

IIRSM Qualification Accreditation Guidance and Information



Contents

1. About IIRSM.....	3
2. About this guide	3
3. Why get your qualifications accredited by IIRSM?	3
4. IIRSM standards and expectations.....	4
5. Qualifications delivered in partnership.....	5
6. Accrediting qualifications in other languages.....	5
7. The application process	6
8. Completing and submitting your application.....	6
9. Liability	7
9. Appendix 1 - Required level of standards and attainment for membership	8
10. Appendix 2 - Learning areas and content	9
11. Appendix 3 - Organisation requirements - assessment criteria	12



1. About IIRSM

Managing risk effectively isn't just about big business, or money, or what might go wrong. It's about people, communication, trust and opportunity.

IIRSM is an educational charity and membership body with a global community in over 90 countries. Our community is united around a common desire to use risk management to make better decisions. Our diverse membership works in all areas of risk and safety, at every level and across all industries, playing a vital role in keeping people and organisations safe, healthy and resilient.

We provide practical education, resources, sharing of experiences and networking to help people and organisations identify, manage and take risks to succeed in the many challenges they face.

2. About this guide

This guide sets out the standards and processes to be followed to get qualifications accredited by IIRSM towards a grade of professional membership. It applies to qualifications awarded by Universities, Higher Educational Institutes, Professional Awarding Bodies and Training Providers.

We review these guidelines regularly to ensure they remain relevant to everyone who is responsible for managing risk well and its impact.

The educational organisation gains accreditation for their qualifications by aligning them to IIRSM's professional standards. This process ensures learners can be confident that they are gaining the knowledge and skills needed through studying their chosen qualification, as well as meeting the eligibility criteria to join IIRSM at a specific grade of membership. This supports their ongoing career progression and continuing professional development.

3. Why get your qualifications accredited by IIRSM

IIRSM sets standards of competence, experience, qualifications and professional ethics for those practicing risk and safety management or an associated field. We recognise qualifications to promote the educational opportunities available and to support future practitioners get ahead by joining a professional body and the invaluable benefits this can bring.

3.1 Benefits to the educational organisation

Obtaining IIRSM accreditation provides an independent and valuable recognition and benchmark of your qualifications, providing you with a competitive edge. It brings the value of IIRSM's professional standards and international brand together with your educational standards and expertise to form an attractive and effective partnership.

Specific benefits include:

- Alignment of your qualifications to professional standards set by a leading international risk and safety body.
- Use of IIRSM's 'Accredited Qualification' logo on promotional and qualification materials.
- Access to an international network of branches and corporate partners.
- Collaborate and share research on relevant and topical areas.
- Organisation and qualifications listed on IIRSM's website.
- Discounted IIRSM membership for tutors/trainers.
- Discounted advertising rates in the IIRSM bi-monthly magazine *The Sentinel*, and IIRSM Professional Development Newsletters.

3.2 Benefits for your students

IIRSM offers free student membership for the duration of their studies and they get a lot more than 'letters after their name' when they graduate. We help them in their studies and accelerate in their chosen career through ongoing learning and support to ensure their skills, competences and experiences continually develop and evolve.



Specific benefits include:

- **Kudos:** being a student member of IIRSM looks good on their CV and shows future employers a level of early commitment to their career and professional development, particularly if they get involved in our activities.
- **Support and advice:** access to free masterclasses and workshops, technical telephone helplines, our Emerging Risk Leaders' Network and mentoring scheme.
- **Information and resources:** receive regular news updates, access to our Info Hub, attend webinars and get a free digital subscription to our bi-monthly member magazine, The Sentinel, full of risk intelligence.
- **Networking and connections:** opportunity to meet and network with like-minded students and experienced professionals through international branches and regional UK networks.
- **Discounts:** receive a discount on professional membership on graduation of their qualification.

See www.iirsm.org/student-membership for more information.

4. IIRSM's standards and expectations

4.1 IIRSM's Risk Management and Leadership Competence Framework

The competences within IIRSM's Risk Management and Leadership Competence Framework are purposefully presented in a generic way so they can be interpreted and applied to different areas of practice/study.

The framework includes technical knowledge and skills and leadership behaviours, as both are equally important to manage risk well in all its forms.

The specific design principles underpinning the IIRSM framework are:

- Everyone is a manager of risks and opportunities.
- Everyone needs good leadership skills, no matter what level of seniority.
- Everyone has a role to play in keeping people safe and well at work.

