



Environment Institute  
of Australia and  
New Zealand Inc.



# QUALIFICATIONS ACCREDITATION SCHEME MANUAL

ENVIRONMENTAL SCIENCE | ENVIRONMENTAL MANAGEMENT | ENVIRONMENTAL SUSTAINABILITY

*Assuring excellence in tertiary environmental education*



# ABOUT THIS DOCUMENT

This document is designed to guide host institutions through EIANZ's Qualifications Accreditation Scheme process. It includes an overview of the Scheme and the criteria for accreditation, as well as an Accreditation Submission pro-forma and requirements for Visiting Panels.

For further details about the Scheme, please contact EIANZ via email to [qas@eianz.org](mailto:qas@eianz.org) or via phone on + 61 3 8593 4140 (AUS) or + 64 9887 6972 (NZ).

---

## EXPLANATORY NOTE 1.

For ease of reading, words/acronyms appearing in bold on first use in this document are explained in the 'Definitions' section (pg. 14).

## EXPLANATORY NOTE 2.

This document relates to **environmental qualifications** taught in Australian and Aotearoa / New Zealand universities. The manual specifically deals with the accreditation of qualifications with these, or similar descriptors, in the qualification title. To be eligible for accreditation a qualification must be achieved through coursework and ranked at **AQF** or **NZQF** levels seven (7), eight (8) or (9). Qualifications achieved through research alone are not eligible for accreditation.

## EXPLANATORY NOTE 3.

This document does not set out to create a uniform curriculum for accredited environmental qualifications. Rather, it sets out requirements for the host institution's functional unit (often named as the faculty/school/college) in which these qualifications are taught, core skills, and specific environmental and enabling proficiencies that are characteristic of environmental practitioners. For a qualification to be accredited its curriculum and the faculty/school in which it is taught should be assessed by the **QAS Board** as satisfying these requirements.

## EXPLANATORY NOTE 4.

An Accreditation Submission must map the program/course for which accreditation is sought against the relevant AQF or NZQF levels seven (7), eight (8) or (9) requirements; and against the core skills, and specific environmental and enabling proficiencies that are identified by EIANZ as characteristic of environmental practitioners. The program/course mapping should be such as to allow a **Visiting Panel** to understand and review the strengths and gaps in a program/course and its constituent components (**units/papers**).

---

---

# CONTENTS

About this document	2
About EIANZ	4
Context	4
About the Qualifications Accreditation Scheme	4
EIANZ Guidelines for Environmental Studies Programs	6
EIANZ Guidelines for Core Skills	8
EIANZ Guidelines for Environmental and Enabling Proficiencies	8
EIANZ Accreditation Process	11
Accreditation Costs	13
Appendix A: Definitions	14
Appendix B: Accreditation Submission Pro-forma	15
Appendix C: Requirements for Visiting Panels	18
Appendix D: Re-accreditation Process	20

---

## 1. ABOUT EIANZ

The Environment Institute of Australia and New Zealand (EIANZ) is Australasia's leading body for environmental professionals. It represents members and certified environmental practitioners at all stages of their career and from diverse technical backgrounds.

Through its Qualifications Accreditation Scheme (QAS) the Institute accredits environmental qualifications suitable for entry to the environment profession.

The Institute administers the [Certified Environmental Practitioner Scheme \(CEnvP Scheme\)](#) which credentials environmental professionals as general or specialist environmental practitioners.

All members and certified practitioners are required to abide by the Institute's [Code of Ethics and Professional Conduct](#).

## 2. CONTEXT

Leadership and action for a sustainable future require an environment profession that is well educated and capable of catalysing knowledge across multiple disciplines to provide a foundation for good practice environmental management.

The knowledge required of an environmental professional 'is an unprecedented combination of multi-scale systems thinking skills, innovative and collaborative research and design capacity, the ability to co-create and share scientific knowledge with the citizenry, and to engage with individuals and institutions that implement solutions'<sup>1</sup>.

Across the world, environmental management is increasingly informed by **Indigenous Peoples'** Traditional Knowledge and cultural competence is therefore another essential requirement for success as an environmental professional.

An environmental professional thinks creatively, analytically and critically; uses their environmental knowledge and skills to resolve problems; communicates effectively; and acts ethically to facilitate the sustainable protection and management of the planet.

Ensuring that the education of environmental professionals is sound and credible is a key role for EIANZ, just as membership of the Institute and certification of environmental practitioners is key to assuring industry, governments and the community of good standing in the profession. Beaton<sup>2</sup> says: 'It is in a

profession's interest to safeguard, regulate and husband their specialised knowledge through establishing training schools and obtaining exclusive licensure through the state'. He highlights that a profession typically requires a formal and specialised education for entry.

The Australian Universities Accord Final Report<sup>3</sup> identifies that professional accreditation is crucial for training the future workforce. While it also identifies some of the challenges associated with professional accreditation, EIANZ has designed its requirements for programs/course accreditation so that the burden is proportionate to the needs of a graduating student entering the environment profession.

## 3. ABOUT THE QUALIFICATIONS ACCREDITATION SCHEME

The QAS is designed to encourage **host institutions** teaching **environmental qualifications** under the supervision of TEQSA in Australia, or the TEC in Aotearoa-New Zealand, to submit these qualifications for accreditation by EIANZ. Such environmental qualifications are key pathways used by students looking to enter the environment profession.

EIANZ recognises that environmental professionals work in a broad and diverse field of practice. The Institute also recognises that each host institution has different academic strengths and teaching resources on which to draw for the design and delivery of an environmental studies program. While EIANZ encourages a diversity of environmental qualifications, accreditation is a mechanism for ensuring that the core knowledge, skills and proficiencies required of an environmental professional are consistently developed by students who graduate with such qualifications.

Having regard to the regulatory environments in which host institutions deliver environmental studies programs, the QAS is designed to articulate with the AQF or the NZQF. The QAS recognises that Bachelor degree qualifications are foundational, and that Graduate Certificate, Graduate Diploma and Masters degree (coursework) qualifications are focused on professional practice or preparation for research careers.

The primary focus of the QAS is on the accreditation of environmental qualifications that are appropriate for entry to and careers in the environment profession. A three (3) year Bachelor Degree stands as a minimum entry standard with graduates having a broad and coherent knowledge and skills suitable for working as an environmental professional.

