

PROFESSIONAL REVIEW GUIDANCE FOR CANDIDATES

- via The Academic Route

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These guidance notes will assist you in structuring your submission to attain Chartered Membership of the CIOB. They comprise:

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APPLYING FOR THE PROFESSIONAL REVIEW

Chartered Membership of the CIOB puts you on a path of career advancement that leads to the very top of the profession. Progress is made through a combination of study, examination and experience culminating in Chartered Membership and the designation MCIOB. You are now at the final stage towards your Chartered Membership, these guidelines are designed to explain what you will need to demonstrate and examples of the type of evidence you can provide to satisfy the requirements of the review. We wish you success with your application.

BEFORE YOU BEGIN

Please read the following guidelines before starting your application.

The application consists of 5 sections. Completion of all sections is mandatory before submission. This must be your words on your career and the competencies you have attained. You will need the Personal Information Form and the Application form.

In addition to the forms, please submit an organisation chart and CPD records (only required if you have been in any form of membership for a year or more).

A photo will need to be uploaded into the Personal Information Form. If there are any problems uploading a photo then this can be submitted as a separate document.

The application fee will be requested when your application is submitted. Your application will not be processed until the fee is received.

EXPLANATION OF THE REQUIREMENTS FOR THE PROFESSIONAL REVIEW

All candidates must hold current membership prior to applying for the Professional Review. All applicants need a minimum of an honour's degree or equivalent level qualification and at least three years' experience as a teacher/academic of subjects in the Built Environment at Level 4 or above in the FHEQ or equivalent. For candidates who have significant industry experience and less teaching/academic experience, the industry based review may be more suitable. Further advice and information can be obtained from the Professional Review team. You can contact the team by email at pr.application@ciob.org.uk or by calling 01344 630788 or 01344 630790. The Professional Review will assess that you are competent and suitable to become a Chartered Member of the CIOB. To be competent is to have the knowledge, skills and behaviour to perform in your job as a teacher/academic.

A Panel of academic experts have drawn up the competencies against which your application will be assessed. The competencies have been grouped under the following themes:

- Part 3, Section 1 – Advancing & Enhancing Current Best Practice - mandatory competency – to be completed by all applicants
- Part 3 Section 2 – Advancing & Enhancing Construction Management Knowledge - specialist competency - mandatory for those wishing to make an application based in Research
- Part 3 Section 3 – Advancing Learning & Teaching - specialist competency - mandatory for those wishing to make an application based on work in the area of learning and teaching
- Part 3 Section 4 – Vocational Education & Training - for those wishing to make an application based on their work as an NVQ Assessor or Training & Development Manager
- Part 3 Section 5 – Leadership & Management – specialist competency – mandatory for those wishing to make an application based on their management competence.
- Part 3 Section 6 – Commitment to Professionalism – mandatory competency to be completed by all applicants

All applicants via the academic route must complete Section 1: Advancing & Enhancing Current Best Practice and Section 6: Commitment to Professionalism. Each applicant must also choose one specialism from Section 2, 3, 4 or 5. Do not complete more than one specialist section. Choose a specialism that most closely reflects your job role. The information and examples you provide should draw on your experience and the judgement you have applied. It is important to provide examples from your working experience to demonstrate the competencies.

THE APPLICATION FORM

The competencies are organised into sections, evidence and verification by employer together with guidance on the conditions under which competency must be achieved. This should be based on your work experience and not modules or courses you have studied on this subject. It is not necessary to submit evidence but it may be requested by the Assessor.

To meet the requirements of the Professional Review candidates will have to demonstrate knowledge and competency in the mandatory sections (Section 1 and Section 6) as well as one specialist competence section as shown below. Do not complete more than one specialist section. Choose the specialism that most closely fits with your job role.