- Risk management is an enabler to improve performance and build both individual and organisational resilience.
- No one person, or function can manage all the risks across an organisation. Therefore, communication and the right level of risk competence within all roles are key.
- Technical risk competences and skills, and leadership behaviours are accumulated as individuals progress.

Our standards are not designed to provide a complete syllabus, as this will be determined by the awarding organisation within their own educational standards and criteria. The IIRSM learning content is designed to cover the core knowledge, skills and application requirements for the practice of risk and safety management and associated fields.

Qualifications will need to meet the overarching level descriptors aligned to IIRSMs framework and corresponding membership grade. Plus, at least 75% of IIRSM's learning content needs to be covered within an accredited qualification.

Appendix 1 sets out the level descriptors and Appendix 2 the IIRSM learning content.

4.2 What qualifications do we recognise

The list below is not exhaustive, so do get in touch if your qualification subject is not listed and you believe it meets the necessary requirements. This list is continually reviewed.

- Business continuity
- Corporate Social Responsibility
- Crisis management
- Cyber security
- Emergency planning
- Environmental management
- Facilities management
- Fire safety/risk management
- Governance
- Health and safety
- Insurance
- Project management
- Quality management
- Risk management
- Security
- Supply chain management
- Sustainability
- Wellbeing



4.3 Qualification requirements

- Ideally the qualification is recognised by the official regulator of qualifications within the country of origin, and/or the country where the qualification is proposed to be delivered. However, where a qualification is not formally recognised, we may still recognise it towards IIRSM membership, subject to the application and evidence supplied.
- The qualification must have clear entry requirements and set appropriately for its level.
- The qualification must be recognised at the appropriate level of attainment and aligned to the corresponding IIRSM membership grade. When describing qualification levels, we have used the England, Wales & Northern Ireland Regulated Qualifications Framework (RQF). If your qualification is on another framework, you will need to check for its equivalency to the RQF.
- The learning outcomes must reflect the level of qualification by using appropriate descriptors to demonstrate what learners will know and be able to do on successful completion of each module/unit and qualification. Where there are different levels within a qualification, learning outcomes and attainment levels must be clear to show progression through the qualification.
- The application of knowledge and skills, and leadership behaviours to help with employability should be clear in the design of the qualification.
- The learning outcomes must be clearly measurable and be assessed as part of individual modules/units and the qualification.
- Accreditation is for a 2-year period, however, if any substantial changes are made to the qualification within the 2 years, these need to be communicated to IIRSM for review to maintain accreditation. Minor changes can be made without notifying us.

4.4 Organisation requirements

The awarding organisation must have:

- Tutors that are suitably qualified in teaching or developing eLearning for their specific subjects of the qualification.

- Accessible resources and different ways to underpin and deliver learning suitable for a given qualification.
- Guidance, advice, support and information to help students with their studies.
- Auditable quality assurance processes that are regularly reviewed.
- Policies that promote equality, diversity and ethical behaviours.

Appendix 3 sets out the assessment criteria in which an organisation will be assessed against.

5. Qualifications delivered in partnership

Where the educational body delivers the qualification in partnership with another organisation, evidence that the arrangements for the delivery of the qualification and supporting quality assurance processes are substantially the same as those of the 'owner' of the qualification.

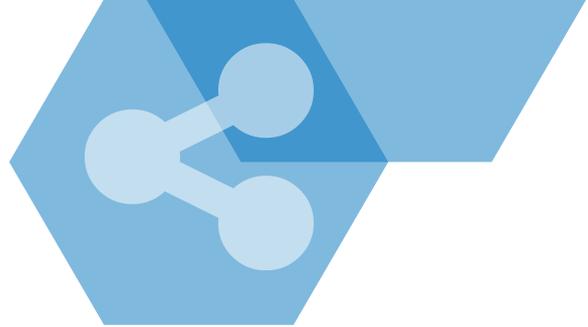
6. Accrediting qualifications in other languages

IIRSM does accredit qualifications developed in languages other than English. The qualification and additional materials such as evidence of formal accreditation by the local regulator, the course syllabus and learning outcomes, and assessments must be submitted to IIRSM in the original language.

You must own the copyright to, or have the right to use, the content contained within your qualifications. Approval of qualifications in other languages is subject to the accreditation fee and an additional translation fee.

We approve most languages, however if your qualification is in a language that we cannot assess we would require you to send an English version of all required documentation.

IIRSM can facilitate translation into English for the purpose of accreditation. Please contact approval@iirsm.org for costs.



