



# Professional Review Guidance

**Assessment Criteria for candidates through the Academic route**

# Introduction

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.**

## Getting started

### **You must hold current membership prior to submission**

You will need to provide the following supplementary documents together with your completed application

- An organisation chart showing your position, name, who you are responsible for and accountable to. This document is not forwarded to an assessor and is used by the PR Team to check the employer signatory.
- Your CPD record for the past 12 months (only required if you have been in membership for one year or more).
- Please provide one passport photo (recent head and shoulders shot). This can be uploaded within the Personal Details Form.

**When you believe your application is ready to be submitted, follow this document and your application will be handled by a PR Advisor.**

# Continuing Professional Development

Continuing Professional Development, or CPD, is any learning that adds value and enhances your occupational knowledge and skill. It supports individual development and the upkeep of professional competence. This could mean honing current skills, it could mean developing them to a new level, or it could mean learning new ones. Attending relevant events, conferences and seminars, reading magazines and websites or researching new products and innovative methods can all contribute to CPD.

As a CIOB member, you agree to complete CPD in each subscription year to comply with Rule 10 of the Rules and Regulations of Professional Competence and Conduct.

The CIOB remains committed to providing members with appropriate learning content free of charge, as part of their member benefits. Find CPD through the CIOB Academy. Your local hub will also provide CPD events.

From 2023 all members will undertake a number of development activities with a focus on ethical practice as set out in the policy. Various development activities will accrue points. These could be attending events, conferences and seminars, reading magazines and websites or researching new products and innovative methods, as well as upgrading your membership or doing formal courses.

**[Please visit the website for more information.](#)**

# Maintaining the Integrity of CIOB Chartered Qualification

The CIOB takes the integrity of the Chartered qualification very seriously. It is a mark of achievement and demonstrates to others your professionalism and commitment to high ethical standards.

The five core values of Academic Integrity are:

**Accuracy** – making sure that your work is free from errors.

**Honesty** – being truthful about what you have done and achieved.

**Fairness** – not trying to gain an advantage by unfair means: for instance, by passing off others' work as your own.

**Responsibility** – taking an active role in your own learning: for instance, by seeking out the information you need to study effectively.

**Respect** – for your fellow members and the standards of CIOB.

The PR is about your personal experiences and a demonstration of your competence. All candidates need to understand the importance of upholding ethical standards.

## **Unacceptable Practices**

CIOB has to ensure that all our potential members meet the standards of competence. The PR report is your opportunity to demonstrate your competence. The following actions are regarded as malpractice and against the ethical standards CIOB maintains.

**Plagiarism.** Failure to acknowledge sources properly and/or the submission of another person's work as if it were the candidate's own.

**Collusion** with others when the application must be completed by individual candidates.

**Copying** from another candidate or existing members who have already completed the process.

**Impersonation** and purchasing the services of others to write your report.

**Use of Generative AI** to produce examples of work that you have not carried out or for the embellishment and or exaggeration of examples that you have carried out.

**Inclusion of inappropriate,** offensive or discriminatory material within your report.

## **Identification of Unacceptable Practices.**

CIOB uses Plagiarism software called Turnitin to identify plagiarism, copying and the use of AI. Turnitin stores past papers and checks new submissions against past submissions and indicates where work has been taken from other sources (including Generative AI content). Where there are concerns about the validity of an application which has achieved a pass, you will be provided with the Turnitin evidence and an interview will take place. You will be required to discuss your examples in more detail and satisfy the panel the application is based on your own experiences. The result of the interview is either a pass or a defer.

For further information regarding the Rules and Regulations of Professional Competence and Conduct, please visit the website: [Royal Charter | CIOB](#)

# How to apply

**For direct applicants only.**

**If applying through a PR Support Provider, please deal directly with them.**

Please note: we can only process applications which include all the documents listed. Your application will be delayed if anything is missing.

This part of the process depends on how long you take to act on the advice of the PR Advisor.

## **Step 1**

Email all your documents to [pr.application@ciob.org.uk](mailto:pr.application@ciob.org.uk) (direct applicants only)

## **Step 2**

You will receive an acknowledgment of receipt.

