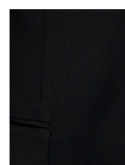
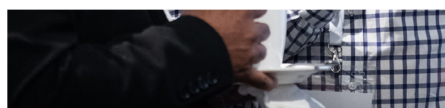


IChemE

Institution of
Chemical Engineers

Achieving Chartered Scientist (CSci) registration through IChemE

Information and guidance for applicants



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1 Introduction

1.1 What is a Chartered Scientist?

IChemE is licensed by the Science Council to award Chartered Scientist (CSci) registration. CSci is a globally recognised professional registration that demonstrates an individual's competence, experience and commitment to high professional standards in scientific practice.

Chartered Scientists demonstrate effective leadership, using their specialist knowledge and broader scientific understanding to develop and improve the application of science and technology by scoping, planning and managing multifaceted projects and the operation of complex systems.

Chartership as a scientist reflects the wide variety of sciences and their practice, recognising high levels of skill and experience, independent of discipline.

Once registered, you must maintain your status through meeting continuing professional development (CPD) requirements each year.

1.2 Why achieve Chartered Scientist through IChemE?

Achieving Chartered Scientist registration through IChemE allows professionals working across chemical engineering, process industries, academia and related scientific and technical sectors to demonstrate their scientific competence within a robust, peer-reviewed professional framework.

The CSci designation provides formal recognition of advanced scientific practice and leadership. It can support career progression, help demonstrate professional credibility to employers and clients, and provide assurance to wider stakeholders that your competence has been independently assessed against a recognised standard.

CSci registrants are expected to apply scientific knowledge effectively, exercise sound judgement, communicate clearly, lead and influence others, and uphold professional standards and ethical practice.

2 The requirements for Chartered Scientist registration

Chartered Scientist registration is open to individuals who can demonstrate competence to the required standards and who commit to:

- maintaining their competence through CPD;
- working within an appropriate professional code of conduct; and
- acting with integrity and professionalism.

Education requirement (master's level or equivalent)

Chartered Scientist applicants must hold a qualification at **master's level** (Level 7 in England, Wales and Northern Ireland; Level 11 in Scotland), or be able to demonstrate **equivalent learning and achievement**.

As all applicants applying through this route are already **Chartered Chemical Engineers**, this master's-level requirement has already been assessed as part of your CEng registration – either through an accredited master's-level

qualification (or equivalent), or via IChemE's **Underpinning Knowledge and Understanding (UKU)** process. No additional master's equivalence assessment is required as part of this CSci application.

2.1 Eligibility (membership, education and experience)

To enter the registration process through IChemE, applicants must be current Chartered members or Fellows of IChemE. Applicants should normally have at least five years' work experience; however, applications are assessed on demonstrated competence.

2.2 Competence

Applicants must demonstrate competence across five areas (Sections A–E). Your competence report should provide work-based examples that show you meet each competence statement:

- A Application of knowledge and understanding
- B Personal responsibility
- C Interpersonal skills
- D Professional practice
- E Professionalism

Full competence statements are provided in Appendix A.

2.3 Continuing Professional Development (CPD)

As a Chartered Scientist you are expected to maintain your competence by undertaking appropriate CPD. This should include identifying and prioritising development needs, planning and completing learning activities, recording outcomes, and reflecting on how CPD benefits your practice and the users of your work.

You can expect to be subject to an audit to demonstrate your ongoing commitment to CPD.

Please refer to IChemE's **CPD guidance** for further information.

2.4 Professional behaviour and codes of conduct

All applicants and registrants are required to comply with *IChemE's Code of Professional Conduct* and applicable standards of ethical behaviour. This includes acting with integrity, avoiding conflicts of interest, and promoting high professional standards.

In addition, Chartered Scientist registrants are expected to act in line with the *Science Council Model Rules of Conduct for Registrants*. This means registrants must:

- exercise professional skills and judgement to the best of their ability and discharge responsibilities with integrity, serving as an example to others;
- have regard at all times to the public interest;
- do all in their power to ensure their professional activities do not put the health and safety of others at risk;
- when called upon to give a professional opinion, do so with objectivity and reliability;
- never engage in corrupt practice;
- undertake appropriate continuing professional development (CPD) and be able to demonstrate this to others;
- further the interests of, and maintain the dignity and welfare of, their Licensed Body and profession;
- minimise their impact on the environment, including encouraging the fair and sustainable use of resources; and
- treat others with respect and encourage equality, diversity and inclusion (EDI), including embedding EDI within their work.

