Future Skills
Review of Qualifications

Agenda Item 11
CILIP/2013/010a
07.03.2013

Chartered Institute of Library and Information Professionals

1 Purpose of paper

This paper provides CILIP Council with an overview of the review of qualifications and provides proposals and recommendations for the new framework. It is based on the paper presented to the Future Skills Project Board on the 8th February 2013, their discussions and their approval of the recommendations.

This work follows on from the findings of the first stage review of qualifications and the additional consultation undertaken as a result. On this basis, whilst the paper provides a few headlines, it does not attempt to repeat the detailed findings identified in the first stage review.

1.1 Recommendations

The key recommendations included within the report are:

1. CILIP should adopt the term Professional Registration
2. CILIP should make minimal changes to the current certification model for the time being; using the PKSB, revising the assessment criteria to be more focused on knowledge and skills, and providing clarity that Certification provides admission to the register for those working at a para-professional level.
3. CILIP should plan a more detailed review of vocational qualifications and professional recognition for para-professionals in 2014.
4. CILIP should implement the proposed new model for Chartership.
5. CILIP should adopt the revised model for Fellowship.
6. CILIP should implement the revised model for voluntary revalidation.
7. Council should make a decision that CILIP shall work towards the implementation of a compulsory scheme. This will take further work to identify the process and work with members to gain buy-in for a member decision at the 2014 AGM, with implementation from 2015.
8. CILIP should introduce online enrolment for Professional Registration as soon as possible.
9. All handbooks and supporting information should be completely revised following changes to the qualifications.
10. CILIP should improve the training and support available to candidates and candidate support officers
11. CILIP should improve the training and support available to mentors.
12. CILIP should introduce online submission and assessment for all qualifications as soon as possible.
13. All assessment criteria should be reviewed and where necessary revised to provide greater clarity for candidates.
14. CILIP should implement a streamlined assessment process for Certification, Chartership and Fellowship and a light touch assessment process for revalidation.

15. CILIP should introduce a revised, fit for purpose appeals process which allows candidates to appeal based on the outcome of their application.
16. The Qualifications Board should be renamed the Professional Registration and Accreditation Board and their remit should be amended to incorporate strategic oversight of the PKSB and Accreditation process.

2 Background and context

Reviewing qualifications and awards should be an ongoing activity for all Professional Bodies. It is good practice to review the market and strategic environment to make sure that the qualifications provide meet the needs of the profession, employers and individuals.

CILIP last undertook a review in 2007 following the implementation of the current Framework of Qualifications in 2005. Therefore it is right and timely that, following the Defining our Professional Futures Report in 2010, we take the opportunity to review qualifications through the Future Skills Project.

2.1 Literature review, research and consultation

This review is based on extensive consultation with members, employers and key stakeholders. A literature review and research into the offer made by other professional bodies was also completed. Appendix 1 provides CILIP Council with the details of this work.

3 Overall Framework

3.1 Why we deliver qualifications

CILIP has an explicit role to play in developing the knowledge, skills and expertise of the profession. This is referenced throughout our vision, mission and Royal Charter. As a charity, we work to maximise the benefit of library information and knowledge services to the public by increasing and improving the standard of knowledge and skills of those that are delivering those services.

3.2 Principles for the new framework

The Future Skills Project Board agreed a set of Quality criteria for the revised Framework of Qualifications. These can be found at Appendix 2.

In addition the Board agreed a number of key principles for the new framework:

- The new framework should broaden the appeal of qualifications to the profession and remove barriers. Routes, pathways and specific timescales before members can submit a portfolio should be removed. Instead the focus of qualifications is the end result: Members demonstrating that they meet the standards set.
- They should enable people with other qualifications to achieve CILIP qualifications more easily.
- CILIP should be encouraging those that have undertaken any Library, Information and Knowledge qualifications (or related) to progress through their qualifications.

- CILIP should, through our communications, continually encourage members to engage in CPD and progress within the profession.
- Certification should be refined to focus on the recognition of knowledge and skills gained through practice and/or learning; the results being communicated simply and clearly.
- Chartership should include an assessment of both the knowledge and skills required to work in the profession and the ability to apply those in a professional context.
- Fellowship is aimed at the right level and probably needs the least work.
- Revalidation should be completely replaced by a new system for chartered members and fellows to demonstrate their commitment to CPD and reflective practice, which will place a greater focus on inputs and offer the PKSB as a method for capturing learning and development and plotting progress.
- CILIP will promote the value of these qualifications to individuals, employers and key stakeholders.
- The PKSB will be the key tool used through all qualifications

3.3 Qualifications, Accreditation or Registration?

Throughout consultation, members frequently cited that they were not happy that leaving CILIP meant that they 'lost' their qualification. On reflection, it is acknowledged that there is confusion amongst the membership about the role and purpose of CILIP qualifications. CILIP qualifications are not a measure of academic achievement. They are recognition of an individual's ability to apply their knowledge, skills, professional expertise and judgment at the required level of award.