<sup>1</sup>'America's Future – Environmental Research and Education for a Thriving Century', NSF Advisory Committee for Environmental Research and Education, National Science Foundation, September 2015, [https://www.nsf.gov/geo/ere/ereweb/ac-ere/ac-ere\\_thriving\\_century.pdf](https://www.nsf.gov/geo/ere/ereweb/ac-ere/ac-ere_thriving_century.pdf), (Accessed 21/09/2017)

<sup>2</sup>'Why professionalism is still relevant', George Beaton, 2010, [https://www.professions.org.au/wp-content/uploads/Why\\_Professionalism\\_is\\_still\\_Relevant\\_Beaton.pdf](https://www.professions.org.au/wp-content/uploads/Why_Professionalism_is_still_Relevant_Beaton.pdf) (Accessed 11/08/2023)

<sup>3</sup>'Australian Universities Accord – Final Report', Pg 3, December 2023 <https://www.education.gov.au/australian-universities-accord/resources/final-report> (Accessed 29/08/2024)

The accreditation process allows EIANZ to be satisfied that the faculty/school of a host institution within which environmental qualifications are taught, and the qualifications submitted for accreditation, meet EIANZ's requirements. This process involves the preparation of an Accreditation Submission that documents how the faculty/school and program/course satisfies the accreditation criteria. The Accreditation Submission is reviewed by a Visiting Panel which recommends to the QAS Board whether a qualification should be accredited. The EIANZ guidelines for accreditation of environmental qualifications are set out in this Manual (Sections 6 and 7) and cover core skills, and environmental and enabling proficiencies.

A host institution applying for accreditation will need to demonstrate in its Accreditation Submission how a program/course maps against these core skills, and environmental and enabling proficiencies.

EIANZ expects that students graduating with an accredited environmental qualification will have the knowledge and skills that allow them to demonstrate the core skills, and the environmental and enabling proficiencies. The proficiencies are aligned to the broad and varied scope of work undertaken by environmental professionals.

### 3.1 Objectives and Purpose of Accreditation

The objectives of accreditation are to ensure:

- environmental qualifications are of an appropriate quality and standing, and reflect the environmental skills, knowledge and ethical standards of the environment profession;
- environmental qualifications evolve to reflect changes in environmental skills and knowledge necessary to prepare environmental practitioners for diverse roles in industry, government, education and research, and the community; and
- environmental qualifications are accountable for delivering high quality graduates with knowledge and skills that serve the needs of the environment and society.

The purpose of the QAS is to encourage the development, delivery and recognition of a diverse range of environmental qualifications that educate students to a consistent standard of knowledge and best practice appropriate for entry to and the development of effective, successful and rewarding careers in the environment profession.

The range of content and the method of its delivery for an environmental qualification is at the discretion of the host institution.

The length of the program/course leading to an environmental qualification should be consistent with the expectations set in the AQF and NZQF.

### 3.2 Accreditation Benefits

EIANZ will provide the following benefits to host institutions with one or more accredited programs/courses:

**1. Approval Letter**

**2. Accreditation Testamur**

**3. A license to use the EIANZ Accreditation Mark to promote the status of accredited programs/courses**

**4. Listing in the EIANZ Directory of Accredited programs/courses**

**5. Advertising on the EIANZ website by arrangement for a fee**

**6. EIANZ Student Membership (Free) for students enrolled in accredited programs/courses**

**7. Exclusive invitations for academic leaders of environmental studies programs to EIANZ events**

### 3.3 Pathways and Relationships

Host institutions for environmental qualifications, are subject to regulatory requirements that influence the nature and learning outcomes of the programs/courses delivered by the institution.

A host institution applying for accreditation of an environmental qualification will need to demonstrate how the program/course maps against the AQF or NZQF learning outcome descriptors for purpose, knowledge, skills, application of knowledge and skills, and the breadth and depth of learning. For Bachelor Degree, Graduate Certificate, Graduate Diploma and Masters Degree (coursework) programs/courses, the relevant AQF and NZQF levels are seven (7), eight (8) and (9).

In Australia, there has been a body of work that developed LTAS Statements. A host institution may choose to reference alignment with these documents as part of its self-reflection on how the environmental qualification

it is submitting for accreditation satisfies the EIANZ requirements. This is not an obligatory requirement. There are three (3) LTAS Statements that EIANZ considers relevant – Environment and Sustainability, Science, and Biology. For convenience, these documents are available on the [EIANZ website](#).

## 4. EIANZ GUIDELINES FOR ENVIRONMENTAL STUDIES PROGRAMS

Host institutions for environmental qualifications will each have their own broad educational focus and will frame their teaching of environmental qualifications in the context of their environmental settings and research foci.

In that context the following are EIANZ's guidelines for accredited Environmental Studies Programs.

### 4.1 Identity

EIANZ expects that accredited environmental qualifications will be taught in a faculty/school with a clear environmental identity. The organisational unit responsible may also teach programs/courses in other discipline areas.

Adequacy of leadership will be recognised by there being a key role that has responsibility for and carries sufficient autonomy to provide academic leadership and direction of the programs/courses leading to an environmental qualification delivered as part of an environmental studies program.

The substantive identity of an environmental studies program will be recognised by there being dedicated physical facilities and 'virtual' services within which teaching and administration of environmental qualifications, and research takes place. Such facilities may carry specific branding that marks their association with teaching and research linked to the delivery of environmental qualifications, or noteworthy contributors to environmental knowledge and practice.

### 4.2 Resourcing

EIANZ expects accredited programs/courses to be supported with adequate educational resources.

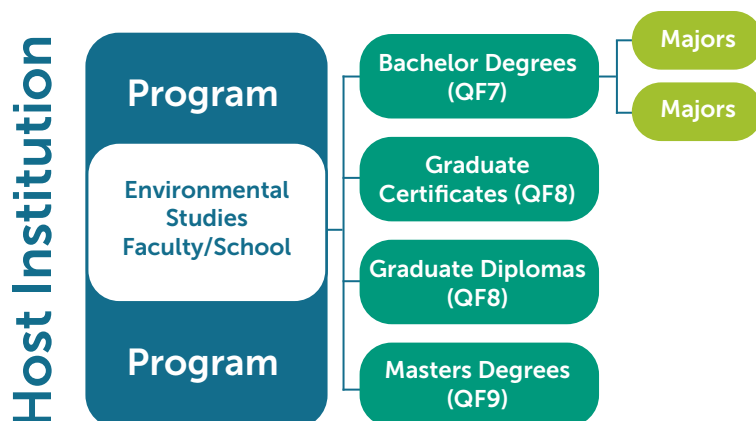
Financial resourcing will be considered adequate if the allocation of current and forward budgeted funds is sufficient to sustain the activities, staffing and facilities at a level that does not compromise the quality of service delivery.