## **Step 3**

A PR Advisor will pick up your application and check all documents have been received and advise how to pay the fee.

## **Step 4**

Once payment is received the PR Advisor will contact you again and provide you with more detailed information on the application. This may include ways of strengthening the report.

## **Step 5**

Only when all fees are paid, all documents are received, and the report is checked by a PR Advisor can the application move to the assessment process.

# The assessment process

**Only when an application is complete will it enter the assessment process.**

## The process

Once submitted, your application goes through the following stages.

The PR Advisor will let you know when your application is in the assessment process.

### Stage one

Your application is assessed by a CIOB assessor in accordance with CIOB assessment procedures.

### Stage two

Your application is moved to the internal verifiers, to ensure the assessment has been made in accordance with the CIOB assessment procedures.

### Stage three

Your application is moved to the external verifiers, to ensure standards of assessment are fair and consistent across all assessors and in accordance with the CIOB assessment procedures.

# 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](mailto:pr.application@ciob.org) 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 for those wishing to make an application based in research.
- Part 3 Section 3** – Advancing Learning & Teaching 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 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.

## Part 1 - Applicant statement

You will need to sign the declaration and provide a short concise statement about what becoming a member would mean to you.

## Part 2 - Employment details

Please enter your current employer or self-employed details here. For unemployed applicants your most recent employer should be included.

## Part 3 - Competency report

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**

Interpretation should be made carefully and the choices given in your application should be examples of the work and judgement you have applied. The assessors will take into account sensible and realistic choices reflecting the skills needed to fulfil your role. You will see that there are highlighted words in the criteria for each section. These are the key activities that need to be in your response. The reason most people do not pass their PR first time round is because they do not include specific examples of activities they have carried out. Providing a generalised description of what you do is not enough. The response should demonstrate what you have done.

You will find the marking descriptors useful for understanding how the assessors make their assessments.



# Do

- ✓ **Read the Professional Review Guidance and Assessment Criteria for Candidates** before completing the report. Our experience shows that people who use the guidance have a better chance of passing first time.
- ✓ **Give 1 or 2 clear, specific and detailed examples** of the competences from your own practice. Use first person and past tense.  
**Use the CARL format:**
  - Circumstance – Describe the circumstance you needed to act on.
  - Action – Describe the action you took. Why did you choose this action?
  - Result – Evaluate the result of your action/decision including the positives and negatives.
  - Learning – Outline any learning you took from this experience.
- ✓ **Include reflection and evaluation**, where you can, on practice indicating of how you would do things differently. You can include the view of others, if it helps.
- ✓ **Use all the space provided** to its fullness to describe and evidence your competence. Only what is visible inside the text box can be assessed. If a scroll bar appears in any text box your response will need to be reduced. The PR Team will send the report back to you if the text flows outside of the visible text box area.
- ✓ **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 generalisations. 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 proof read.

## Do not

- ✘ **Don't write '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** just because you have worked on large projects or prestigious sites that this confirms competence.
- ✘ **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 2 substantive examples.
- ✘ **Don't use company specific acronyms** without mentioning the full title at some point in your report.
- ✘ **Don't provide additional documents**, which we do not mention in this Guidance. They will not be included in the submission for assessment.
- ✘ **Don't send your documents in the paper format;** they need to be provided to us electronically.
- ✘ **Don't send your application handwritten**, this is a professional report and must be completed electronically.

# Instructions to complete your Professional Review application

## Step 1

You will need to be on a pathway (or ICIOB/ACIOB). Please check qualifications before applying membership before you submit your PR application.

Please contact Customer Services for information about this step if you are not already on a pathway or apply online - <https://portal.ciob.org/>

## Step 2

You will need to complete 2 documents

### Personal Details Form

Your personal details and the Employer/Professional Member Declaration. This is for CIOB purposes only.

### PR Application Form (the report template)

- **Summary of your Career** This is a brief description of your career so far. Include milestones and achievements.
- **Job Description** Briefly describe your current role and responsibilities. There are 2 other boxes, for the roles of who do you report to and who reports to you. In this box it is simply subcontractors or team of 6, it can be very brief. If you consult or work alone then please leave these boxes blank. This part is not assessed, it provides the assessor with an understanding of your job role.
- **Your Report** This is where you demonstrate your competence. Remember to use your Guidance Notes to ensure you cover all the criteria for each section.
- **1 Year Forward Plan** This is about a CPD action plan for the coming year. What you like to do to improve your knowledge and skills?