3 Use of Generative AI (Artificial Intelligence) in your application

IChemE acknowledges that Artificial Intelligence (AI) tools or large language models (such as ChatGPT) can be appropriately and ethically used to support the preparation of a registration application. For example, AI tools may help with translation, spelling and grammar, or restructuring and improving clarity.

However, you remain fully responsible for the **originality, validity and integrity** of the content in your application, even where AI tools have been used to support particular elements.

Any unethical use of AI – such as generating generic or inaccurate evidence statements that do not detail (or directly relate to) your personal experiences – will be treated as inadmissible and may lead to action under IChemE's disciplinary procedures.

4 Supporter and assessor requirements

4.1 Supporter

You must have **one supporter** to verify your application. Your supporter must:

- be familiar with your work and able to confirm the authenticity of your evidence; and
- be able to verify that your competence report reflects your own work and experience.

Ideally, your supporter will be professionally registered by the Science Council at the **same level of registration (CSci)** or above. If that is not possible, IChemE will consider whether the supporter is appropriate based on their seniority, professional standing, and knowledge of your work.

4.2 Assessors

All CSci applications are assessed by **at least two trained assessors**.

- assessors review every applicable competence area (A–E);
- assessors initially assess your application **independently**;
- where assessor views differ, they will discuss to try to reach agreement;
- if disagreement cannot be resolved, a **third assessor** will be involved.

Ideally, both assessors will be registered at **CSci (or above)** and on the Science Council register. If this is not possible, at least one assessor will meet this requirement, and the second assessor will hold an appropriate level of chartership or equivalent professional registration in a relevant discipline.

5 The application process

All assessments are carried out by Chartered members of IChemE who volunteer and are trained for their roles.

Applicants should complete the templates made available online and submit the full application to:

applications@icheme.org

5.1 You need to submit

- application form;
- competence report (A–E);
- supporter form/supporter statement;
- CV.

6 Data protection, confidentiality and conflicts of interest

6.1 Data protection

By applying to IChemE, you agree to IChemE taking the appropriate steps to process your application in accordance with our procedures and regulatory requirements. You should not disclose confidential information that is contrary to your employer's confidentiality policy.

Professional reviewers understand that the reports they submit may be reviewed by IChemE committees/panels and that relevant licensing bodies may audit aspects of the application process and associated records.

For more information about data protection, please refer to IChemE's website.

6.2 Confidentiality

Reviewers need to understand your work and the scientific and technical challenges involved. You may need to be specific about your current and past roles, your responsibilities, and the work you have undertaken.

However, you must not disclose confidential information that is contrary to your employer's confidentiality policy in any part of your application or supporting documentation (including your CV).

All reviewers are bound by IChemE's *Code of Professional Conduct* and applicable data protection requirements.

6.3 Conflicts of interest

IChemE's *Code of Professional Conduct* requires members to avoid real or perceived conflicts of interest and to declare conflicts when they arise.

If a professional reviewer declares a conflict of interest, IChemE staff will make alternative arrangements. You should also inform IChemE immediately if you believe there may be a conflict of interest with an appointed reviewer.

7 How to complete your competence report

Your competence report must explain how you meet each competence across Sections A–E, using examples from your work. Aim to be concise but sufficiently detailed so the assessor can understand your role, decision-making and impact.

7.1 Good practice

You should:

- keep within the word limit and allocate space evenly across sections;
- emphasise your specific actions and responsibilities (use 'I', not 'we');
- explain what you did, how you did it, and why;
- use a structure such as STAR (Situation, Task, Action, Result) or CAR (Context, Action, Result);
- select one main strong example per competence and add brief supporting examples if needed;
- be clear and professional, using correct English;
- minimise acronyms, or explain them the first time used;
- check consistency between your report and your CV;
- quantify outcomes where possible (eg time saved, risk reduction, improved safety/quality).

You must not:

- use generic statements without evidence;
- exaggerate your role or claim work done by others;
- rely on the assessor to infer your contribution;
- plagiarise content from any source (including online examples);
- disclose confidential information;
- use AI to generate evidence that is not based on your own work and experience.