A quick look at a number of professional bodies found the frequently used terms are 'qualifications', 'awards', 'chartership', 'registration' and 'accreditation'. It also found that 'Qualifications' was still the most frequently used term by other bodies. Since CILIP is not an awarding body, it is not appropriate to consider using the term awards.

The Oxford English Dictionary defines Qualification, Accreditation and Registration as follows:

> **Qualification: 1.** The action of qualifying or the fact of becoming qualified. **2.** A pass of an examination or an official completion of a course. **3.** A quality that qualifies someone for a job or activity. **4.** A condition that must be fulfilled before a right can be acquired.
> **Accredit: 1.** Give credit to someone for something. 2. Give official authorisation or sanction to
> **Registration: 1.** The action or process of registering or of being registered.

Using the term 'professional registration' could provide greater clarity for members, potential members and the public as to the role and purpose of Chartership and Fellowship and why members should continue to engage with the organisation on completion.

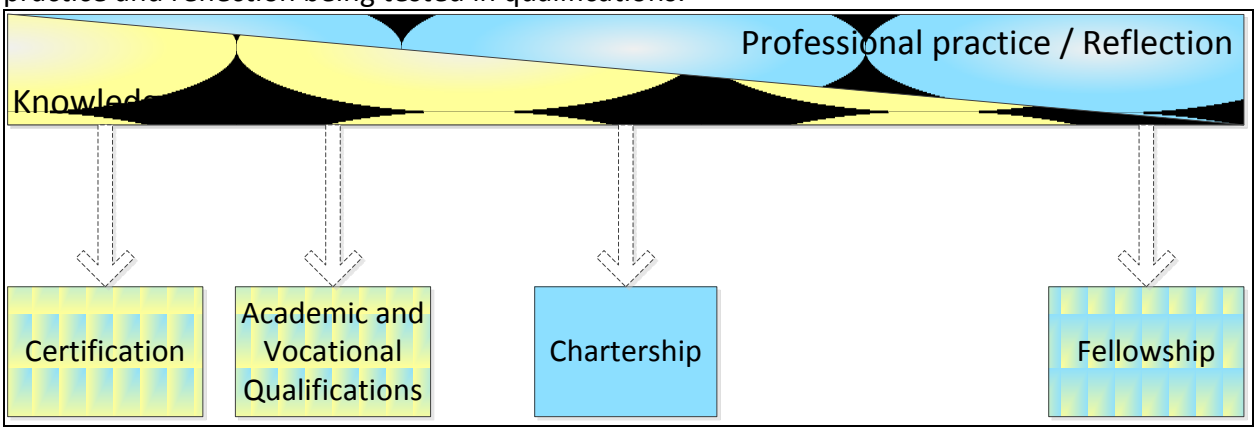
It also provides a clearer response to those members who feel that they have undertaken academic qualifications and therefore do not need to do another qualification. CILIP is encouraging members to become accredited and/or register their ability.

There is also a sense that the term registration 'does what it says on the tin'. Members are not gaining a qualification; they are demonstrating they are at a level which enables them to be added to a register of professionally recognised Library, Information and Knowledge workers.

Recommendation 1: CILIP should adopt the term Professional Registration.

3.4 High-level framework

The following diagram illustrates a continuum of the balance knowledge, skills, professional practice and reflection being tested in qualifications.



The Project Board have mapped where CILIP qualifications should sit along this continuum and will be using this as a basis for the development of the framework. A reference to academic and vocational qualifications has also been included.

A useful chart was also developed for and revised by the Project Board which outlines the proposed role and view (by stakeholders) of the new framework. (Appendix 3)

The following four sections provide the detail for the review of each of the revised qualifications. In addition there are separate sections after this which present findings and recommendations which are relevant to all qualifications including, guidance, support, mentoring, assessment and appeals.