# Requirements & examples

The PR Assessors will assess that you are competent to carry out the work of a qualified Chartered Builder or Chartered Construction Manager. To be competent is to have the knowledge, skills and behaviour to perform a job properly.

CIOB members have drawn up the competencies to be applied across different academic roles. The competencies have been grouped under the following themes:

1. Mandatory – ADVANCING AND ENHANCING CURRENT BEST PRACTICE
2. Optional for reader/Researcher fellows and teachers active in research) - Advancing and Enhancing construction Management Knowledge
3. Optional for lecturers, course developers and designers lecturers, course developers and designers
4. Optional for NVQ Assessors and Verifiers.
5. Optional for Programme Leaders, Managers and Heads of Department
6. Mandatory - COMMITMENT TO PROFESSIONALISM

PR Assessors will take into account sensible and realistic choices reflecting the skills needed to fulfil your role.

The reason most people do not pass their PR first time round is because they do not include specific examples of activities they have carried out. Providing a generalised description of what you do is not enough. The response should demonstrate what you have done.

You will find the Marking Descriptors useful for understanding how the Assessors make their assessments.

There is a Table of Competencies further on. The criteria is explained in a different way which you may find useful.

# Examples

**It's better to have two clear examples that follow the CARL format rather than lots of unexplained examples.**

Your examples should be current, reflecting the past 3 years of work experience.

In exceptional circumstances, we would accept an example going back to 5 years. Your application form has an explanation of the conditions.

**The following report examples have been provided to help applicants structure their report.**

## Example 1

Quality is determined by the specification and contract drawings. To manage quality of the project I firstly read the specification and look at the drawings so that I can devise a quality plan to ensure that the end product will be fit for purpose to the clients requirements.

Quality control is more a matter of defect detection and I carry out inspections each day to ensure that the product is right first time to reduce the time required for snagging. Doing these inspections and having any defects rectified immediatly also saves time and cost in the long term.

I also employ the services of the local authority building control who send out an inspector at certain intervals of the build process and signs the work off at each of the stages, e.g. dpc level, roof structure. This ensures that the build is built to current building regulations. I do this to ensure that the completed projects meets the specification and reduces client complaints as well as to improve the reliability of the work and products and reduce cost.

During the inspection I record the progress with photographic evidence and catalogue my findings on a quality control inspection form which is then filed and can be recalled at a later date if required. This is something that I have just implemented into my work as I had an issue on my last project where a defect occured and I could not prove who was at fault (quite an expensive learning curve).

I also ensure that any pipework installed is pressure tested prior to being filled as a leak can have serious consequences to the programme especially after being plastered. I also carry out checks for the correct tolerances to measurements and levels to ensure that they all comply with current regulations.

**This could have been improved by providing a more specific example.**



**For example, this is considered a GENERALISED description.**



**Instead, use a SPECIFIC example**

On the local school site I carried out inspections each day to ensure the quality is right first time. On one day, the list included several areas where I felt the quality of the work carried out could be better. I worked with the contractors to ensure the work was re-done. On this site the local authority Building Inspector also attended at various stages of the project. This ensured that all regulations were being followed. I discussed quality issues with the inspector which led to a better product. This saved cost and time in the long term.

## Example 2

On a recent project where I was working as a Project Manager and Technical Advisor. The project was a school and I was responsible for monitoring progress and quality against programme and design. I worked with the Clerk of Works to monitor the internal and external finishing. I ensured that issues were captured in the Clerk of Works report and are raised and recorded during the monthly meetings. Anything of urgency was communicated by telephone and followed up with an email.

The Client, funder and end users were made aware of quality concerns and the contractor provided solutions to rectify the concerns quickly. One particular concern was associated with the aesthetics of the brickwork to the first 1.5m of the build.

As the building was located in a flood zone, the first 1m of the brickwork had to be flood resilient, requiring two different mortars. This created a strong delineation in colour within the brickwork. This was picked up during one of the first progress meetings and was unacceptable to the client. I then discussed options to remedy the concerns including tinting, raking out and re-pointing with different mix and doing nothing.