The table below captures the guidance that the Science Council provides to applicants and mentors in order to prepare their competence report:

Section A	Application of knowledge and understanding	This competency grouping is looking at how you: Identify and use relevant scientific understanding, methods and skills to complete tasks and address well defined problems. The A competencies are your opportunity to demonstrate your scientific knowledge and understanding and how you apply them in the workplace or academic/research environment; what knowledge you have gained and how you translate it. There are three competencies within the A group which each have a different focus, try and think of ways you can evidence these competencies. They could include: ■ investigating new techniques or research methodologies; ■ scientific reports or academic publications; ■ data analysis;
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		■ devising, reviewing, selecting, adapting or improving a method including experimental design or teaching/research approach; ■ optimising a process or equipment using prior knowledge.
A1	Demonstrate how you use knowledge, experience, skills and broader scientific understanding to optimise the application of existing and emerging science and technology.	You should provide sufficient detail here to show your deep understanding of your specialist scientific subject and how you have applied it. Further to this, include any examples of where your broader scientific understanding is applied to your area of practice. Examples could include but are not limited to: ■ writing and presenting internal papers, reports, standards, academic papers or research proposals; ■ conducting appropriate research to facilitate design and development of scientific processes; ■ writing primary journal articles and patents or contributing to peer-reviewed publications and academic collaborations.
A2	Demonstrate how you exercise sound judgement and understand principles of uncertainty in complex and unpredictable situations.	This competency is asking you to identify and be aware of the limit of your own knowledge and professional competence, to demonstrate an ability to manage your own strengths and weaknesses and to recognise the level of risk attached to your actions. Examples could include but are not limited to: ■ when you have reacted and dealt with an unexpected outcome for example in experimental work, research findings or project delivery; ■ when you have approached a piece of work or project flexibly and in a novel or different way, or reacted to an unexpected outcome. This competency has a lot to focus on, try and give an example of where you came to a sound conclusion based on certain or uncertain data, or where you have uncertain data but you know the limitations of the data you are using. You may want to consider what uncertainty means in science before attempting this competency.
A3	Demonstrate critical evaluation of relevant scientific information and concepts to propose solutions to problems.	You should think of this competency in terms of selecting the best methodology, the subsequent data analysis, evaluations and conclusions you draw and how you overcome any barriers or issues in practice, research or academic work. Have you got the skills to critically evaluate information scientifically that is delivered by your technologies or generated through research, literature or analysis methods? Examples could include but are not limited to: ■ engaging in experimental design and testing; ■ reviewing relevant literature, databases, manuals or designs including academic journals or research outputs; ■ statistical analysis and numerical modelling. You may find that your answer to A3 is an extension of A2 – demonstrating how you solved the problem described in A2, especially if you don't work in a laboratory setting or where your work is more theoretical, computational or research-focused.

Section B	Personal responsibility	This competency grouping is looking at how you: Exercise personal responsibility in planning and implementing tasks according to prescribed protocols. The B competencies are focusing on your personal responsibility, specifically in the scientific workplace or academic/research environment. There are four competencies which look at different aspects. Different areas of your work that you could include are: ■ crisis management; ■ laboratory or team organisation including research groups or academic teams; ■ maintaining quality outputs; ■ health and safety responsibilities; ■ sustainable practices.
B1	Demonstrate how you work autonomously and take responsibility for the work of self and others.	It is important for this competency to ensure you describe your contribution, responsibility and impact on a certain task or project and make it clear what you personally have achieved ie 'I' not 'we'. In formulating your answers and giving relevant examples, you should consider the following: ■ you will be expected to undertake your work without day-to-day supervision and so you should demonstrate that you are able to achieve this; ■ you should demonstrate your understanding of when you may need to seek guidance from others and how you would obtain this guidance; ■ if you are responsible for managing the work of others, you should clearly describe how you discharge those responsibilities for example, supervising your team, students, researchers or academic staff.
B2	Demonstrate how you promote, implement and take responsibility for robust policies and protocols relating to health, safety and sustainability.	You should demonstrate that you understand the policies and protocols related to health, safety and sustainability that apply to the work you are undertaking, giving examples where you have implemented and promoted them and describe any responsibilities that you have related to this. In formulating your answers, you should consider the following: ■ demonstrate that you know where these policies and protocols are documented, and that you are able to apply them in your practice; ■ how your work contributes to the update and development of your departments/organisations policies and procedures; ■ how you 'promote' the awareness and application of these policies and protocols with others, especially peers and more junior colleagues. Sustainability doesn't only focus on environmental impacts, although this is an important area to address if you do so in your practice. Other aspects that you could use include: ■ sustainability of the workforce and succession planning; ■ financial sustainability; ■ sustainability in education and training.