Adequacy of staffing will be demonstrated by the number and quality of staff relative to the numbers of students undertaking an environmental qualification. Delivery of accredited programs/courses should be

supported by a core set of teaching staff sufficient in number to provide an identifiable faculty/school. The core group of staff should be an appropriately balanced mix of permanent and fixed term/casual appointments. The core group may be complemented by adjunct teaching staff and researchers who teach into courses, and by external environmental practitioners. There should be clearly demonstrated support for staff research activities, and staff continuing professional development activities.

Adequacy of facilities will be recognised according to the nature and scope of accommodation and equipment for teaching programs/courses that lead to the award of environmental qualifications. This will include laboratories and support services, field studies equipment and locations, library services, computing services, and on-line access and teaching services. It may include 'virtual' resources, such as online teaching systems. Library services should provide access to materials sufficient to support research and teaching activities by staff and students. Computing services should support the application of spatial information systems and access to and analysis of 'big data' in research and teaching activities by staff and students.

Overall, the physical facilities, financial and human resources devoted by the host institution to the teaching of environmental qualifications should be adequate to ensure the accreditation objectives are achieved.



### 4.3 Advisory Board

EIANZ expects a host institution teaching environmental qualifications to have an advisory board at the faculty/school level. Such an advisory board should include representatives from the university catchment community, the environment profession, EIANZ, employers of graduates from the environmental qualifications taught by the host institution, recent graduates and current students. The advisory board should be engaged in ongoing monitoring and the provision of advice to the host institution on the adequacy of the performance of an environmental studies program in achieving their outcomes.

An advisory board may have a remit broader than the environmental qualifications taught by a host institution.

#### 4.4 Methods of delivery

EIANZ welcomes a diversity of learning and teaching modes to be used in the delivery of accredited environmental qualifications.

The adequacy of the diversity of learning and teaching modes will be demonstrated by their relevance to the subject matter of **units/papers** of study, and the achievement by students of the learning outcomes for programs/courses and the overall objectives of the environmental studies program.

The adequacy of learning and teaching modes will also be demonstrated by the extent to which students are engaged in on-campus, online, flexible or distance education, which includes relevant practical, field activities or work integrated learning activities where they have the opportunity to develop and apply knowledge and skills to the investigation, analysis and synthesis of responses to practical environmental matters. It is desirable that such activities expose students to terrestrial, aquatic and marine environments; rural, urban and industrial activities, and the conservation and extraction of natural resources.

#### 4.5. Work integrated learning

EIANZ expects students graduating from accredited environmental qualifications to have been provided with practical experience gained through studio/workshop and workplace learning.

The adequacy of work integrated learning will be demonstrated by the way in which students are engaged in the structured acquisition of core knowledge and skills through practical work experience. Studio/workshop and workplace learning should demonstrate clear, well-reasoned, structured approaches that develop a student's understanding of environmental policy and practice, project delivery, ethical decision making and communication.

#### 4.6 Cultural engagement

EIANZ expects accredited environmental qualifications to develop a student's awareness of Indigenous Peoples' Traditional Knowledge and cultural values.

The adequacy with which students develop their understanding of Indigenous Peoples' knowledge and cultural values will be demonstrated by the extent to which course work content, field work activities,

and Indigenous Peoples are engaged in the delivery of programs/courses. Students should be able to demonstrate a sound appreciation of Indigenous Peoples' histories and cultures, the nexus between environment and culture, Traditional Knowledge and stewardship, and culturally appropriate forms of engagement.

#### 4.7 Research and collaboration

EIANZ expects there to be a clear nexus between research and teaching in the delivery of accredited environmental qualifications.

The adequacy of this nexus will be demonstrated through the extent of the exposure of students to contemporary research, as a foundation for understanding principles and practices associated with environmental science, environmental management, and environmental sustainability. The exposure may take the form of teaching into courses by researchers based on recently published or research that is in progress, or the participation of students in research-focused activities.

The adequacy of the nexus will also be demonstrated by the extent of the participation of the teaching staff in their own research activities, the extent to which researchers teach into courses, and importantly, the research standing of a host institution and its environmental science, environmental management, and environmental sustainability research activities.

Assessments such as the Australian Research Council, *'Excellence in Research for Australia'*<sup>4</sup> framework, and the Aotearoa-New Zealand Tertiary Education Commission *'Performance-Based Research Fund Quality Evaluation'*<sup>5</sup> provide information for establishing research standing at the individual and program levels.

#### 4.8 Encouragement of the profession

EIANZ expects that the academic leaders and staff teaching environmental qualifications will demonstrate leadership in and engagement with the environment profession, and will encourage students to participate in the profession, particularly through Student Membership of EIANZ which is provided free to students enrolled in accredited programs/courses.

The adequacy of the encouragement given to the profession will be demonstrated by membership of EIANZ by staff<sup>6</sup>, certification under the Certified Environmental Practitioner Scheme, participation in EIANZ conferences and other professional development activities, and evidence of encouragement of students in accredited environmental qualifications to join EIANZ as student members.

<sup>4</sup>'Excellence in Research for Australia', Australian Research Council, <https://www.arc.gov.au/evaluating-research/excellence-research-australia> (Accessed 29/08/2023)

<sup>5</sup>'Performance-Based Research Fund – Quality Evaluation', Tertiary Education Commission, New Zealand, <https://www.tec.govt.nz/funding/funding-and-performance-funding/fund-finder/performance-based-research-fund/> (Accessed 29/08/2023)

<sup>6</sup>EIANZ offers a Group Membership arrangement with discounted rates for organisations.



## 5. EIANZ GUIDELINES FOR CORE SKILLS

In keeping with the roles of environmental professionals, EIANZ expects that graduates of accredited environmental qualifications will have the opportunity to acquire and demonstrate skill in:

- recognising the need for, locating, and being able to use credible information to develop new skills and knowledge;
- critically analysing and synthesising data/information;
- developing and evaluating hypotheses, propositions, and arguments;
- evaluating and proposing solutions to complex problems;
- thinking and acting strategically;
- writing and presenting accurate, clear, logical, relevant, and coherent material that communicates complex ideas to a variety of audiences;
- working in and leading teams;
- operating in a manner that recognises, understands, and values cultural diversity and Indigenous Peoples' Traditional Knowledge and cultural values; and
- understanding and representing the context of activities at local, regional, and global scales.

The adequacy with which these core skills are acquired will be demonstrated by their representation in the learning outcomes for a program/course and its component units/papers of study.

The adequacy with which these core skills are acquired will also be demonstrated by responses to feedback sought from graduates, employers, and the advisory board serving the host institution's teaching of environmental qualifications through the Visiting Panel process.

## 6. EIANZ GUIDELINES FOR ENVIRONMENTAL AND ENABLING PROFICIENCIES

EIANZ requires that graduates of accredited environmental qualifications will have the opportunity to acquire and demonstrate specific environmental and enabling proficiencies.