7. The application process

There are four steps to gain accreditation.

Step 1 - Complete and submit your application

Read this guidance document in full and submit your application with all required supporting materials. We are here to help, so do get in touch with any questions before you submit your application.

Step 2 - Application review

Your application will be reviewed by a member of IIRSM's professional development team to ensure your application is complete, we will then issue an invoice for payment of the accreditation fee.

Step 3 – Detailed qualification review

On receipt of payment, the IIRSM professional development team, and where appropriate, suitably qualified assessors will conduct a review of the documentation you have submitted to ensure it meets our criteria.

We aim to complete all standard assessments within 10-12 weeks, however, for applications that are particularly niche it may take longer. We aim to complete all reviews in good time and will keep you updated on progress.

Step 4 - Decision notification

If your application has been successful, we will provide:

- A letter confirming that your qualification(s) have been accredited and recognised towards a specific grade of IIRSM membership. Please note, accreditation of the qualification(s) is valid for a two-year period. However, any substantial changes made within this time needs to be communicated to IIRSM for review to maintain accreditation.
- An IIRSM 'Accredited Qualification' logo that can be used on marketing materials, website and course materials if appropriate and a description of IIRSM to appear next to the logo with a link to our website.

and ask you for:

- A logo to be added to our website, together with a short description of the educational body.
- Documentation setting out how and where you will promote IIRSM and membership.

If your application has been unsuccessful, we will provide:

- Feedback on any changes or additional information we require for re-submission. Should you wish to re-apply, we will waive the accreditation fee if we receive your re-submission within 2 months of the date you were notified.

8. Completing and submitting your application

The competences within IIRSM's Risk Management and Leadership Competence Framework are purposefully presented in a generic way so they can be interpreted and applied to different areas of practice/study. See section 4.2 for examples of topic areas. We recognise a range of qualification subjects as it reflects the breadth of fields involved in the effective management of risk.

When completing the application form, you need to:

- Map your qualification learning outcomes and modules/units' content and learning outcomes against the IIRSM learning content. See Appendix 2.
- Provide evidence of your quality assurance policies and processes for your organisation tutors and learners. See Appendix 3.

We require electronic copies of all relevant documentation to be submitted to approval@iirsm.org

Due to file size restrictions, we recommend submitting applications via Dropbox, WeTransfer or other secure FTP services.

You are required to submit a completed Application Form with a signed declaration. A checklist of required documentation to support your application can be found on the Qualification Accreditation Application Form.

9. Liability

These terms set out the full extent of IIRSM's obligations and liabilities in respect of the review and promotion of accredited qualifications under IIRSM's Qualification Accreditation Scheme.

There are no conditions, warranties, representations, or other terms, express or implied, that are binding on IIRSM except as specifically stated in these terms.

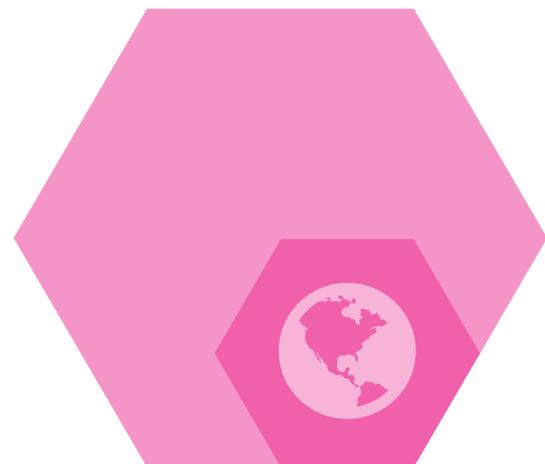
Nothing in these terms and conditions shall exclude or limit any person's liability for fraud, or for death or personal injury caused by its negligence.

IIRSM shall not be liable under, or in connection with the IIRSM Qualification Accreditation Scheme, or any collateral contract for:

- loss of income
- loss of business profits or contracts
- business interruption
- loss of the use of money or anticipated savings
- loss of information
- loss of opportunity, goodwill or reputation
- loss of, damage to or corruption of data; or any indirect or consequential loss or;
- damage of any kind howsoever arising and whether caused by tort (including negligence), breach of contract or otherwise