Thinking about the long-term implications of each option in terms of maintenance, cost and programme effects, we agreed that once the cladding was installed it may refocus attention away from brickwork and with the clients agreement, this was agreed and reviewed after 4 months. After 4 months it was clear that once the external façade had been completed the mortar difference was no longer as obvious and its impact on the appearance was minimised. No further work was required.

The co-operation of Client and the Contractor was achieved through regular updates and good communication. This built up a level trust between all parties. This trust element was important in ensuring a quick fix reaction was avoided and a long term view was taken.

**This is a real example although some details have been changed and removed.**

### **This is a better example for the following reasons:**

- Specific examples
- Written in past tense – What has happened not what might be done
- Written with CARL format in mind
- Reflection and evaluation included

**This is considered a SOLID description. See marking descriptor.**

# Marking descriptors

Marking descriptors help you understand what our assessors are looking for. For example if you include bullet points or lists this will put you in the defer band. A generalised description without specific examples will put you in the question or interview band.

## Aim for blue

### Good pass

Candidate gives a range of examples that demonstrate a deep understanding of the competence and there is evidence of an innovative approach to problem solving or management as well as reflection on practice and evaluation of the effectiveness of actions.

Candidate gives a range of examples that demonstrate a deep understanding of the competence and show reflection on practice and evaluation of the effectiveness of actions.

### Pass

The candidate provides a range of examples that demonstrate that he/she is competent within the parameters of the job role. The candidate demonstrates that he/she has solid knowledge and experience.

The candidate has described how he/she meets the competence within the context of his/her job role. The candidate demonstrates an understanding of the subject area and has given 1 or more examples which are relevant to the subject area but may be narrow in scope due to limited experience.

### Question or interview band

A generalised description of the importance of the subject area but no actual examples that demonstrate competence. The applicant may describe company policies and procedures or job responsibilities rather than examples of own practice. Further questions may elicit suitable examples.

### Defer

Response is mostly a list of responsibilities or bullet points with some relevance to the subject. There are some examples but they tend to be irrelevant or very limited.

Response is limited to a list of responsibilities or bullet points with some relevance to the subject.

Incoherent / inadequate response which is not relevant to the subject or inaccurate in technical detail.

No legible response – nil.

# Seeking Support

**CIOB know how important it is to have the right support available for candidates. Here are the options available to you.**

- **CIOB Mentoring Service:**  
We offer a Professional Review Mentoring service as part of your Qualified and Experienced Pathway, supporting Mentees working towards completing their Professional Review. Find out more about the [Mentoring Service here](#).
- **Local workshops:**  
Take advantage of the Professional Review workshops often hosted by local hubs. Find your local hub [here](#).
- **PR Support Provider:**  
A network of trusted individuals and organisations, who support and encourage you every step of the way, from an initial assessment to submission. A full list of Providers can be found on the website.
- **Additional Support:**  
Reasonable adjustments and Special Considerations (RASC). If you require additional support, such as dyslexia, please refer to the RASC policy on the website. [www.ciob.org/membership/professional-review](http://www.ciob.org/membership/professional-review)



# Section 1 - 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:

## 1.1 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.

## 1.2 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.

## 1.3 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.

## 1.4 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.

## 1.5 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.

## 1.6 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

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

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**

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 life long learning**

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

# Section 5 - Leadership & management

## 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

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:

<https://www.ciob.org/about/who-we-are>

### 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.

# Table of Competencies

Remember your examples should be past examples, what have you done not what you are doing. Writing in the first person and past tense always helps