Specialist Sections are as below:

Section 2 – Advancing & Enhancing Construction Management Knowledge

Section 3 – Advancing Learning & Teaching

Section 4 – Vocational Education & Training

Section 5 – Leadership & Management

Dos

- Read the Candidate guidelines before completing the report. The guidelines explain the process and what experience you must demonstrate in your competence report (part 2).
- Give clear, specific and detailed examples of the competences from your own practice.
- Make sure it is about you and your experiences. Use 'I did...'
- After each example try to explain why you did it in the way described. What were the advantages and disadvantages of the decisions you made?
- Superior applications will demonstrate reflection on practice giving indications of how the candidate would do things differently in the future.
- Use full sentences and paragraphing as required.
- Use all the space provided to describe and evidence your competence.
- Keep self-evident comments like 'Health and Safety is important to the organisation...' or 'Planning and organisation is crucial for the smooth running...' brief. It is good to have an opener to a section but too much of this language starts to sound like waffle. It is the personal examples we are looking for.
- Be honest about what you have achieved. The assessor is not looking for prestigious multi-million pound projects. They are looking for evidence of competence, the ability to understand the limits of one's competence and responsibilities, the ability to make ethical decisions and the commitment to learn and develop.
- Do check for spelling and grammatical errors. The PR Team will send the report back if it is clear your report has not been proofread.

Example

CIOB are looking for clear and current examples of your work activities. The following report example has been provided to help applicants structure their report.

CIOB do not provide full reports as examples.

Good Example

Because: guidelines followed, first person used, clear explanation of process, reflection included.

One key element of all construction projects is the commissioning process. The complexity of the process is often underestimated and I identified that there was a lack of planning for this critical process. My role as planner is to provide a detailed programme for all elements of the project from the early design and procurement stages right through to the final commissioning process. It was clear from previous projects I had worked on, that there was limited detail and management with respect to this critical process.

To remedy this failing within the planning of a project, I have taken this problem on board along with another planning colleague and subsequently developed a detailed commissioning template for current and future construction projects. The templates have been implemented into my two most recent construction projects during the past two years and as such, the commissioning process has been monitored and managed in a more strategic manner. The commissioning programme now enables risks associated with the process to be identified at an earlier stage and the necessary changes made to prevent them from being detrimental to the successful implementation of the project. The commissioning programme also has key milestones to engage with the relevant external bodies including the building control officer at appropriate stages within the process. This again mitigates any risks associated with the process and results in a more streamlined and quality process. In conjunction with the commissioning template, I have also produced a series of detailed guidance notes to enable the process to be rolled out across all of the construction projects across the business unit. This will assist with a more coherent approach being adopted across the business and ensures quality is maintained on all future projects.

Don'ts

- Use 'we do this at...' or 'we follow company...'. Too much of this suggests you are not working on your own initiative.
- Don't list your job responsibilities or your job description.
- Don't describe company policies e.g. at my company we do... The assessor wants to know about you and your practice. You may refer to policies that inform your practice.
- Don't assume because you have worked on large projects or prestigious sites that this confirms competence. It does not.
- Don't exaggerate or misrepresent your experience and responsibilities as you may be questioned about it.
- Don't use bullet points. It suggests you cannot fill the boxes with substantive examples.
- Don't use company specific acronyms without mentioning the full title at some point in your report.

SECTION I

ADVANCING & ENHANCING CURRENT BEST PRACTICE

This section incorporates six core competencies. For each competency there is a minimum requirement of three years' experience which will need to be demonstrated. This section is mandatory for all applicants via the academic route. It is important to provide examples from your working experience to demonstrate the competencies. The competency requirements cannot be satisfied by listing modules or qualifications you have achieved.

I.1 Promoting industry engagement in education

You will need to provide examples of work you have done to promote industry engagement in education, enhance graduate skills and ensure the currency and validity of the education programme.

I.2 Applying current best practice to the design and/or delivery of the curriculum

Provide information and examples of how you have applied industry current best practice to the design, review and delivery of the curriculum to enhance learning and skills development.

This may be the inclusion of new methods, innovation, higher level management skills or the establishment of knowledge transfer partnerships. Particular attention should be paid to current best practice in respect of key areas such as Health, Safety and Welfare, Sustainable Construction Development and Integrated Working.

I.3 Planning and undertaking continuous professional development in current industry best practice

Provide evidence of your ability to plan and undertake CPD in current industry best practice. You may refer to partnership arrangements, attendance at CPD events, industry placements or other initiatives which help to maintain the currency of your subject knowledge.

I.4 Promoting ethical practice

Demonstrate your understanding of the importance of ethics in construction. Provide examples of how you have promoted ethical practice to students and graduates in your work including any work promoting the role of professional bodies and codes of practice to students.

