environmental practice, the Steps Program plays an integral role in building the knowledge and skills of environmental professionals, providing a pathway to skilled and ethical practice and potential certification.”

- Was the purpose of Steps translated appropriately by the foundation year program?

Finding 2: The original purpose of Steps was intended to be reflected in the foundation year program but was let down by the delivery model.

- Was the foundation year delivery successful? What worked well and what could have been improved?

Finding 3: Chapter 2 describes what worked well and what could have been improved. For the reasons described in Chapter 2, the foundation year delivery was not successful.

Present

- Is the proficiency matrix still relevant to contemporary environmental practice and early career practitioners?

Finding 4: Based on external and internal stakeholder consultations, the proficiency matrix is supported in concept as a self assessment tool for Steps participants. SECC also noted that ECPs are assessed in the workplace according to their employer’s competencies and that ECPs will also want to meet these as they determine their career advancement prospects within their employer. The proficiency matrix is currently used by QAS and is expected to be used by CEnvP. The Review Committee have recommended that the matrix be reviewed, in consultation with SECC, QAS and CEnvP Board, to be simplified and modernised to be more relevant to contemporary environmental practice for ECPs. The review should be completed by the end of the calendar year 2017. A revised EIANZ Steps can and should proceed independently of any review of the proficiency matrix.



- What delivery mechanisms are available for Steps modules delivered by EIANZ?

Finding 5: There are a number of delivery mechanisms available and these are discussed in Chapter 4. What matters most is that the delivery model should meet the needs of ECPs, be seen as value for money by their employers and line managers and be within EIANZ's resources to be able to guarantee delivery and service level.

Future

- Would a revised Steps program meet the needs of current and future early career practitioners?

Finding 6: A revised EIANZ Steps program as recommended in Chapter 6 would meet the needs of current and future early career practitioners.

- How would a revised Steps program align with and contribute to the delivery of the EIANZ's Corporate Plan?

Finding 7: As described in Chapter 5 a revised EIANZ Steps would align well with and contribute to the delivery of EIANZ's Corporate Plan.

- What role should modules delivered by the EIANZ play in assisting early career practitioners in developing towards competencies?

Finding 8: This is discussed in Chapter 6. In particular, the environmental ethics module is seen as a core module where EIANZ has a distinctive role to play.

- Should the EIANZ invest in the delivery of a revised Steps program? If so:

Finding 9: Resoundingly yes.

- What principles should a Steps program be based on?

Finding 10: These principles are outlined in the General Observations in Chapter 4 and have guided the recommended content, design and delivery model of the revised EIANZ Steps and its governance and implementation arrangements.

- What governance, monitoring, reporting and review arrangements should be implemented?

Finding 11: These arrangements are discussed in Chapter 7.

Appendix 9

Steps Chronological History

Time	Activity	Comment
Mid-2000s	The Institute identified a gap between graduating from university and gaining CEnvP certification. This led to initial discussions around a PD program targeted at early career professionals.	
Late 2000's	<p>Professional Development for Environmental Practitioners in Australia – Griffith University and EIANZ</p> <p><u>Intent</u> To formalise the structure of EIANZ's professional development program and activities to better cater for the needs of environmental practitioners and to create a PD program particularly for early-career professionals.</p> <p><u>Features</u></p> <ul style="list-style-type: none"> • Background to Steps and key underlying principles • Overview of the environment profession in Australia and current trends • Benchmarking and comparative assessment of professional recognition programs for environmental practitioners in Australia and overseas • How professional bodies define and access competency standards • Competency standards and links to professional recognition schemes • Identified and examined the range of professional development activities and programs in place across EIANZ and provided recommendations on how these could be strengthened (included the proposed Steps program) • Considered steps to help improve the planning and implementation of PD activities and programs of the Institute • Proposed a set of core competencies as an anchor point for professional development • Discussed a career path model that includes existing and proposed PD activities and programs 	<ul style="list-style-type: none"> • This paper outlined a formal and detailed process for applying for Steps and managing participation • No financial modelling for how the program would be implemented • Complex yet well-received document that outlined not only Steps but overall PD • SEQ driven – broader engagement with broader organisation may have been an issue and could have had an impact on by-in