B3	Demonstrate how you promote and ensure compliance with all relevant regulatory requirements and quality standards.	You should demonstrate that you understand which regulatory requirements and quality standards apply to your area of work including data integrity and privacy for example research ethics, data governance or funding body requirements. In formulating your answers and giving examples, you should consider the following: ■ describe what you do to ensure that these requirements and standards are being followed for those activities for which you are responsible; ■ describe how you 'promote' the awareness of regulatory requirements and quality standards amongst peers and more junior colleagues; ■ describe how you safely store and handle data in line with national and international data protection and cyber security regulations; ■ if you have to follow different levels of regulatory frameworks eg company/government, you should include how the differences impact on your practice. Please note that this is a different focus to Codes of Conduct which are covered in a later competency – this is looking at how you work within these standards and requirements in the workplace.
B4	Demonstrate how you oversee the implementation of solutions and demonstrate an understanding of potential and actual impacts of your work on your organisation, on the profession and on the wider community.	You should demonstrate an understanding of the potential and actual impacts of your work on your organisation, on the profession, on the general public and on the physical environment including the impact of research, teaching or public engagement activities where relevant. Examples could include but are not limited to: ■ indicating that you are aware of the sensitivity of your work and show how this understanding translates into the ways in which you carry out your work; ■ showing an awareness of how your profession is portrayed and viewed by the public at large, and how you take responsibility for recognising this in the work you do; ■ describing how you seek to avoid reputational damage related to the work you carry out; ■ explaining how you set a good example to others in the way you discharge the responsibilities related to the work you undertake and the benefits to the organisation. This is quite a complicated statement with two distinct parts, so please ensure that you address all aspects of it including the impacts of your work – lots of applicants often miss noting the impact on the wider community. This could include an awareness of the impact of your work in your own department, wider organisation or the wider industry.
Section C	Interpersonal skills	This competency grouping is looking at how you: demonstrate effective communication and interpersonal skills. The C competencies are looking for evidence of your interpersonal and communication skills. While most of your examples will be from your workplace or academic/research environment, you may wish to use wider evidence if it fits better. There may be slight

		overlap between each area so please ensure you have read each of the competencies in this group before starting. There are three competencies to address here. Some examples to think about could include: ■ leading meetings or seminars/tutorials; ■ giving presentations; ■ work with regulators; ■ line management or supervision of students/ researchers.
C1	Demonstrate the ability to communicate effectively with specialist and non-specialist audiences.	A non-specialist audience is anyone working outside of your particular area of expertise, so it would not necessarily be a non-scientist, for example colleagues from other disciplines, students or the public. Your example(s) should indicate how you have communicated in a way that is effective to each type of audience. In formulating your answers, you should consider the following: ■ not just the content of the message but also the mode or style of delivery that is adapted according to the audience; ■ the feedback loop to gauge the understanding and improve future communications.
C2	Demonstrate effective leadership through the ability to guide, influence, inspire and empathise with others.	This competence is about understanding your leadership skills and is not reserved for those in management roles, it is applicable to all. Examples could include but are not limited to: ■ experiences of mentoring or coaching you have had including supervision or support of students or early-career professionals; you should consider how effective this was and the overall impact; ■ considering when you have managed change within your organisation or overseen the implementation of any new processes; you should consider how effective this was and the overall impact. You could consider inclusion and how you demonstrate this in this competency – this may help you illustrate empathy.
C3	Demonstrate the ability to mediate, develop and maintain positive working relationships.	You should describe or define the 'working relationship' and provide at least one example which focuses on your handling of a challenging interpersonal situation and demonstrates your ability to mediate and achieve a positive outcome. You should consider how through your approach you have changed or modified the behaviour or attitudes of others to positive effect. Examples could include but are not limited to: ■ how you have managed the merger or integration of different teams; ■ managing working relationships across different departments or organisations; ■ interactions with committees, working groups or other professional body activities or academic committees, research collaborations or interdisciplinary teams; ■ how you have managed and resolved a difficult relationship situation between members of a team for which you are responsible.