I.5 Awareness of and promotion of innovation in construction

Describe how you maintain knowledge of innovation in construction and give examples of any relevant projects you have been involved in. Describe how this informs your teaching practice or work.

I.6 Promoting access to the professions, and equality and diversity

Give evidence of how you have promoted access to the profession and any work you have done to promote equality and diversity in the industry.

SECTION 2 ADVANCING & ENHANCING CONSTRUCTION MANAGEMENT KNOWLEDGE

(for readers/research fellows and teachers active in research)

This section incorporates four core competencies. For each competency there is a minimum requirement of three years' experience which will need to be demonstrated. This section is optional for candidates applying via the academic route on the basis of their research activities outputs. It is important to provide examples from your working experience to demonstrate the competencies. The competency requirements cannot be satisfied by listing modules or qualifications you have achieved.

2.1 Planning and producing research outputs

You will need to evidence your ability to plan, organise and monitor your research activities including selecting appropriate methodologies, engaging stakeholders and disseminating results.

2.2 Collaborating and applying research outputs in industry

Provide information and examples of the application of research outputs in industry and the value it has brought. Describe any collaborative arrangements or projects you have managed and the value these have brought to the body of knowledge.

2.3 Applying research outputs to learning and teaching

Provide information on research outputs and how they have advanced or enhanced learning and teaching and/or the curriculum and student engagement in research.

2.4 Understanding and applying ethics in research

Describe any ethical decisions, choices you have made and how you have applied any principles/frameworks to the research projects.

SECTION 3 ADVANCING LEARNING & TEACHING

(for lecturers, course developers and designers)

This section incorporates four core competencies. For each competency there is a minimum requirement of three years' experience which will need to be demonstrated. This section is optional for candidates applying via the academic route on the basis of their work and achievements in learning and teaching. It is important to provide examples from your working experience to demonstrate the competencies. The competency requirements cannot be satisfied by listing modules or qualifications you have achieved.

3.1 Communication – engaging stakeholders in Education

Provide information and examples of how you engage with various stakeholders including the local community, international partners, students, industry, professional bodies and others when reviewing designing or developing programmes.

3.2 Championing the needs of students

Describe initiatives to enhance the student experience including any feedback mechanisms and forums for engaging students and graduates in the development of the programme/programmes.

3.3 Contributing towards or leading programme development

Provide information and examples of your ability to lead or contribute to the design and/or development of programmes. This may include planning, resourcing and managing programme development through to validation as well as engaging relevant stakeholders.

3.4 Contributing towards learning and teaching knowledge or practice

Provide information and examples of any work you have done including professional development activity and research that has contributed towards learning and teaching knowledge and/or practice.

SECTION 4

VOCATIONAL EDUCATION & TRAINING

(for lecturers, course developers and designers)

This section incorporates four core competencies. For each competency there is a minimum requirement of three years' experience which will need to be demonstrated. This section is for candidates applying via the academic route working in vocational education as an NVQ assessor or as a Training & Development Manager for a Construction Company.

4.1 Developing professional competency

Provide examples of how you develop professional competency and behaviours in your learners.

4.2 Accommodating learning needs and learning styles

Provide examples of how you tailor the delivery of programmes to your students/learners including identifying learning needs.

4.3 Promoting reflection

Provide examples of how you promote reflective practice through your delivery of programmes.

4.4 Promoting lifelong learning

Provide examples of how you promote lifelong learning through your delivery of programmes.

SECTION 5

LEADERSHIP & MANAGEMENT

(for programme leaders, managers and Heads of Department)

5.1 Leadership and strategic management/financial management

You will need to demonstrate how you have developed, or contributed towards the development of an agreed strategic plan or other plan such as a quality enhancement plan or operations plan, and how you have monitored and evaluated the effectiveness of the plan: Describe how you delivered the plan through your personal leadership referring to the competencies below.

- Planning and Organising
- Managing People
- Monitoring a Plan
- Managing Resources
- Managing Change
- Evaluating the Effectiveness of a Plan.

5.2 Developing people or teams

Demonstrate your competence in respect to developing people or teams. Evidence should include reference to:

- Appraisal/Performance Management
- Identify Learning or Professional Development Needs
- Negotiate a Learning Plan
- Build Team Relations
- Experience of Professional Relations in the Workplace
- Experience of Conflict and Dispute Resolution.