	<ul style="list-style-type: none"> • Suggested a process for implementation • Proposed draft CPD guidelines for members, CEnvPs and Steps participants • Proposed a detailed program outline for Steps including: <ul style="list-style-type: none"> ➢ Program structure ➢ Administration ➢ Mechanisms for competency assessment ➢ Mentoring (optional) and training modules ➢ Target group ➢ Benefits of participating ➢ Tools and mechanisms to help participants achieve the competencies required for certification ➢ Identifies modules as the key component of the program (identifies a list of modules and potential training providers) • Outlined a short-term action plan <p><u>Proposed program structure</u> <i>Application process</i> <i>Level 1: Basic</i> Targeted to graduates and professionals with less than 3 years' experience Participants self-assess competency and identify gaps, and selected PD <i>Level 2: Intermediate</i> Targeted to graduates and professional with 3-5 years' experience</p>	
2009	<p>Steps Phase 1 Implementation EnviroPartners commissioned to prepare an implementation plan for Steps which included:</p> <ul style="list-style-type: none"> • Refined proficiencies • A mentoring framework and guidelines (building on programs in place in Divisions) • A Steps CPD guideline <p><u>Process for developing the implementation plan</u></p> <ul style="list-style-type: none"> ➢ A workshop, including SEQ members, students and early career professionals, large private organisations, regulators and tertiary 	<ul style="list-style-type: none"> • Plan largely consistent with earlier work by Griffith et al. • Detailed plan that provided a basis from which delivery modules could be developed • Plan did not fully identify the scope and extent of delivery modules and how they would be provided • Plan did not identify financial considerations of proceeding or resource implications

	<p>institutions, was held to discuss revised proficiencies and produce a draft proficiency assessment and mentoring table</p> <ul style="list-style-type: none"> ➤ Workshop outcomes led to production of draft CPD Steps guidelines (incorporated into SEQ's 3 year plan) ➤ Workshop materials presented to EIANZ Annual Conference in 2009 (outcomes included in final report) 	<ul style="list-style-type: none"> • Plan was comprehensive and detailed although perhaps too ambitious • The plan was not fully embedded across the entire Institute
Early 2010s	<p>Steps implementation stalled</p> <ul style="list-style-type: none"> • Governance of Steps unclear – it sat under the PD Committee, which had no clear links to the SECC • There was a disconnect identified between proficiencies articulated in the Steps implementation plan and the proficiency CPD requirements / proficiencies as a basis for certification (other than referee reports) • No clear consensus / direction from EIANZ leadership about how to translate implementation plan into action 	<ul style="list-style-type: none"> • Implementation plan complexity meant it was difficult for Council to progress to next steps • There was a lack of committed resources to progress (both volunteer and paid staff) • The PD committee had a lack of resources / personnel and could not prioritise Steps
2013	<p>Steps Steering Committee formed and program launched</p> <ul style="list-style-type: none"> • The Committee comprised: <ul style="list-style-type: none"> ○ Alan Chenoweth ○ Barbara Radcliffe ○ Paul Keighley ○ Ian Boothroyd ○ Nigel Murphy ○ Michael Chilcott ○ Nicole Brown – as Steps program manager. ○ Memento Hudson - as SECC Chair. • Budget for staffing was provided by EIANZ and CEnvP program • Tagline for Steps created – “Your Pathway to Skilled and Ethical Environmental Practice and Certification” • EIANZ Central Office undertook preparatory work for a Steps foundation year in 2014, with a view to run 4 modules at least once each throughout the year • Steps launched at the 2013 Annual Conference in Melbourne 	<ul style="list-style-type: none"> • The Steering Committee was passionate and committed to Steps but failed to develop a consensus view about the scope and extent of Steps and how it would be delivered • The Committee used the work previously done as a basis for a refined proficiency matrix but failed to properly involve members that had previously played significant parts in the development of Steps • The delivery model articulated in the foundation year program included development modules, mentoring and networking • 1-5 year program was overly ambitious and too complex • Delivery model too intricate



