

Assessment Guidelines

CGeog (Teacher)

1. There is usually comparatively little difference between the recommendations of the initial and final assessors.
2. Sometimes there are significant differences between assessors 1 and 2, reflecting judgements about particular applications. This is actually a strength of the multiple-assessor scheme. Where there are questions that are difficult to resolve we employ a third assessor and even a further final assessor. In rare cases, we have also consulted other CGeogs with specialist knowledge of particular professional fields. Such a process usually involves requests to the applicant for further specific information to clarify areas of doubt.
3. Where necessary, in judging whether more detail is required, the final assessors tend to be conservative because they have to be convinced that there is a complete record on file which fully complies with the requirements of the Privy Council.
4. Some specific problems which have recently arisen and which are not easy to resolve concern:
 - a) Is the Professional context sufficient? Is there a level of experience and professional responsibility demonstrated that goes beyond fulfilling their duties as a teacher?
 - b) Has the case been made for CGeog status? Is there explicit evidence to indicate that its value as a professional qualification will be realized through interaction with other members of the education community?
 - c) Is there enough evidence of external impact? An applicant could be meeting the basic requirements of their job description well but may not appear to have demonstrated an ongoing commitment to promoting geography through outside activities or within their work beyond their current job description. This may be because of the actual situation or because information has not been presented sufficiently clearly.
 - d) Are such external impacts given with sufficient details? e.g. Topics and audiences for external CPD and publications. What collaborative work has been undertaken? Is there evidence of the quality and success of these activities? What form of engagement has there been with national or local geographically-related organisations, including the RGS-IBG and GA? In some cases, where applicants tell us that they have given presentations, we should be told dates, organisations, locations etc.
 - e) For those without formal geographical training, have they developed, through their professional experience, an appreciation of the scope and significance of a geographical perspective beyond the requirements of their work? How do they keep up with current geographically-relevant research, through attendance at courses or conferences, or the use of publications? Does the applicant show clear evidence of involvement with a geographical or geographically-related community?