The adequacy with which these environmental and enabling proficiencies are acquired will be demonstrated by their representation in the learning outcomes for the environmental qualification and its component units/papers of study.

## 6.1 ENVIRONMENTAL PROFICIENCIES

### a) Environmental Skills and Knowledge

#### Proficiency

Environmental professionals have sound knowledge and understanding of the context, scientific concepts, and methods associated with protecting and managing the environment at local, regional and global scales.

#### Characteristics

An environmental professional:

- Understands the environmental, political, social, cultural and economic contexts for environmental knowledge and practice
- Understands the importance of maintaining the resilience of natural cycles and biodiversity in achieving ecological sustainability
- Understands and can apply relevant scientific concepts and knowledge to one or more areas of environmental practice including but not limited to fauna, flora and ecosystem management, protected area management, land and catchment management/rehabilitation, resource management, pollution control, waste management, climate change or environmental sustainability
- Identifies, understands and can use one or more appropriate tools to achieve effective environmental outcomes including but not limited to, environmental impact assessment, strategic environmental assessment, environmental risk assessment, environmental management systems, environmental planning, environmental monitoring, environmental auditing, predictive environmental modelling, direct environmental intervention, market based environmental interventions
- Understands and can develop and apply appropriate monitoring and sampling strategies for determining the status of environmental indicators and changes in status over time.

### b) Environmental Policy and Planning

#### Proficiency

Environmental professionals have sound knowledge and understanding of the statutory and other regulatory frameworks that inform environmental policy across all jurisdictional levels, and the nature, use and preparation of plans and plan making to inform and direct the implementation of environmental practice and the achievement of environmental outcomes.



### Characteristics

An environmental professional:

- Understands statutory processes, legal interpretation, and regulatory compliance practices associated with environmental management, and complies with environmental law and standards in project planning, implementation and operation
- Uses appropriate environmental policies, systems and frameworks in decision making
- Critically evaluates complex environmental information, applies or modifies good practice environmental management to achieve environmental outcomes
- Prepares environmental policies and plans that demonstrate understanding of relevant scientific concepts and knowledge, analysis and interpretation of environmental data, and the policy/plan making process
- Understands, can develop or apply appropriate Standards for planning, doing, checking and acting on environmental and sustainability matters.

### **c) Environmental Analysis and Risk Assessment**

#### Proficiency

Environmental professionals collect, analyse, interpret and display environmental evidence, identify environmental hazards and assess environmental risks, to inform decisions about protecting and managing the environment.

#### Characteristics

An environmental professional:

- Collects, evaluates, analyses, interprets and displays environmental evidence/data using appropriate field, laboratory, spatial information system, and statistical methods and technologies
- Understands and competently uses/applies a range of equipment and techniques to the identification and characterisation of the biological, chemical and physical properties of the environment
- Undertakes objective and systematic critical analysis of evidence and draws accurate conclusions about environmental impacts and their associated risks
- Understands and competently applies techniques for the identification of environmental hazards, the assessment of environmental and sustainability risks, and the avoidance, mitigation through modification and adaptation, and offsetting of such risks
- Understands, uses and interprets the outcomes of environmental impact assessment and strategic environmental assessment tools in decision making about protecting and managing the environment
- Understands and can develop and apply appropriate frameworks for emergency response and incident management.

### **d) Environmental Ethics**

#### Proficiency

Environmental professionals make decisions and act in an ethical way using lawful, recognised and accepted standards of professional conduct and good practice environmental management.

#### Characteristics

An environmental professional:

- Understands the basic principles of environmental ethics standards and common ethical issues associated with environmental science or environmental management
- Resolves ethical issues in line with recognised and accepted standards and practices, and in doing so seeks information, support and advice from others
- Gives accurate, impartial and forthright advice based on sound scientific evidence and good practice environmental standards
- Reflects on and adapts their own knowledge, understanding and practice in the context of new and emergent knowledge, standards and legislation
- Communicates to management where environmental ethical standards are at risk or can be improved.

## **6.2 ENABLING PROFICIENCIES**

### **a) Decision Making and Project Management**

#### Proficiency

Environmental professionals are effective and efficient decision makers who apply creative thinking and project management skills to deliver appropriate, innovative, timely, cost effective, and sustainable environmental outcomes.

#### Characteristics

An environmental professional:

- Understands and can explain the context for their work in environmental, economic and social terms
- Analyses problems and identifies effective targeted solutions that deliver environmental, social, and economic outcomes
- Applies sound reasoning and judgement to decision making
- Adapts responses to changing circumstances and operates effectively in uncertain organisational contexts
- Plans and manages projects and work in a

systematic, effective and efficient manner.

## **b) Communication and Community Engagement**

### Proficiency

Environmental professionals are expected to be effective communicators of the context, scientific concepts, and methods associated with protecting and managing the environment, skilfully using different communication methods to inform, engage and work with stakeholders.

Environmental professionals respect the rights and needs of peoples' environments, and have a repertoire of approaches to consultation, collaboration and community engagement to draw upon.

They are respectful and sensitive to the contributions, knowledge, interests, and rights of Indigenous Peoples.

### Characteristics

An environmental professional:

- Has and draws upon a repertoire of approaches to consultation, collaboration and community engagement.
- Identifies and uses appropriate communication methods with skill and accuracy
- Seeks contributions from others and identifies, engages with, and responds to stakeholders
- Is culturally aware and competent in engaging with Indigenous Peoples
- Recognises the understanding and motivations that others bring and resolves conflict using appropriate methods
- Understands how to write accurately, and report within the delegated authority of an organisation
- Uses the outcomes of consultation and engagement to influence decision making processes.

## **c) Professional Practice**

### Proficiency

Environmental professionals are effective managers of environmental projects and programs who demonstrate self-direction and creativity, collaborate, and engage with contributing disciplines, identify constraints, and develop solutions, and promote strategic environmental outcomes that go beyond minimum statutory requirements.

### Characteristics

An environmental professional:

- Works effectively in an independent capacity, as part of a team, and
- in an organisation
- Motivates and influences others in understanding environmental values and applying good practice environmental management standards
- Respects the rights and needs of peoples with whose environments they are concerned
- Demonstrates cultural competence in integrating Indigenous Peoples' Traditional Knowledge and values into environmental management and sustainability practices.
- Reflects and learns from personal experience and that of others to improve previous practice
- Has and applies the appropriate technical knowledge and skills to do their job
- Identifies areas of uncertainty and risk and acts to manage these appropriately.