	<ul style="list-style-type: none"> Proficiency matrix was the foundation of Steps and built on work done by Griffith University and EnviroPartners which also included mentoring and networking The foundation year program was only a 1 year program but presented as a broader 5 year course <p>The Steps initiative was effectively stalled by late 2013.</p>	<ul style="list-style-type: none"> The Committee did not effectively connect and involve the Institute in its work It had a complex budget model that was too ambitious and unrealistic There was poor engagement and buy-in with the Institute and its members, industry, government and universities which made implementation difficult There was an attempt to reduce the foundation year program to something more achievable (focussed on face-to-face modules in 4 proficiency areas) Successful delivery relied on substantial investment, much identified through sponsorship EIANZ did not have the in-house skills or resources (volunteer and paid staff) to implement a program with this degree of complexity (particularly in training development, delivery and assessment)
2014	<p>Steps program foundation year</p> <p><u>Link to strategic planning</u></p> <p>In early 2014, the EIANZ Council released a new strategy. This included an 'integrated membership scheme' that involved:</p> <ul style="list-style-type: none"> A framework for recognition of competency as a basis for being a professional member of the EIANZ Various levels of recognition (Student Member, Associate Member, Full Member, Certified Environmental Practitioner, Fellow Member and Retired Member) Required acceptance of and practice in accordance with the EIANZ Code of Ethics and Professional Conduct, and a demonstrated commitment to practice and continuing professional development 	<ul style="list-style-type: none"> Steps remained a priority initiative even though implementation proving difficult Change in Institute governance and management led to changed direction for Steps The foundation year was poorly executed – only 1 module delivered twice There was still no consensus view across the Institute about what constituted Steps and how it would be delivered There was not a coordinated approach to delivery between Central Office and the Divisions / NZ Chapter



	<ul style="list-style-type: none">For Student and Associate Members, provided Staged Training for Environmental Professionals (Steps) as a pathway to higher levels of membership <p><u>Implementation</u></p> <ul style="list-style-type: none">A 'Manager, Strategic Programs' was appointed in Central Office to lead implementation of the Steps ProgramProgram was reduced to delivery via face-to-face modules in an attempt to produce a program that was achievable and deliverableTrainers were appointed to run 4 modules face-to-face (contract for 2 year term that expired in early 2017)The environmental impact assessment model was run twice and no other modules were delivered	
2015 - 2016	No Steps activities undertaken	
Late 2016	Steps Review established	

Appendix 10

Indicative Module Overview

ElANZ Steps Level 1 Foundations of Environmental Practice

- Introduction to Environmental Practice
- Introduction to Environmental Ethics

The following indicative overview has been developed by the ElANZ Steps Review Committee as a guide for speakers to learning outcomes, content structure and learning method of the two core ElANZ provided modules for ElANZ Steps Level 1. The module overviews will be further developed and refined as part of implementation.

General information and guidelines for speakers

ElANZ Steps Level 1 Context: ElANZ Steps Level 1 is aimed at early career environmental professionals in their first year in the workplace. ElANZ Steps Level 1 is intended as a highly engaging introductory program to encourage early career environmental professionals to appreciate the benefits of professional development and make an early commitment to career long professional development as part of being a responsible environmental professional. Upon completion of ElANZ Steps Level 1, it is expected that participants will go on to commence ElANZ Steps Level 2 Advanced Environmental Practice in their second to third year in the workplace. ElANZ Steps Level 2 is a more rigorous program at the completion of which the participant should be able to carry out professional work without detailed supervision but with guidance on unusual features and is usually engaged on more responsible assignments requiring substantial professional experience. ElANZ Steps is a potential pathway to certification but it is not formally linked to CEnvP.

Participants: Participants will come from across Australia and New Zealand. There may be up to 30 participants in a class. Time zones can vary by as much as 5 hours from New Zealand to Western Australia.

Delivery method: Each ElANZ core module comprises webinars that will be conducted approximately every two weeks over a 12 week period:

- Introduction to Environmental Practice 3 x 2 hour webinars
- Introduction to Environmental Ethics 2 x 2 hour webinars.