| Section | Title   | Key Criteria   | Have your examples included the key criteria |
|---------|---|--|--|
|         | <b>SECTION 1 - ADVANCING &amp; ENHANCING CURRENT BEST PRACTICE</b>              |  |  |
| 1.1     | Promoting industry engagement in education                                      | <p><b>This section is about how you have:</b></p> <ul style="list-style-type: none"> <li>a. How you have promoted industry engagement in education?</li> <li>b. How you have enhanced graduate skills?</li> <li>c. How you have ensured the currency and validity of education programmes?</li> </ul> <p>Think about an example(s) of when you engaged with industry to enhance graduate skills. How did help you ensure your courses remain current? What benefits did the students gain from the industry engagement activity?</p>   |  |
| 1.2     | Applying current best practice to the design and/ or delivery of the curriculum | <p><b>This section is about</b></p> <ul style="list-style-type: none"> <li>a. How you have engaged with industry in the design, review or delivery of the curriculum?</li> <li>b. Demonstrating your understanding of current best practice in Health, Safety and Welfare</li> <li>c. Demonstrating your understanding of current best practice in sustainable construction development?</li> </ul> <p>Think about an example(s) of when you engaged within industry to design, review or deliver the curriculum. How did this ensure you are understanding of Health, Safety and Welfare and sustainable construction development, remains current best practice.</p> |  |

| Section | Title  | Key Criteria  | Have your examples included the key criteria |
|---------|--|---|--|
| 1.3     | Planning and undertaking continuous professional development in current industry best practice | <p><b>This section is about</b></p> <ul style="list-style-type: none"> <li>a. How you maintain the currency of the subject knowledge?</li> <li>b. How you have planned to undertake and evaluate Continuing Professional Development activity in current industry practices?</li> <li>c. How you have engaged in activities with industry to support learning and skills development in practice?</li> </ul> <p>Think about an example(s) of when you planned CPD to ensure your knowledge is current. What industry engagement activities have you engaged in to support learning and skills development for students?</p> |  |
| 1.4     | Promoting ethical practice   | <p><b>This section is about</b></p> <ul style="list-style-type: none"> <li>a. Demonstrating an understanding of the importance of ethics to the discipline?</li> <li>b. How you promote ethical practice in teaching practice and the curriculum?</li> <li>c. Demonstrating an awareness of external ethical frameworks or codes including professional body codes?</li> </ul> <p>Think about an example(s) that includes how you have embedded and promoted ethics within the curriculum and teaching practices. What external ethical frameworks or codes do you promote within the curriculum.</p>                       |  |
| 1.5     | Awareness of and promotion of innovation in construction                                       | <p><b>This section is about how you have</b></p> <ul style="list-style-type: none"> <li>a. Demonstrating an awareness of innovation in construction?</li> <li>b. How you bring innovation to the curriculum/students</li> </ul> <p>Think about an example(s) that includes how you have brought innovation and innovative ideas into the curriculum. What did you do to ensure your own awareness of innovation is up to date and passed on to students?</p>  |  |
| 1.6     | Promoting access to the professions/ Equality and Diversity                                    | <p><b>This section is about how you have</b></p> <ul style="list-style-type: none"> <li>a. How you promote equality and diversity in education and/or the industry?</li> </ul> <p>Think about an example(s) that includes how you have promoted equality and diversity in education and/or the industry.</p>  |  |

| <b>SECTION 2 - ADVANCING &amp; ENHANCING CONSTRUCTION MANAGEMENT KNOWLEDGE</b><br><b>(Optional Section for Readers/research fellows and teachers active in research)</b> |   |   |
|--|---|---|
| 2.1  | Planning and producing research outputs                 | <p><b>This section is about how you have</b></p> <ul style="list-style-type: none"> <li>a. How you to select appropriate research methodologies?</li> <li>b. How you engage stakeholders in research activities?</li> <li>c. How you disseminate results of research activities?</li> </ul> <p>Think about an example(s) of when you engaged with stakeholders in research activities and then how you disseminated the results for the research.</p>                                       |
| 2.2  | Collaborating and applying Research outputs in industry | <p><b>This section is about</b></p> <ul style="list-style-type: none"> <li>a. a. Demonstrating the application of research outputs in industry?</li> <li>b. b. Demonstrating the value of the research to the industry?</li> <li>c. c. Demonstrating a contribution to the body of knowledge? Think about an example(s) that includes how you demonstrate the application and value of research in your teaching</li> </ul>   |
| 2.3  | Applying research outputs to learning and teaching      | <p><b>This section is about</b></p> <ul style="list-style-type: none"> <li>a. How you have used research to inform learning and teaching?</li> <li>b. How you brought value to the curriculum from research outputs?</li> <li>c. How student engaged in research?</li> </ul> <p>Think about an example(s) of when you used research in the teaching of students and how it was brought into the curriculum.<br/>Once in the curriculum, how did your students engage with the research.</p> |
| 2.4  | Understanding and applying ethics in research           | <p><b>This section is about</b></p> <ul style="list-style-type: none"> <li>a. Demonstrating an understanding of ethics and ethical issues in research?</li> <li>b. How you show an awareness of external benchmarks, frameworks or principles of ethics?</li> <li>c. How you demonstrate an ability to apply ethics to his/her own work?</li> </ul> <p>Think about an example(s) that includes how you bring ethical issues into your research including application and benchmarking.</p>  |