## 7. EIANZ ACCREDITATION PROCESS

The accreditation process is an ongoing cycle, which begins with a rigorous assessment and review of the environmental qualification submitted for accreditation by the host institution. Once accredited, the program/course will be subject to periodic reporting requirements throughout the term of its accreditation (up to five (5) years). In the last year of accreditation, the host institution will be invited to submit the program/course for re-accreditation. If successful, the accreditation will be renewed for a further term, and the periodic maintenance reporting process will continue.

### Applications

The Host Institution applies for accreditation of an environmental qualification by submitting the form to be found on [EIANZ's website](#).

**Timing:** Applications may be lodged at any time.

### Accreditation Submission

The Host Institution prepares an Accreditation Submission for the programs/courses for which accreditation is sought.

**Timing:** the Accreditation Submission is to be submitted within **ninety (90) days** of an application being made.

### Visiting Panel

The Host Institution arranges for the EIANZ Visiting Panel to review the Accreditation Submission, delivery of the environmental studies program, and the teaching of the programs/courses for which accreditation has been sought.

**Timing:** The visit of the Visiting Panel is to occur within **thirty (30) days** of lodging the Accreditation Submission.

### Accreditation Decision

The Visiting Panel prepares its report and recommendations on the programs/courses for which accreditation is sought, solicits and reports comments from the Host Institution, and submits the report to the QAS Board for decision.

**Timing:** The Visiting Panel report is to be submitted within **thirty (30) days** of the Panel visit, and the QAS Board decision is to be made within thirty (30) days of receipt of the Panel report.

**Fee:** The Host Institution will be invoiced the Accreditation Fee following a positive QAS Board decision.

### Annual Maintenance

The Host Institution provides an annual report to the QAS Board on the performance of the environmental studies program, the delivery of the accredited programs/courses, and the number of students enrolled/graduated.

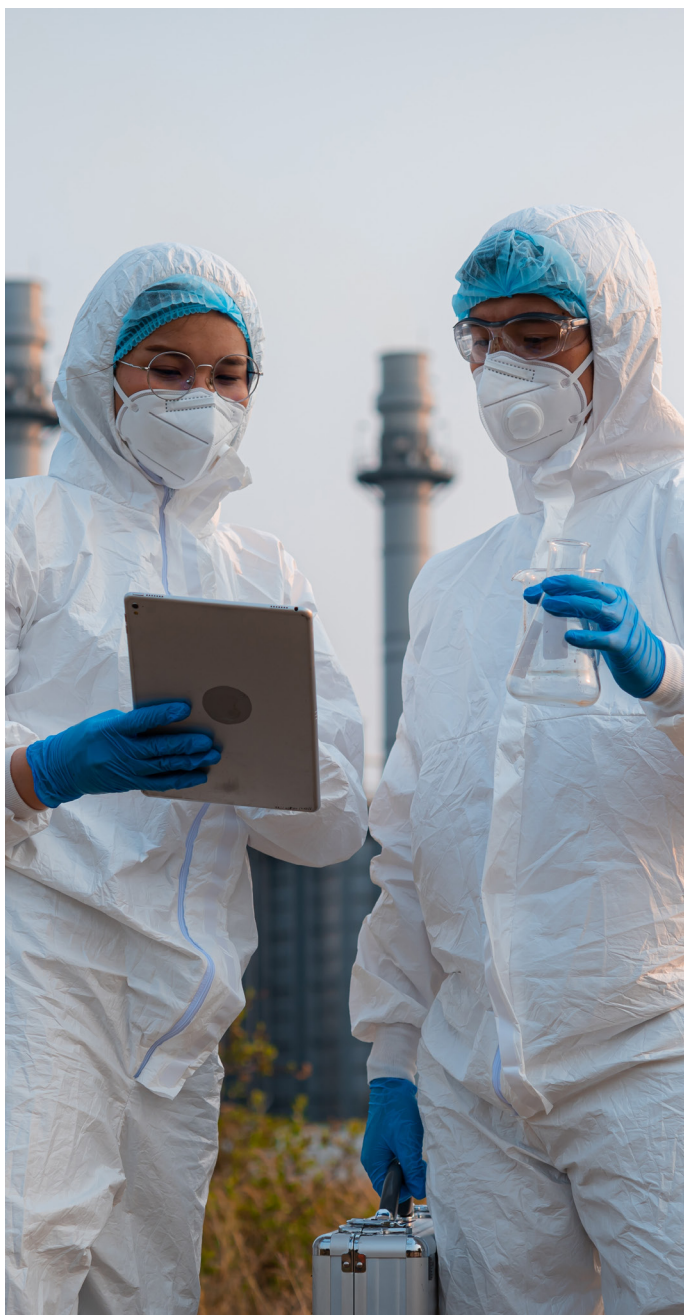
**Timing:** The annual report must be submitted within **thirty (30) days** of the anniversary of the grant of accreditation.

**Fee:** The Host Institution will be invoiced the Annual Fee on the anniversary of the grant of accreditation.

### Re-Accreditation

The QAS Board will invite the Host Institution of accredited programs/courses to apply for re-accreditation.

**Timing:** The invitation to apply for re-accreditation will be issued not less than **one hundred and eighty (180) days** prior to the expiry of the current accreditation.





### 7.1 Application Phase

Host institutions are encouraged to submit applications for accreditation of environmental qualifications at any time. An application form can be downloaded from the EIANZ website [here](#).

Applications for re-accreditation will be invited in a manner that allows for the self-assessment and accreditation decision phases of the accreditation cycle to be completed before the expiry of the current accreditation.

### 7.2 Self-assessment Phase

Host institutions are required to prepare a detailed submission that demonstrates how the environmental qualification satisfies the requirements for accreditation. The development of the submission is intended to be a reflective process by which host institutions and environmental studies program staff articulate how the teaching and learning outcomes of the units/papers comprising the programs/courses are mapped against the requirements of the AQF or NZQF; and the EIANZ guidelines for accredited environmental qualification core skills, and the environmental and enabling proficiencies.

During this phase, the QAS Board will advise the host institution of the names and contact details of the members of the Visiting Panel that will review the Accreditation Submission and visit the host institution. See Appendix B for details of the arrangements to be made by a host institution for the visit of the Visiting Panel.

The submission must contain all of the information necessary for a Visiting Panel and the QAS Board to form a view as to whether the environmental qualification should be accredited. A submission pro-forma is at Appendix A. One (1) soft copy of the completed submission and supporting documentation, must be submitted to the QAS Board within ninety (90) days of being invited to prepare an Accreditation Submission unless otherwise agreed with the Board. The visit of the Visiting Panel should occur within thirty (30) days of the Accreditation Submission being lodged with the QAS Board.