4 Certification

4.1 Key findings

- Take up of Certification is relatively low (between 58 and 93 submissions per year for the last 6 years). At the end of 2012 there were 280 members with ACLIP.
- Members see certification as a cheaper alternative to a Higher Education course; however, it does not give members the same level of knowledge or skills or even ask them to demonstrate how they have obtained that through practical experience.

- Members would like there to be a greater link to qualifications, but would not want to lose the low cost/cost-effective nature of certification.
- There needs to be greater clarity and distinction between Certification and Chartership. Once Certification is completed, Chartership is seen as 'more of the same'. The main difference is the role you are working in.

4.2 A new model for Certification

There is still a value in CILIP providing certification as a way of recognising those that have been working a library, information and knowledge environment and who have developed their Knowledge and Skills on the job. For some, this may be simple recognition of the knowledge and skills they have acquired, for others it may be a way of further developing and progressing their career.

Following discussion, the Project Board have agreed three key principles for the revision of Certification:

- It should be refined to focus on the recognition of knowledge and skills gained through practice and/or learning
- It should use the PKSB as a basis for assessing knowledge and skills and identifying gaps
- It should provide successful applicants with a number of credit points which can be put towards obtaining further academic/vocational qualifications.

In addition, there was overall agreement that there could be opportunities for employers to use the framework to develop 'grow your own' schemes. Similarly, learning providers delivering lower level qualifications may provide be able to use the framework as a way of giving students both the qualification and something which can be submitted to CILIP as an application for certification.

4.3 What this might look like in practice

Candidates will use the PKSB as a framework to demonstrate how they have gained knowledge and skills and their level of understanding. This will require practical experience and learning.

The application process will be designed to provide greater guidance and structure to applicants as a method for assessing their knowledge and skills. CILIP will use the National Occupational Standards and the requirements of a Level 4 qualification as a way of phrasing the level of knowledge and skills that are needed.

Candidates will

1. Complete an initial self-assessment against the PKSB to outline their knowledge, skills and experience.
2. Develop a Personal Development Plan which identifies areas of the PKSB where they need to improve their knowledge, skills and understanding and identify how they will achieve this.
3. Complete a final submission will use a more structured approach to recording how the candidate has gained the agreed level of knowledge and skills.

4.4 Certification or vocational qualification?

Whilst the re-shaping of Certification as described above is an important step, there is concern that what will be delivered will not be significantly different from a vocational qualification.

In addition, at the meeting of the Project Board in January 2013, it was reported that LSIS will no longer be holding the National Occupational Standards for Libraries and Archives and that there is a possibility that CILIP and Archives Records Association (ARA) might step in as 'caretakers'.

As a result of this, there would be a clear remit for CILIP in working with employers and providers to further develop good quality vocational qualifications.

This could mean that CILIP will be in a situation where Certification is being delivered alongside vocational qualifications (which are now eligible for accreditation) and these would be in direct competition with each other.

The Project Board were invited to pause and consider the following options which could be available at this stage:

1. Develop a new certification product as outlined above and launch it in Autumn 2013 as originally planned.
2. Postpone further development certification and concentrate on the development of a vocational qualification which can be delivered by learning providers.

4.4.1 Options appraisal

	Option 1 – Develop as proposed	Option 2 - Postpone
Benefits	• Certification needs to be changed to reflect a greater emphasis on knowledge and skills • Benefit to non-qualified members in having a low cost route to having your knowledge and skills recognised	• Pausing the work gives CILIP time to assess the landscape • Postponing and developing a vocational qualification instead of certification provides members something which has greater recognition amongst employers • An opportunity to complete more detailed work with members, employers and learning providers to assess the ways that certification/vocational qualifications could be delivered in future

Risks	• Certification continues to be seen by members as a cheap alternative to gaining a vocational qualification • Possible direct competition with vocational qualifications • Re-develop a qualification which is then over-taken later in the year	• Possibly a reputational risk that the project is seen to have not spent sufficient time looking at qualifications • Revisions to certification were put on hold before due to possible changes in the NOS and sector skills agency changes • Not possible to launch the full suite of new products • Member dissatisfaction (de-valuing/removing certification as it stands) • ACLIP is mentioned in the charter and bye-laws, therefore a change following completion of the governance review could require a further set of revisions.

It is clear that there would be value in postponing decisions about Certification to ensure that CILIP makes the right decision. However, there is also a clear case that CILIP have provided a route for para-professionals to have their knowledge and skills recognised and registered. Removing this risks dissatisfaction and will require careful management and communications.