Section D	Professional practice	This competency grouping is looking at how you: Apply appropriate theoretical and practical methods. The D competencies focus on your professional practice including research and academic practice. They are distinct from the other competencies although there may seem to be overlap on first viewing (especially with the A group). Some examples to consider including could be: ■ trouble shooting a method or experimental/ research approach; ■ scoping and then managing projects; ■ reducing hazards and waste.
D1	Demonstrate how you scope and plan and manage projects.	Describe an example where you have developed a project scope with clearly defined boundaries and project plans. This could include research projects, grant-funded work or academic initiatives. Any problem-solving techniques used should be highlighted along with potential benefits of the project to the business or organisation/research outcomes. You should make it clear the level of autonomy you had while working on the project, especially when the project is large covering multiple areas and a significant time span. You should show how you contributed to determining the resulting courses of action. Examples could include but are not limited to: ■ lead an operational project utilising resources across several disciplines; ■ a change management project aligning processes across sites; ■ an industry-wide project establishing guidance on technical standards and requirements or collaborative research or cross-institutional initiatives. You may not manage large scale projects, but you should be able to pick some work to focus on in this section, looking at how do you scope the tasks, and how do you break them into subtasks. D1 and D2 could be written in tandem, focusing on the same project – this competency is focusing on the planning and D2 on the delivery/outcomes.
D2	Demonstrate the achievement of desired outcomes with the effective management of resources and risks.	Using projects with which you have been involved as examples, including research or academic projects where relevant, you should describe your roles and responsibilities in managing the activities to achieve the desired outcomes. Examples could include but are not limited to: ■ identifying the resources (people and/or money) needed to undertake the activities; ■ monitoring and surveillance of the progress of the activities; ■ identification, evaluation and implementation of changes that may be needed to ensure the activities are successfully completed; ■ identification and management of risks that could impact on the successful completion of the activities. D1 and D2 could be written in tandem, focusing on the same project – this competency is focusing on the

		delivery/outcomes of the project whereas D1 was focusing on the planning phase. Getting a desired outcome or an effective solution at the end of it is completely different to managing a project or managing a team so this should have a different focus to the earlier C competencies.
D3	Demonstrate how you take responsibility for continuous improvement within a scientific or technical environment.	Your examples should indicate what actions you take to make improvements to your organisation as a whole or to your research group, department or academic institution. This could be through encouraging the continuous development of junior staff or through improvements to processes within the organisation. This competency is not about your personal improvement (process improvement rather than personal), but about what you've done to improve your working environment or the company you work for. This could focus on lessons that you have learned from practice, and where hopefully, people have, at the completion of projects undertaken review and then taken forward any improvements. Examples could include but are not limited to: ■ evaluation of the performance of specialists' methods and tools used; ■ development of recommendations for future enhancements or modifications to procedures or working practices in order to achieve performance improvements; ■ description of examples where your actions have led to performance improvement by yourself or others; ■ identification of lessons learned from activities undertaken by yourself or by others for whom you are responsible, such as what went well, went badly or was lacking.
Section E	Professional standards	This competency grouping is looking at how you: Demonstrate a personal commitment to professional standards. This section has a different focus from the other areas and should be looked at through the lens of 'professional standards' – not just within the workplace or academic/research environment but in your wider interactions. Examples could include: ■ your professional body's Code of Conduct; ■ Codes of Conduct for your employers (eg Civil Service Code) or institutional/academic codes and research ethics frameworks; ■ your commitment to EDI initiatives; ■ your ethical principles.
E1	Demonstrate how you comply with and promote relevant codes of conduct and practice.	You should provide comprehensive examples of how you have applied and promoted the codes of conduct under which you practice, including research ethics, academic integrity or institutional policies where relevant, and the outcomes of this. Examples you may wish to include but are not limited to equality, diversity and inclusion, reliability and integrity and ethical practices. Assessors will be looking for your understanding of ethical practice and compliance with codes of conduct is only one part of ethical practice. This could include how you see the need for personal accountability in your practice.