The submission and its supporting documentation will be reviewed against the requirements for accreditation, and any opportunities for improvement will be notified to the host institution through the report of the Visiting Panel.

### 7.3 Accreditation Decision Phase

The Accreditation Decision Phase begins with a Visiting Panel process (Appendix B). Designed to work in a collaborative and supportive way with the host institution, the Visiting Panel process builds on the self-reflection by the host institution and environmental studies program

staff.

A Visiting Panel will conduct a review of the material submitted by the host institution. The review will seek to validate the material submitted, the delivery of the environmental studies program, and the teaching of the environmental qualification for which accreditation is sought, through interviews with relevant leaders and teaching staff, support staff, students and graduates, and members of the advisory board. As far as practicable the time set aside for the activities of a Visiting Panel should allow it to:

- observe the environmental studies program and the teaching of the environmental qualification;
- meet with relevant leaders and teaching staff, support staff, students and graduates, and members of the advisory board; and
- meet to prepare a draft of its report.

It is expected that a minimum of (2) days duration would be required to enable a Visiting Panel to accomplish these tasks.

The Visiting Panel will prepare a draft report of its findings which will be sent first to the leader of the host institution's environmental studies program for review and comment. The host institution will be invited to correct matters of fact, and to comment on any matters or findings by the Visiting Panel it regards as contentious.

The Visiting Panel will finalise its report, having considered the comments from the host institution on the draft report, and recommend whether the program/course should be accredited.

A Visiting Panel may recommend that a program/course be fully accredited for a period of up to five (5) years, or that it be provisionally accredited for two (2) years subject to the implementation of particular requirements. Where provisional accreditation is recommended, the reports submitted during the annual maintenance phase will be used as the basis for determining whether sufficient progress has been made on the implementation of particular requirements for full accreditation to be granted at the end of two (2) years.

A Visiting Panel may recommend that an environmental qualification not be accredited.

The report of a Visiting Panel will be submitted to the QAS Board for its consideration and decision on whether an environmental qualification should be accredited. A written record of the decision of the QAS Board will be sent to the leader of the host institution's environmental studies program together with a copy of the final report of the Visiting Panel.

## 7.4 Annual Maintenance Phase

Where an environmental qualification has been accredited, the host institution will be required to submit an annual report to the QAS Board on the delivery and progress of the environmental qualification.

Where the QAS Board has given provisional accreditation for an environmental qualification, the periodic report will provide information that demonstrates progress toward satisfying the conditions under which provisional accreditation was granted. In the second year, the annual report must demonstrate to the QAS Board that the conditions under which provisional accreditation was granted have been fully satisfied.

In the final year of accreditation of an environmental qualification the QAS Board will invite the host institution to prepare a submission for re- accreditation of the qualification.

To the extent that it is possible the QAS Board will seek to align its accreditation process for environmental qualifications with the internal accreditation of qualifications by host institutions.



## 8. ACCREDITATION COSTS

The following table sets out the fees associated with the accreditation of environmental qualifications under the QAS.

The fees charged for accreditation are exclusive of the hospitality, travel and accommodation costs associated with a Visiting Panel which are to be met directly by the host institution (see more detail in Appendix B).

ITEM	COST**
<b>1. Application Fee (Accreditation and Re-accreditation) *</b>	<b>\$850</b>
<b>2. Accreditation/Re-accreditation Fee per Bachelor Degree (Includes Year 1 Annual Fee) *</b>	<b>\$4200</b>
<b>2(a). Plus, Fee per Major/Specialty *</b>	<b>\$800</b>
<b>3. Accreditation Fee per Masters Degree Suite (Includes Year 1 Annual Fee) *</b>	<b>\$5200</b>
<b>4. Annual Fee (Bachelor Degree no Major)</b>	<b>\$3000</b>
<b>5. Annual Fee (Bachelor Degree - 2 or more Accredited Majors)</b>	<b>\$3200</b>
<b>6. Annual Fee* (Grad Cert, Grad Dip, Masters Degree Suite)</b>	<b>\$3200</b>

\* Fees are per environmental qualification and set in Australian dollar values

\*\* Fees are GST inclusive

Note: Where Bachelor Degrees have a common primary name with more than one specialty name as a suffix, the qualification will be treated for fees as a major of the primary degree. For example, a Bachelor of Science (Environmental Management) and a Bachelor of Science (Protected Area Management) from the one Host Institution will be charged fees on the basis of the single Bachelor degree with two majors as it would if the majors were not part of the title of the degree.

## APPENDIX A

### DEFINITIONS

**AQF** – Australian Qualifications Framework which describes the underpinning skills, knowledge and attributes needed by students, completing programs/courses at various levels, to perform a range of roles across a broad context.

**Australian Council of Environmental Deans and Directors** – an association of people from universities with line responsibility for environmental qualifications.

**environmental qualifications** – academic programs/courses in environmental science, environmental management, environmental sustainability, or like-named programs/courses, that lead to the award of Bachelor Degrees, Graduate Certificates, Graduate Diplomas, and Masters Degrees.

**environmental studies program** – the host institution organisational unit through which programs/courses in environmental science, environmental management, environmental sustainability, or like-named programs/courses, that lead to the award of Bachelor Degrees, Graduate Certificates, Graduate Diplomas, Masters Degrees and Doctoral Degrees, are delivered.

**host institutions** – organisations, generally universities, that operate under the supervision of the Tertiary Education Quality and Standards Agency (TEQSA) in Australia, or the Tertiary Education Commission (TEC) in Aotearoa-New Zealand.

**Indigenous Peoples** – specifically Aboriginal and Torres Strait Islander peoples in Australia and Māori and Moriori peoples in Aotearoa-New Zealand. Includes Indigenous People and Indigenous Peoples' Traditional Knowledge and cultural values.

**LTAS Statements** – Learning and Teaching Academic Standards Statements that describe the minimum threshold learning outcomes to be achieved by graduates in particular disciplines.

**NZQF** – New Zealand Qualifications Framework which describes the underpinning skills, knowledge and attributes needed by students, completing qualifications at various levels, to perform a range of roles across a broad context.

**programs/courses** – the combined units/papers of study in an environmental qualification that lead to the award of a Bachelor Degree, Graduate Certificate, Graduate Diploma, or Masters Degree (coursework).

**QAS Board** – the seven (7) person Qualifications Accreditation Board appointed by the EIANZ Board to make independent decisions about the accreditation of programs/courses and maintain and develop the Qualification Accreditation Scheme.

**staff** – the full-time, part-time and adjunct staff who teach or teach into courses/units and support staff in a host institution's environmental studies program.