| <b>SECTION 3 - ADVANCING LEARNING &amp; TEACHING</b><br><b>(Optional section for Lecturers, course developers and designers)</b> |  |   |
|--|--|---|
| 3.1  | Communication – Engaging stakeholders in Education               | <p><b>This section is about</b></p> <ul style="list-style-type: none"> <li>a. How you have engaged with industry and other stakeholders to enhance the curriculum/ student experience?</li> <li>b. Demonstrating student/graduate engagement in programme development or design?</li> <li>c. How you have brought innovation to the curriculum?</li> </ul> <p>Think about an example(s) that includes how you have engaged industry and students to make changes to the curriculum design.</p>          |
| 3.2  | Championing the needs of students                                | <p><b>This section is about</b></p> <ul style="list-style-type: none"> <li>a. How you have used a range of mechanisms to capture student feedback?</li> <li>b. How you have used student feedback to enhance the student experience?</li> <li>c. How you have used student feedback to enhance the curriculum?</li> </ul> <p>Think about an example(s) that includes how you capture student feedback and then used the feedback to improve and enhance the student experience and curriculum.</p>      |
| 3.3  | Contributing towards or leading programme development            | <p><b>This section is about</b></p> <ul style="list-style-type: none"> <li>a. How you have planned and monitored programme development?</li> <li>b. Demonstrating the ability to manage resources effectively?</li> <li>c. How you have managed the validation process including the engagement of external stakeholders?</li> </ul> <p>Think about an example(s) that includes how you have monitored, managed resources and followed the validation process to leading and improve the programme.</p> |
| 3.4  | Contributing towards learning and teaching knowledge or practice | <p><b>This section is about</b></p> <ul style="list-style-type: none"> <li>a. Demonstrating an awareness of teaching and learning methodologies?</li> <li>b. Show evidence of professional development activity that enhances learning and teaching?</li> <li>c. Demonstrate reflective teaching practice?</li> </ul>   |

| <b>SECTION 4 - Vocational, Education and Training<br/>(Optional section for NVQ Assessors and Verifiers)</b> |  |  |
|--|--|--|
| 4.1  | Developing professional competency               | <p><b>This section is about</b></p> <p>a. How you have developed professional competency and behaviours in you learners?<br/>Assessors - Think about an example(s) that includes how you have</p> <ul style="list-style-type: none"> <li>■ helped learners on the programme to develop their professional competency and behaviours.</li> </ul> <p>Think about an example(s) that includes how you have helped assessors develop their own skills and professional competency.</p> |
| 4.2  | Accommodating learning needs and learning styles | <p><b>This section is about</b></p> <p>a. How you have accommodated different learning needs and styles?<br/>Think about an example(s) that includes how you needed to adapt your advice to learners to accommodate different learning styles.<br/>Are there any reasonable adjustments you needed to take account of?</p>   |
| 4.3  | Promoting reflection                             | <p><b>This section is about how you have</b></p> <p>a. How you have promoted reflective practice through their delivery of the programme?<br/>Think about an example(s) that includes how you have</p> <p>Assessor – Explained and promoted the benefits of reflective practice<br/>Verifier - Promoted reflective practice within your team.</p>  |
| 4.4  | Promoting lifelong learning                      | <p><b>This section is about how you have</b></p> <p>a. How you have promoted lifelong learning through the delivery of the programme?<br/>Think about an example(s) that includes how you have</p> <p>Promoted lifelong learning to your learners<br/>Promoted lifelong learning within your team.</p>   |