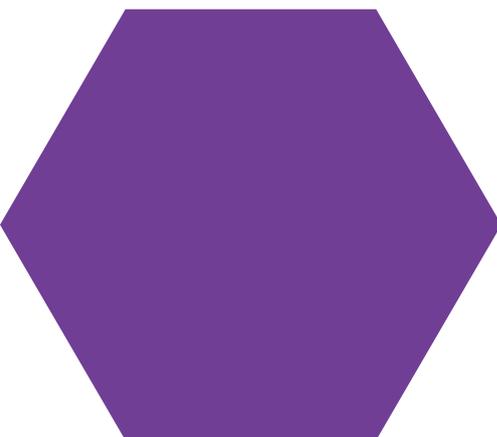
IIRSM shall not be liable for any loss, harm or damage caused to any delegate or delegate's property whilst attending qualifications accredited under the scheme. As the Educational Organisation, you agree to indemnify and hold harmless IIRSM against all cost or losses suffered or incurred by IIRSM due to claims, demands, suits, proceedings, actions, losses, judgments, damages, costs (including all reasonable legal fees), expenses, fines or penalties or actions against IIRSM arising out of or relating to a third party's alleged harm, loss or damage caused to a delegate's person or property, due to any cause other than the IIRSM's negligence or willful default (or that of its employees and agents).

The total aggregate liability of us to you for all losses arising out of or in connection with the IIRSM Qualification Accreditation Scheme (whether such losses arise in contract, tort, negligence, breach of statutory duty or otherwise) shall not exceed a sum equal to £500.



Appendix 1 - Required level of standards and attainment for membership

Membership and qualification levels	Summary descriptions
<p>Associate (AIIRSM)</p> <ul style="list-style-type: none"> • Minimum qualification level 3 • IIRSM Framework level – Operational 	<p>Ability to identify and use relevant knowledge, skills and methods, as well as facts, procedures and theoretical understanding to complete well-defined tasks that may have a degree of complexity and may not be routine. Takes responsibility for initiating and finishing tasks with a level of autonomy and judgement, using appropriate investigation to inform actions within set parameters and where appropriate, takes responsibility for guiding others. Awareness of different options and perspectives and approaches with the ability to interpret and evaluate information and ideas and how effective any subsequent actions have been.</p>
<p>Member (MIIRSM) – Qualification and Experience Route</p> <ul style="list-style-type: none"> • Minimum qualification level 4 • IIRSM Framework level – Managerial 	<p>Ability to identify and use practical knowledge and understanding, skills and methods to address tasks that are defined, but are complex and nonroutine. Takes responsibility, uses autonomy and judgment within broad parameters. Analyses, interprets and evaluates information and actions, and has good understanding of the nature and scope of an area of study/work. Has informed understanding of different opinions, perspectives and approaches and can adapt skills, methods, actions and investigation where needed and review their effectiveness and results.</p>
<p>Member (MIIRSM) – Qualification Route</p> <ul style="list-style-type: none"> • Minimum qualification level 5 • IIRSM Framework level – Managerial 	<p>Ability to identify and use knowledge and understanding, skills and methods to address broadly defined and complex tasks and takes responsibility for planning and developing approaches, using sound judgement within broad parameters. Considers different perspectives and opinions and schools of thought and the reasoning behind them. Analyses, interprets and evaluates information, concepts and ideas, and understands the nature and scope of an area for study/work. Shows determination and adapts skills, methods and actions where needed, as well as review their effectiveness and results.</p>
<p>Fellow (FIIRSM) – Part of eligibility criteria and forms part of application</p> <ul style="list-style-type: none"> • Minimum qualification level 6 • IIRSM Framework level – Strategic 	<p>Ability to refine conceptual understanding, skills and methods to address complex tasks that are not well defined to create ways forward where there are many competing and interacting factors. Takes responsibility for planning and developing approaches, using sound judgement within broad parameters, whilst able to take actions that underpin substantial change. Appraises different perspectives, opinions and schools of thought and the theories and thinking underpinning them. Critically analyses, interprets and evaluates complex information, concepts and ideas understanding any wider context. Shows determination and adapts skills, methods, actions where needed, and designs, researches and develops policy and processes to inform actions, as well as the ability to review and evaluate their effectiveness and results.</p>



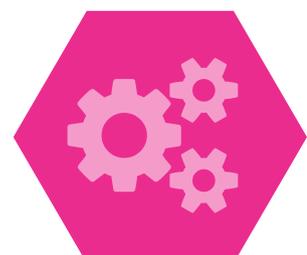
Appendix 2 - Learning areas and content

The 'what'

Important information

Where risk is used in the learning content, it should be applied to the relevant subject area you are seeking accreditation for, e.g. health and safety, environment management etc. See section 4.2.