Sessions are intended to be practical, highly interactive and engaging between the speaker and the participants and between the participants themselves. Please refer to the guidance notes later on webinar design principles, interactive engagement and moderation.

Mentoring sessions: Mentoring is a key component of the overall EIANZ Steps program. To time block participants learning efficiently, each webinar will be either preceded or followed by a one hour mentoring session with the participant's mentor. This may be a group mentoring session with no more than 4-5 participants.

Learning materials: These include pre-readings, case studies and scenarios, any pre-work required and presentation notes and other materials to be used by the speaker. Other materials are yet to be developed and could include relevant content from TED Talks, YouTube videos and articles and other media drawn from reputable sources.

Webinar design principles moderation: To maximise learning outcomes, webinars require special attention in their design and delivery to enable preparation and information sharing ahead of time and continued reflection and sharing of learnings afterwards. As the modules are entirely webinar based, it is important that speakers are engaging and skilful in their moderation to foster interaction and not just be a talking head pushing out information with participants passively listening or multi-tasking.

EIANZ uses GoToMeeting and GoToWebinar (G2M/W) software. Guides for use by speakers and participants are available on the G2M/W website. G2M/W has a range of engagement functions including 'raise hand' and 'silent mic' for asking questions, collaborative platforms for sharing documents or presentation slides, quick polls and surveys. Speakers are encouraged to use these engagement and collaborative tools in the design and delivery of their webinar content.

Key elements of good webinar design and moderation are:

- Participants and speakers will 'virtually' introduce themselves to each other by posting a short profile on a dedicated and secure online page.
- Participants will be given the name of one other participant with whom they must have a 15 minute 'get to know you' conversation prior to commencing the program.
- Materials and information that participants can pre-read and review in their own time must be provided by speakers a reasonable time ahead of the webinar, eg case study or scenario outlines and questions for participant to consider by way of preparation.
- Participants will be asked to submit questions in advance of a webinar to help guide speakers in understanding which areas of the topic are of most interest to participants.
- Ideally the webinars will involve at least two speakers so that it can be more conversational in style between the speakers.
- In the plenary sessions at the end of each webinar, questions can be posed using the 'raise hand' or the 'silent mic' function on the webinar

software.

- If participants do not ask questions, speakers should randomly call on named participants and invite them to offer a view.
- Speakers are asked to leave the participants with a question or issue at the end of the webinar as a catalyst so that the participants can continue to dialogue through the dedicated participant LinkedIn group.
- Speakers are asked to answer any questions that may be remaining on the 'silent mic' that were not able to be addressed in the webinar.

Introduction to Environmental Practice – Content of module

This will be the first module in EIANZ Steps Level 1 and is intended to provide a broad overview of the entire L1 program.

Each webinar will have the following focus:

Webinar 1: This webinar is intended to give a broad overview of what professional life in the workplace is like. It is intentionally light in content and intended as an ice breaker in a relaxed atmosphere to foster a collegiate spirit and trust within the participant group so that they start to build peer networks for collegial support. It will comprise:

- a presentation on 'A Day in the Life of an ECP' (30 mins) by an 3-4 year ECP and their line manager;
- concluding with 'Rookie errors 101' (30 mins); and
- a question and answer session 'All I ever wanted to ask about environmental practice' (participants will have sent questions in advance) (60 mins).

Webinar 2: Putting Environmental Sustainability into Practice. This webinar aligns to Environmental Awareness and Policy and Planning proficiencies. Having recently graduated the participants will already have a good knowledge of the theoretical frameworks of sustainability principles, environmentally sustainable development, environmental law and policy and environmental management. What they want to know is how that translates into or plays out practice in the real world. Speakers are to discuss 2-3 real life contrasting case studies (on a de-identified basis) which show the complexity of issues environmental professionals have to face and to use the Socratic method to ask the participants how they would approach it. The case studies should be sent to participants in advance so that participants come prepared with their thoughts on approaches. It is important that the participants have to problem solve themselves rather than being spoon fed information as they were in lectures and tutorials at universities.