**units/papers** – units of study that contribute to a program/course which leads to the award of Bachelor Degree, Graduate Certificate, Graduate Diploma, or Masters Degree (coursework).

**Visiting Panel** – teams of three (3) persons appointed by the QAS Board to review applications for accreditation of environmental qualifications, visit the host institution to observe the delivery of its environmental studies program and the qualifications for which accreditation is being sought, and report to the QAS Board on whether the qualifications should be accredited, provisionally accredited, or refused accreditation.



## APPENDIX B

### ACCREDITATION SUBMISSION PRO-FORMA

An Accreditation Submission is the core of an application for accreditation or re-accreditation.

Preparation of the submission is to be led by the academic leader of the environmental studies program on behalf of the host institution.

The submission must be made with the approval of a senior academic leader on behalf of the host institution, as indicated by their signature on a covering letter to the submission.

The expectation is that the submission will be a succinct document supported by relevant material that makes the case for accreditation of the nominated environmental qualifications by reference to:

- the profile of the host institution;
- the attributes of the environmental studies program and its academic success;
- the curriculum of the qualification(s);
- how the environmental studies program and environmental qualifications deliver the requirements for accreditation, especially the environmental and enabling proficiencies sought for entry to the environment profession; and
- the self-reflection of the environmental studies program staff on the environmental qualifications and opportunities for their further development as a basis for entry to the environment profession.

Host institutions are encouraged to draw on documentation for internal accreditation of environmental qualifications in the preparation of an Accreditation Submission.

A submission should include:

#### Host Institution

Brief background on the host institution that provides context for the environmental studies program and the environmental qualifications for which accreditation is being sought.

#### History of the Qualification(s)

A brief description of the history of the environmental qualifications for which accreditation is sought.

#### Organisational Arrangements

A description of the organisational arrangements above and below the academic leader of the environmental studies program, that allow an understanding of the status and authority of the academic leader position; the relationships between the environmental studies program and other programs conducted by the host institution; the responsibilities and status of program staff; and the role and function of the Advisory Board.

#### Aims and Objectives

A statement of the educational philosophy of the environmental studies program, the knowledge, skills, and proficiencies that it seeks to develop in students, and how these relate to the education of entrants to the environment profession.

#### Environmental Qualifications Content Descriptions

A detailed description of the content of the environmental qualifications for which accreditation is sought including a map of its curriculum against the AQF or NZQF, and at the level of units/papers of study, the EIANZ core skills, and environmental and enabling proficiencies that form the basis of accreditation.

The mapping of the environmental qualification should indicate the extent of the congruence between the learning outcomes for the program/course/units/papers of study and the EIANZ core skills and proficiencies, using the descriptors – aligned, partially aligned, not aligned.

This section of the submission will generally be supported with environmental qualification and unit/paper outlines, details of contact hours, recommended reading materials and the program/course handbooks, assessment methods and standards for successful completion.

The description of the environmental qualification and its mapping should be sufficient to allow a Visiting Panel to understand the learning outcomes and content of every major and each of the units/papers of study that contribute to the award of a qualification in the particular environmental qualification.

### Teaching and Research

A statement that sets out the approach to teaching the environmental qualification for which accreditation is sought, the various modes of delivery employed, the ways in which learning is supported by laboratory and field studies, and the ways in which learning is integrated with the world of work. The statement should indicate how teaching practices are evaluated for effectiveness and the assessed performance in relation to the qualification for which accreditation is sought.

The advanced standing arrangements for students entering the environmental qualification for which accreditation is sought should be explained in this part of the submission.

There should, in this section of the submission, be a statement setting out the key areas of research and how they support the environmental studies program and the teaching of the environmental qualification for which accreditation is sought. The statement should indicate the research standing of the host institution and its environmental studies program.

### Student Characteristics

This section of the submission should provide an analysis of student numbers, enrolment trends, and retention rates. There should be information on the characteristics of students (age, gender, nationality, qualifications on entry) and an explanation of the implications for teaching strategies.

### Staffing

A statement that summarises the academic profiles of staff that is sufficient for the teaching and non-teaching activities and other duties of individuals associated with the delivery of the qualification to be understood. The profiles should demonstrate the involvement of staff in research, publications, and community activities. The profiles should include staff and environment professionals who teach into courses that are the basis of the qualification.

### Facilities

This statement should be a description of the laboratories and support services, field studies equipment and locations, library services, computing services, and on-line teaching facilities that underpin the delivery of the qualification. Where virtual facilities are incorporated, for example in on-line learning, these services should also be described.

### External Feedback

The submission should reference the sources and findings of external reviews that have been conducted of the environmental studies program and the qualifications in environmental science or environmental management for which accreditation is sought.

### Self-Appraisal Statement

The submission should contain a self-appraisal statement developed by the academic leader and staff of the environmental studies program and the qualification for which accreditation is sought. The statement should show how the qualification satisfies the LTAS Statements for Environment and Sustainability, Science, and Biology; and the EIANZ core skills and proficiencies required for EIANZ accreditation.

The self-assessment statement should be developed through an evidence-based process of peer analysis and review that leads to the identification of specific aspects of the environmental studies program or qualification where the host institution may be seeking advice from a Visiting Panel.

### Proposed Arrangements for a Visiting Panel

The submission, or an accompanying letter, must contain a description of the proposed arrangements for the Visiting Panel, that have had regard to the matters set out in Appendix C.

## APPENDIX C

### REQUIREMENTS FOR VISITING PANELS

#### Arrangements

The host institution seeking accreditation of an environmental qualification is responsible for making suitable travel and visit arrangements for the Visiting Panel to review the delivery of the program/course. The majority of the panel will be made up of EIANZ members from the host institution's locality.

These arrangements, in the form of a visit program, should be set out in the host institution's Accreditation Submission. EIANZ will notify the host institution of the membership and contact details for the Visiting Panel during the preparation of the Accreditation Submission and in sufficient time for a visit program to be arranged by the host institution.

As far as practicable the time set aside for the activities of a Visiting Panel should allow it to:

- observe the environmental studies program and the teaching of the environmental qualification;
- meet with relevant academic leaders and staff, support staff, students and graduates, and members of the advisory board; and
- meet to prepare a draft of its report.

The visit program should, where practicable, allow for a minimum of two (2) days of activities. Where there is more than one program/course for which accreditation is being sought, or a particular program/course contains a number of majors, it may be appropriate to conduct the visit program over more than two (2) days. See note 'Draft Program' below.

Where there are undergraduate and post graduate qualifications for which accreditation is being sought at the same time, EIANZ will discuss with the host institution an option of appointing more than one Visiting Panel.