| <b>SECTION 5 - LEADERSHIP AND MANAGEMENT</b><br><b>(Optional section for Programme Leaders, Managers and Heads of Department)</b> |  |  |
|---|--|--|
| 5.1   | Leadership and strategic management/<br>financial management | <p><b>This section is about</b></p> <p>a. How you have developed a financial, strategic, quality enhancement or operations plan?<br/>b. How you have monitored a plan?<br/>c. How you have evaluated the effectiveness of a plan?</p> <p>Think about an example(s) of when you developed a financial, strategic, quality enhancement or operations plan, then monitored the plan and evaluated the effectiveness of a plan</p> |
| 5.2   | Developing People or Teams                                   | <p><b>This section is about</b></p> <p>a. When you have identified a learning needs and negotiated a learning plan in others?<br/>b. How you have built team relations?<br/>c. How you appraise and manage performance?</p> <p>Think about an example(s) of when you identified learning needs within your team, built team relations and used the appraisal process to manage performance.</p>                                |
| 5.3   | Managing Quality/ Quality Assurance Processes                | <p><b>This section is about</b></p> <p>a. How you have used quality assurance systems?<br/>b. How you have managed quality?<br/>c. How you have managed and implemented quality enhancement?</p> <p>Think about an example(s) that includes how you have used QA systems to manage quality and implemented quality enhancements</p>  |
| 5.4   | Managing Information/ Knowledge Transfer                     | <p><b>This section is about</b></p> <p>a. How you have used information management systems?<br/>b. How you have managed information?<br/>c. How you have engaged in knowledge transfer?</p> <p>Think about an example(s) that includes how you have used information management systems and knowledge transfer to inform and update others.</p>  |

| SECTION 6 - COMMITMENT TO PROFESSIONALISM |   |   |
|---|---|---|
| 6.1                                       | Professional Judgement and Responsibility | <p><b>This section is about how you have</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate an understanding and application of professional judgement and responsibility including ethical decision making.</li> <li>b. Committed to abide by the Rules &amp; Regulations of Professional Competence &amp; Conduct</li> <li>c. Committed to Continuing Professional Development (CPD) and understand the benefits.</li> </ul> <p>Think about an example(s) that includes how you have had to apply your professional judgement to a situation. This can include making an ethical decision about a situation that challenged you in some way or felt conflicted by.</p> <p>It is useful to think of a situation that was outside of you normal scope of work.</p> |

# Who can sign your form?

A signature will be required on this part of the form from someone who can verify the contents of your application to be a true and accurate account of your experience. Ideally, they will be your senior or line manager in your current or most recent role.

**Please note:** family members or Mentors assisting with the application are not permitted to sign or verify your competencies/application.

Self-employed or Freelance applicants could ask a professionally qualified client, who is a current member (excluding retired member) of a Professional Body or other Construction Professional who knows you well to endorse their application. Please note this is not an exhaustive list. For any queries or more information, should you be unsure who can sign this for you, please contact [pr.application@ciob.org.uk](mailto: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 Equivalentents

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.

## The decision

**The applicant will be advised of the result once the application has gone through the assessment process.**

### PASS

The applicant will receive written confirmation and an invitation to a ceremony.

### INTERVIEW

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

### DEFERRAL

In cases where the applicant fails to meet the criteria they will be advised they have been deferred and provided with an explanation including advice on what is required before a new submission can be made. Any re-submission should take into account feedback given.

## The appeals process

You have the right to appeal if your application is deferred. Appeals must be made within one month of receiving the deferral letter.

Appeals cannot be made on the grounds of disagreement with the assessment outcome. The appeal must be based on a valid reason such as:

Failure to correctly follow the process and procedures for the assessment or where you suspect there may be bias in the assessment process and this must be stated in full in the letter of appeal. No new material or documents can be brought into the appeal. The appeal is to be based solely on the application and correspondence received.

Appeals are to be made in writing, stating the grounds for the appeal. Your letter of deferral will provide you with the contact details.



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# Thanks for reading

We hope you found our guide useful and instructive. If you have any questions please contact: [pr.application@ciob.org.uk](mailto:pr.application@ciob.org.uk)