Participants will be asked to submit questions in advance to help guide

speakers in understanding which areas are of most interest. The webinar will conclude with a plenary session (60 mins) with answers to questions through the 'raise hand' or 'silent mic' function on the webinar software. Speakers are asked to leave the participants with a question or issue as a catalyst so that the participants can continue to dialogue through the dedicated participant LinkedIn group.

Webinar 3: The importance of social intelligence, business acumen and geospatial/data/digital:

- social intelligence: This aligns to aspects of the Communications proficiency. It encompasses the importance of showing initiative, getting along with others in the workplace and showing emerging leadership characteristics; (20 mins)
- business acumen: This aligns to aspects of the Professional Practice proficiency. It encompasses an introductory understanding of the economic implications of advice/decision, why good project budgeting, project management and costing and charging matter; (20 mins)
- Geospatial/data/digital: This aligns to aspects of Decision Making. It encompasses an understanding that the work of environmental professionals is increasingly technologically enabled through digital and other technology used to collect data, the range of geospatial data sets available for desk top research, software tools used to model and predict natural systems, how to analyse data and understand the limitations of data or models. (20 mins)

Participants will be asked to submit questions in advance to help guide speakers in understanding which areas are of most interest. The webinar will conclude with a plenary session (60 mins) with answers to questions through the 'raise hand' or 'silent mic' function on the webinar software. Speakers are asked to leave the participants with a question or issue that the participants can continue to dialogue through the dedicated participant LinkedIn group.

Learning outcome: Delivered by industry professionals, the module is designed to equip participants with practical insights for approaching their work tasks. They will gain an understanding of the breadth and complexity of the environmental issues and have practised their problem solving skills and shared their early experiences in a low risk setting. They will have started to establish collegial relationships with other participants with whom they can continue to dialogue either directly or via the dedicated LinkedIn Group.

Introduction to Environmental Ethic – Content of module

Each webinar will have the following focus:

Webinar 1: The what, why and how of environmental ethics. This webinar aligns to the Environmental Ethics proficiency and comprises:

- Definition of Environmental Ethics - Australian and international standards (20 mins);
- EIANZ and Ethics - why focus on ethical practice; the ethical and social responsibility of environmental professionals; maintaining high standards of professional integrity; serving the public interest as the ultimate stakeholder (20 mins);
- Ethics in Use - panel discussion of real life examples; challenges and strategies for early professionals; developing a personal decision making framework including personal examples of what to do; strategies for standing by your ethics; and strategies for influencing client's ethics (20 mins).

Participants will be asked to submit questions in advance to help guide speakers in understanding which areas are of most interest. The webinar will conclude with a plenary session (60 mins) with answers to questions through the 'raise hand' or 'silent mic' function on the webinar software. Speakers are asked to leave the participants with a question or issue that the participants can continue to dialogue through the dedicated participant LinkedIn group.

Webinar 2: The importance of evidence based decision making. This webinar aligns to aspects of the Environmental Ethics and the Decision Making proficiencies. The webinar is intended to assist participants to understand the importance of evidence as a fundamental ethical underpinning to their work; how to go about gathering evidence through robust scientific processes and with integrity and accuracy. The speaker will use 2-3 ethical scenarios (or de-identified case studies) to illustrate points and link ethics to evidence based decision making. (60 mins)

Participants will be asked to submit questions in advance to help guide speakers in understanding which areas are of most interest. The webinar will conclude with a plenary session (60 mins) with answers to questions through the 'raise hand' or 'silent mic' function on the webinar software. Speakers are asked to leave the participants with a question or issue that the participants can continue to dialogue through the dedicated participant LinkedIn group.

Learning outcome: This module provides participants with an introduction to the principles and practice of environmental ethics with the objective of embedding ethical principles and professional responsibility at an early career stage. Delivered by industry professionals, the module is designed to equip participants with practical strategies for dealing with likely challenges and issues faced by graduates in relation to environmental ethics.

Environmental practice is fraught with ethical dilemmas in balancing the need to present evidence and facts objectively with the demands of clients, the expectations of agencies and the community and responsibilities and personal attitudes towards the environment.