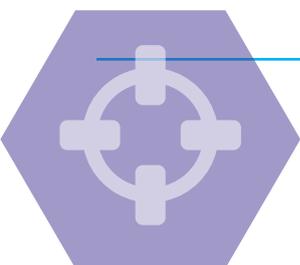
Learning area	Learning content
<p>Organisational context</p> <p>Understands the evolving relationship between the organisation and external forces that shape the way in which it responds to risks.</p>	<p>Organisational behaviour and culture External factors impacting the way organisations manage risk – PESTLE - political, environmental, Societal, Technological, Legal/compliance and Ethical Internal factors impacting the way organisations manage risk - SWOT – Strengths, Weaknesses, Opportunities and Threats The impact of negative and positive risks on an organisation's reputation</p>
<p>The role of risk management</p> <p>Applies risk management across the organisation and educates stakeholders to identify and act on risk.</p>	<p>Definitions, concepts and principles of risk and risk management Risk, threat, opportunity, uncertainty, hazards Emerging risks The risk management process – Assessment (identification, analysis, and evaluate), Treatment Ways to continually monitor and improve the risk management process e.g., plans, approaches, competence, training Tools, techniques and methods to identify, manage and control risks Promotes risk management across the organisation Complex and aggregated risks</p>
<p>Strategy, objectives, policy and procedures</p> <p>Develops and implements an organisation's approach and attitude to the way in which it manages risk.</p>	<p>Risk culture and approach to risk e.g. legal and compliance led Vs pragmatic and strategic Risk appetite Risk management framework (strategy, policy, objectives, culture, processes) and how it embeds within the broader management of organisations Ways to continually monitor and improve the risk management framework, e.g., plans, approaches, strategies, competence, training Develop, promote, monitor and continually improve strategy, policy and procedures Strategies and associated costs to identify, manage and control risks Potential barriers to developing and embedding effective risk strategies, policies and procedures Risk psychology and decision-making factors influencing perceptions, attitudes and behaviours Levels of risk management competence required at different levels across the organisation</p>
<p>Project/ change management</p> <p>Enables organisations to create significant opportunities and recognises associated risks.</p>	<p>Risk management is an enabler to manage risks and opportunities well through a programme of change Achieves buy-in from the top for the implementation of change. Demonstrates the possible risks and opportunities of change and potential impacts</p>



Learning area	Learning content
<p>Stakeholder engagement</p> <p>Ensures risks are efficiently addressed through understanding stakeholders and their motivations.</p>	<p>The importance of engaging stakeholders (internal and external) in an organisations approach to managing risks and developing strategy, policy and procedures</p> <p>Stakeholders and their impacts</p> <p>Work collaboratively with stakeholders to improve performance</p> <p>Diversity of people and thinking</p> <p>Supply chain management</p>
<p>Data management</p> <p>Defines performance measures and provides the right information in required formats in a timely manner to the appropriate decisionmakers.</p>	<p>Reliable data and information in accordance with professional standards, legislation and business needs</p> <p>Trends and anomalies in data to find operational/ strategic solutions</p> <p>Insights from data analysis to inform strategic and operational decisions.</p> <p>Managing data securely and confidentially</p>
<p>Risk and organisation reporting</p> <p>Defines performance measures and provides the right information in required formats in a timely manner to the appropriate decision makers.</p>	<p>Communicating risk with impact</p> <p>Communication tools used to disseminate information</p> <p>Key Performance Indicators</p> <p>Key Risk Indicators</p> <p>Compliance and organisational reporting requirements</p> <p>Style, format and timing of reporting depending on audience</p>

The 'how'

Learning area	Learning content
<p>Influencing</p> <p>Works with stakeholders in a manner that encourages and persuades others to contribute effectively</p>	<p>Demonstrates organisational and professional values</p> <p>Engages stakeholders to produce positive outcomes and addresses conflicting interests to motivate stakeholders to compromise to reduce or mitigate risk or achieve opportunities</p> <p>Identifies stakeholders and knows when to approach them and how</p> <p>Persuades stakeholders to negotiate outcomes that meet their objectives</p>
<p>Emotional intelligence</p> <p>Demonstrates an open attitude to all, irrespective of circumstances, recognising and valuing different stakeholders' perspectives and input.</p>	<p>Contributes to an environment where others can identify diversity and its value</p> <p>Provides opportunities for everyone to contribute based on their knowledge, skills and experience</p> <p>Promotes an environment where errors can be admitted, and lessons can be learned, setting an example by recognising personal failings and taking actions to address them and rewarding openness and taking decisive action</p>
<p>Collaborative</p> <p>Builds consensus, trust and respect by sharing information, ideas and resources in a manner that increases contribution from others.</p>	<p>Works as a willing team member and encourages others to work together to improve risk management</p> <p>Recognises the priorities of others and responds by seeking outcomes that provide mutual gains</p> <p>Establishes processes for sharing information and engagement, considering the management of sensitive data</p> <p>Fosters relationships and trust to improve personal growth and drive operational and strategic performance</p>