#### Objective

A Visiting Panel's objective is to review and validate the material submitted by the host institution on the delivery of the environmental studies program, and the teaching of the environmental qualification for which accreditation is being sought. The panel will do this by undertaking interviews with relevant academic leaders and staff, support staff, students and, where practical, recent graduates, and members of the advisory board with responsibilities that encompass the qualification.

#### Composition and Selection

A Visiting Panel will be composed of three (3) persons; two (2) senior members of EIANZ from the locality of the host institution, and one (1) other person who is a member of the QAS Board or senior academic from another jurisdiction, who is experienced in the design and delivery of environmental qualifications.

The QAS Board will determine the membership of a Visiting Panel and appoint the chair of the panel, using an open and transparent process to invite senior members of EIANZ to participate.

#### Cost

The costs associated with hospitality, travel and accommodation for a Visiting Panel are the responsibility of the host institution. These costs are additional to the qualification accreditation fees payable to EIANZ.

Costs for travel and accommodation will generally be limited to the cost of travel for the single member of a panel from outside the jurisdiction where the host institution is located. There may however be occasions when there will be travel and accommodation costs associated with bringing members of a Visiting Panel together within a jurisdiction.



### **Draft Program**

A Visiting Panel draft program should include:

- detailed discussions with the academic leader of the environmental qualification at the beginning of the visit;
- discussions with academic staff and support staff responsible for teaching, teaching facilities and field studies sites;
- discussion with current students enrolled in the program/course and, where practical, recent graduates;
- discussion with the environmental studies program advisory board;
- a close-out briefing with the academic leader and senior staff of the environmental qualification for which accreditation is being sought; and
- a close-out briefing with a senior representative of the host institution and the academic leader of the environmental qualification for which accreditation is being sought.

A draft program must also provide uncommitted time for a Visiting Panel to deliberate on the material that it is presented with and begin to formulate its report and recommendations.

A draft program must provide a Visiting Panel with the opportunity to inspect teaching facilities, laboratories and support services, field studies equipment and locations, library services, computing services, and on-line virtual teaching modes. The inspection should be guided by a senior member of the environmental studies program staff and be purposeful in demonstrating the connection between the learning outcomes for the qualification and its courses and the facilities.

A Visiting Panel will review the host institution submission, and two (2) weeks prior to the scheduled visit, will advise the host institution of any particular matters that it wishes to have addressed through the program for the visit.

### **Administrative Support**

The host institution should provide administrative support to coordinate and assist the Visiting Panel with respect to its visit.

### **Working Facilities**

The host institution is responsible for providing suitable facilities where a Visiting Panel can meet privately and with staff, support staff, students and recent graduates, and members of the advisory board.

### **Transport**

Where applicable, the host institution is responsible for providing suitable transport for members of a Visiting Panel to get to and from the host institution and to inspect its various teaching facilities including field studies sites, where applicable.

### **Hospitality**

Hospitality for a Visiting Panel should be such that it will not be seen to compromise the independent review role of the Panel. Morning and afternoon tea and working lunches that facilitate the review work of the Visiting Panel are appropriate. Evening functions that allow a Visiting Panel, over non-extravagant food, and beverages, to engage with leaders of the host institution and the environmental studies program, students and, where practical, recent graduates and members of the environmental studies program advisory board are appropriate.

## Reporting

The Visiting Panel will, where time permits, give a preliminary indication of findings at close-out meetings (see draft program above).

A Visiting Panel will prepare a draft report of its findings which will be sent first to the academic leader of the host institution's environmental qualifications for review and comment. The host institution will be invited to correct matters of fact, and to comment on any matters or findings by the Visiting Panel it regards as contentious.

A Visiting Panel will finalise its report, having considered the comments from the host institution on the draft report, and recommend to the QAS Board whether the qualification should be accredited, provisionally accredited, or refused accreditation.

A Visiting Panel may recommend that a qualification be:

- fully accredited for a period of up to five (5) years;
- provisionally accredited for two (2) years subject to the implementation of particular requirements;
- or
- not accredited.

The report of a Visiting Panel will ordinarily be considered by the QAS Board within 30 days of its submission by a Visiting Panel.

## APPENDIX D

### RE-ACCREDITATION PROCESS

The re-accreditation process will consist of a review of the status of the accredited environmental qualification on the basis of a submission meeting the required specification made by a host institution.

A comprehensive process that would include a Visiting Panel may/will be required for re-accreditation:

- every ten (10) years, or
- where matters of concern have been raised through the annual reporting process, or
- where significant changes are to be made to the course/program for which re-accreditation is being sought; or
- where there has been a significant lapse of time between the expiry of an accreditation and a host institution seeking re-accreditation.

### Steps and Submission Requirements

1. The host institution will submit an application form and a re-accreditation submission and pays the application fee. The application fee will be invoiced on receipt of the application and the submission.
2. The re-accreditation submission is to include the following:
  - a) the qualification title;
  - b) a description of the qualification including its objectives and learning outcomes;
  - c) a description of any changes in the objectives, learning outcomes, or structure of the qualification since it was originally accredited or reviewed by the Accreditation Board;
  - d) a statement that discusses and maps the current alignment of the qualification with the EIANZ guidelines for core skills and proficiencies (as set out in the QAS Manual);
  - e) a description of the teaching and assessment methods used;
  - f) a statement that profiles the academic staff and adjunct/guest lecturers teaching the qualification;
  - g) a statement on the numbers of students enrolled in each year of the qualification;
  - h) a statement on the engagement with employers and environmental practitioners about the qualification content and relevance to contemporary environmental practice; and
  - i) electronic links to the qualification profile on the host institutions website.
3. The application for re-accreditation will be assessed on the papers supplemented by an interview (in person or remote) with the host institution academic leader responsible for the design and delivery of the qualification.
4. The Accreditation Board will appoint an Assessment Panel of three EIANZ members and/or CEnvPs, one of whom would be a member of the Accreditation Board who would chair the panel. Members of the panel will be drawn from the jurisdiction where the qualification is being taught, or the host institution is located.
5. The Assessment Panel will undertake the assessment and report to the Board as to whether or not the qualification ought to be re-accredited and for how long.
6. The Accreditation Board will decide an application for re-accreditation on the basis of the report of the Assessment Panel.
7. The Accreditation Board will notify the host institution of the outcome of the application for re-accreditation in writing, and if successful, issue a new Testamur for the new period of accreditation.





Wurundjeri Country  
Suite 3, 255 Whitehorse Road  
Phone: +61 3 8593 4140  
Email: [qas@eianz.org](mailto:qas@eianz.org) Web: [www.eianz.org](http://www.eianz.org)



Environment Institute  
of Australia and  
New Zealand Inc.