E2	Demonstrate a commitment to professional development through continuing advancement of your own knowledge, understanding and competence.	Your answer should provide specific examples of what you have already done in terms of continuing professional development (CPD) and your plans for the coming year. In your examples you must describe how your engagement in CPD has benefited your practice and the users of your work and reflect on its impact whether in industry, research, teaching or wider professional activities. Examples can be taken from any of the five categories of activity (work-based learning, professional activity, formal/educational, self-directed learning and other), including academic development, research dissemination or teaching-related activities where relevant. eg: ■ application of knowledge acquired on an external course that has benefitted the business – how you acquired the knowledge of a new technology and how you planned, implemented and reviewed its success in your organisation; ■ your work to promote careers in the STEM area including the design of materials and reflection on success. We are not looking for a list of courses here but evidence of how your CPD benefits your practice and benefits others. You should ensure that the CPD you include is planned, executed and then reviewed after completion to gauge the impact of your CPD, rather than focusing on lists of activities. Consider how the outputs of your CPD may feed forward into your future personal and professional development. Once you have gained registration you will need to commit to maintaining your Continuing Professional Development as a scientist and comply with Science Council CPD standards.
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8 Assessment of your competence and commitment

Your competence report may be peer-reviewed by volunteer professional reviewers.

8.1 Further information (clarification/revision)

If the professional reviewers decide that your competence report requires clarification and/or expansion in one or more areas, IChemE will email you with detailed feedback explaining what changes are required.

Please take careful note of this feedback and ensure you address each point. You will normally have **one opportunity** to revise your report.

If you do not fully understand the feedback or need additional information, please contact applications@icheme.org

You will need to obtain **re-verification** of revised sections by your supporter. If your original supporter is unavailable, you may use an alternative supporter, provided they meet the supporter criteria described in this guidance.

If obtaining verification of revised sections is challenging, inform IChemE as soon as possible so appropriate arrangements can be considered.

If the revision is still deemed unsatisfactory, your application may be reviewed by a panel to determine next steps. The most likely outcome is that the application will be closed and you would need to re-apply. In such circumstances, IChemE will explain why the submission was unsatisfactory and provide feedback.

8.2 Professional Review Interview (PRI)

If the professional reviewers determine that your competence report provides sufficient evidence of competence and commitment, you will be invited to a **Professional Review Interview (PRI)**.

The PRI is conducted by **two professional reviewers**, and is usually held virtually (eg Microsoft Teams or similar), or occasionally at a reviewer's place of work. IChemE will confirm the arrangements.

The interview is structured but flexible and is intended to allow you to provide sufficient additional information for reviewers to confirm your suitability for Chartered Scientist registration. It will be based on your competence report and may explore areas such as:

- confirming that your written evidence is an accurate and true account of your work and experience;
- your commitment to CPD;
- the extent and limits of your responsibility; and
- the professional judgement and decision-making you apply in your role.

The interview may open by asking you to provide a brief summary of your career to date, so you should prepare for this.

Your competence report forms the basis of the interview. Due to word limits, the written report is a summary of your professional practice, and the interview allows you to provide wider context and additional examples.

The interview is intended to be a positive exercise, but the onus is on you to demonstrate you meet the standard required.

Interview practicalities:

- you may refer to your competence report during the interview and it is recommended you have a copy available;
- you must not access other supporting materials (including online resources) during the interview unless agreed with the reviewers (for example, to show a schematic or CPD plan);

- the reviewers will complete an identity check against the photo ID submitted with your application;
- interviews typically last around **one hour**. Reviewers may move you on if a topic has been sufficiently covered.

At the end of the interview, you will be given the opportunity to mention anything important that was not covered.

Please do not ask the reviewers for the outcome at the end of the interview. Following the interview, reviewers will discuss the evidence and reach an evidence-based recommendation, which is submitted as a confidential report to the relevant IChemE committee as part of moderation and final decision-making.

If you or a reviewer experiences extenuating circumstances that could prejudice the fairness of the interview (for example, a bereavement), you must inform IChemE immediately to discuss rescheduling. If you proceed without informing IChemE, this cannot normally be used later as grounds for appeal.

9 Appeals

If your application is unsuccessful, IChemE will provide information on how to access our appeals process.

Appeals can only be made on the grounds of an administrative, procedural, or other irregularity in the handling of the application, and must be submitted in writing within the stated timeframe. Appeals are considered by an independent Appeals Committee that was not involved in the original decision, and the outcome may be to uphold the decision or refer the application for reassessment. Full details are available in IChemE's [Guidance for Chartered Membership](#) (appendix B)

Contact us for further information

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