5.3 Managing quality/quality assurance processes

Describe how you have managed quality systems and implemented enhancement measures to improve quality. You may make reference to measures to improve the student experience, benchmarking activities or measures to maintain or improve standards or the validity of the curriculum.

5.4 Managing information/knowledge transfer

Demonstrate your ability to manage information including knowledge transfer providing examples from your experience.

SECTION 6

COMMITMENT TO PROFESSIONALISM

(mandatory for all applicants via the academic route)

In this section you are required to demonstrate your knowledge and understanding of the role and significance of the CIOB and its functions. You should also show an appreciation of your personal professional role in meeting the public expectations of a professional and the CIOB Code of Conduct and Member Regulations. The assessor will be looking for evidence to support the competencies.

6.1 Professional judgement and responsibility

Based on their own experience candidates should describe an occasion that has required them to exercise professional judgement within their role. The purpose of this section is to ensure that members of the CIOB apply and promote appropriate standards of professionalism to their duties based on CIOB Rules and Regulations of Professional Competence and Conduct, and their duty of care.

6.2 Commitment to abide by the Rules & Regulations of Professional Competence & Conduct

Demonstrate using examples from your experience of how, in your role, you function within an ethical framework, and how you impart this to students.

Ethics is at the heart of professional integrity, requiring honesty and respect for the rights of others. It goes beyond skills, experience and adherence to rules/standards.

Please refer to the following link in relation to more information regarding Ethics in our Rules & Regulations: www.ciob.org/about/governance/royal-charter.

Indicative examples:

- Describe how you develop professional judgement in your teaching, programme or research with reference to external benchmarks such as the Rules and Regulations of Professional Competence and Conduct.
- Describe how you develop the students' ability to make decisions that protect the general public.
- Develop the students' knowledge of personal limitations (e.g. when to seek advice from others).
- Describe a situation drawn from experience in your role when you have exercised professional judgement to maintain standards.

6.3 Commitment to Continuing Professional Development (CPD)

Candidates must show their understanding of the benefit of CPD. Applicants should demonstrate an understanding of the planning, implementation and evaluation of CPD in order to meet current and future needs.

Indicative examples:

- Identify how you have reflected upon achievements and identified any areas for future development or improvement.
- Evaluate the impacts of training and development activities.
- Demonstrate where and how you have encouraged others in the organisation to undertake CPD activities.
- Describe the benefits of CPD within your job role.

EMPLOYER/VERIFIER STATEMENT

A signature will be required on this part of the form from someone who can verify the contents of your application. Ideally they will be your line manager in your current or most recent role.

If you are a self-employed applicant, you can ask a professionally qualified client or other Construction Professional who knows you well to endorse your application. Please note this is not an exhaustive list. For any queries or more information please contact pr.application@ciob.org.uk

Please find below a list of other relevant Chartered Institutes who can sign this part of the statement:

- RICS
- CIBSE
- CIAT
- CIH
- ICE
- IStructE
- RIBA
- Chartered Institute of Civil Engineering Surveyors
- And their Scottish and Irish Equivalents

It is important to note that whoever signs this part of the application will be endorsing your application for Chartered Membership so must be an authorised representative as they will be contacted to confirm and validate any aspect of your submission.

If you are unsure as to who can sign this for you, then please contact PR office who will do their best to assist you.

NEXT STEPS THE DECISION

Pass: The candidate will receive written confirmation and an invitation to ceremony.

Interview: Where further clarification is required, candidates may be invited to attend an interview to be given the opportunity to expand on their application.

Deferral: In cases where the candidate fails to meet the criteria they will be advised they have been deferred and provided with a full explanation including advice on what is required before a further submission can be made. A time limit for re-application will be provided and all decisions will be confirmed in writing.

The candidate can opt for an interview immediately, although they will still have to complete the report form in full. This has to be requested on initial submission of application. For re-application documents should be updated to reflect additional experience and knowledge gained.

The Appeals Process

The CIOB has a Grievance and Appeals Panel to consider any appeals from candidates who have been unsuccessful in the Professional Review and feel the decision to be unjust. Candidates who are deferred will be advised of their right to appeal in their deferral letter, along with guidelines on the appeals process.