Learning area	Learning content
<p>Communicative</p> <p>Communicates clearly and concisely, recognising audience capabilities, and listening to stakeholders in an open and courteous way.</p>	<p>Adopts a questioning and challenging approach, then listens and considers evidence rationally</p> <p>Establishes mechanisms for communication and promotes communication between stakeholders to inspire others to resolve conflict in a way that best meets organisational objectives</p>
<p>Innovative</p> <p>Identifies uncertainties as potential opportunities and challenges the status quo. Takes calculated risks whilst respecting objectives and values.</p>	<p>Open to learning from others and motivates others to do the same</p> <p>Encourages others to overcome issues and identify opportunities by challenging status quo and take calculated risks</p> <p>Creates an environment where ideas to overcome challenges and exploit opportunities are encouraged and acted on</p> <p>Continually seeks opportunities to improve as an individual and others to drive organisation growth</p>
<p>Ethical</p> <p>Demonstrates trust, fairness and openness and remains true to values irrespective of pressures.</p>	<p>Demonstrates and encourages behaviours in others that matches professional and organisational values and provides information and guidance as necessary</p> <p>Encourages a culture in which appropriate behaviours are reinforced, and where performance at the expense of values is not tolerated and proactively acts to address inappropriate behaviours</p>
<p>Determined</p> <p>Pursues objectives through to the end, demonstrating resilience, courage, adaptability and energy to achieve goals.</p>	<p>Focuses on the delivery of personal and work objectives without compromising values or behaviours</p> <p>Supports others through challenges, recognising barriers to performance and identifies solutions, including resources and training</p> <p>Develops and reinforces a culture in which identifying and overcoming challenges is encouraged</p>
<p>Systematic</p> <p>Works logically, considers options and sets clear measurable targets which balance competing priorities.</p>	<p>Plans work, setting out clear work plans and performance measures based on organisation objectives</p> <p>Communicates objectives to stakeholders, providing regular feedback on progress</p> <p>Identifies and regularly reviews objectives, KPIs, budgets and resources and provides what is needed so that work can be carried out efficiently</p>

Appendix 3 – Organisation - assessment criteria

Your organisation must own the copyright to or have the right to deliver the qualification you are seeking accreditation for. You will be required to sign a declaration as part of the application process. You will also need to show evidence of the following:

Tutors/trainers

Tutors that are suitably qualified in teaching or developing eLearning for their specific subjects of the qualification. As a minimum you will have:

- Defined recruitment processes, including how you check tutors have the appropriate level of subject and teaching/training expertise/experience
- Clear expectations of tutors undertaking continuing professional development to keep subject knowledge and teaching skills up to date
- Processes to continuously review the impact of tutors teaching/training, including feedback from learners
- As a minimum, all tutors delivering an IIRSM accredited qualification require to be an Associate of IIRSM

eLearning modules for a qualification, with no tutor/trainer interaction:

We will assess the competence of the subject matter experts responsible for reviewing and developing the course content. They will need to have the appropriate level of knowledge and skills to review and develop such courses.

Resources

Accessible resources and different ways to underpin and deliver learning suitable for a given qualification. As a minimum you will have:

- Clear guidance for learners enrolling and studying for an accredited qualification
- Accessible advice and support before, during and post studies
- Relevant and accessible resources such as articles, handouts and workbooks to support learners with their studies

Quality control

Auditable quality assurance processes that are regularly reviewed. As a minimum, we require you to have:

- Standard business terms and conditions, clearly setting out the relationship and T&Cs between the organisation and the customer ('the learner')
- A data protection policy
- A complaints policy
- Policies that promote equality, diversity and ethical behaviours
- Evidence you regularly ask learners for feedback and implement relevant/useful feedback for continuous improvement
- A process to continuously review qualification content to ensure it remains up-to-date and the learners' experience to ensure it satisfies their needs



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