Having debated this, the Project Board agreed the following recommendations:

Recommendation 2: CILIP should make minimal changes to the current certification model for the time being; using the PKSB, revising the assessment criteria to be more focused on knowledge and skills, and providing clarity that Certification provides admission to the register for those working at a para-professional level.
Recommendation 3: CILIP should plan a more detailed review of vocational qualifications and professional recognition for para-professionals in 2014.

5 Chartership

5.1 Key findings

- At the end of 2012, there were 8,060 chartered members. This is roughly 57% of the membership. In 2012, 0nly 32% of Chartered members are under 50.
- The average pass rate is around 85%
- A need to broaden the accessibility and appeal of Chartership
- A need to strengthen the value of Chartership
- The value of Chartership needs to be more clearly articulated

5.2 A new model for Chartership

Chartership should be viewed as the 'complete package'. A chartered library, information and knowledge worker has both the knowledge and skills required to work in the profession and the ability to apply those in a professional context. With our charitable status in mind; we create better library, information and knowledge services for society by ensuring that library, information and knowledge workers are equipped and are able to apply their the knowledge and skills to deliver excellent services.

There will no longer be specific pathways into Chartership. Anyone who wants to apply will be able to. The key will be that candidates will need to be able to demonstrate that they can meet the assessment criteria; in particular that they have a basic level of knowledge and skills across the PKSB with expertise in areas relevant to their sector, role and level, and that they are able to apply this in a professional context.

Candidates will complete an assessment of their knowledge and skills using the Professional Knowledge and Skills Base and will be expected to demonstrate on how they have been able to apply these through their work.

Any prior learning will automatically count towards the acquisition of knowledge and skills.

- Those with CILIP accredited programmes should be able to demonstrate that they possess a good level of knowledge and skills across the Professional Knowledge and Skills Base.
- Those with other qualifications will be able to have these recognised and demonstrate that they have developed knowledge and skills either through learning, CPD, or professional practice.

A Personal Development Plan (PDP) will be used to identify the gaps in the candidate's knowledge, skills, experience and professional practice.

Reflective practice will continue to be a key feature to test how knowledge and skills are applied.

The following table provides an illustration of some of the ways in which candidates with different backgrounds may approach Chartership. This was designed to simply provide the Board with some examples of how Chartership might work in practice for people with different career paths. It is not a redefinition of Chartership routes and pathways; neither will we use this language in the development of the new product or guidance.

Example background	Candidate should be able to…	The candidate will focus on…
Candidate has a Library, Information, Knowledge qualification	Demonstrate the Knowledge and Skills gained as part of the course	Gaining experience of professional practice and applying their knowledge and skills
Candidate has a non- Library, Information, Knowledge qualification	Demonstrate the Knowledge and Skills gained as part of the course which contributes to the PKSB. Demonstrate their ability to apply their knowledge and skills within the profession.	Understanding our Ethics and Values. Filling any gaps in Knowledge and Skills as evidenced through the PKSB. Further experience of professional practice and applying their knowledge and skills
Candidate has significant experience working in a non-professional role	Demonstrate their ability to apply the knowledge and skills they have developed through practical experience.	Understanding our Ethics and Values. Filling any gaps in Knowledge and Skills as evidenced through the PKSB. Further experience of professional practice and applying their knowledge and skills
Candidate has experience working in a professional role, perhaps with a non- Library, Information, Knowledge qualification	Demonstrate their ability to apply the knowledge and skills they have developed through learning and development, practical experience and professional practice.	Understanding our Ethics and Values. Filling any gaps in Knowledge and Skills as evidenced through the PKSB. Further experience of professional practice and applying their knowledge and skills

5.3 What this might look like in practice

Candidates will use the PKSB as a framework to demonstrate how they have applied their knowledge, skills and experience in a practical setting and reflect on their learning.

Candidates will

1. Complete an initial self-assessment against the PKSB to outline their knowledge, skills and experience.
2. Identify areas where they wish to develop their level of Knowledge/Skills due to job role, personal interest, and career aspirations or to gain a broader understanding of the wider profession. They will consider how they can gain experience of applying these in a professional context.
3. Develop a Personal Development Plan which identifies areas of the PKSB where they need to improve their knowledge, skills, or practical experience and identify how they will achieve this.
4. Produce a portfolio comprised of an evaluative statement and evidence which demonstrates, through reflection, how they have increased knowledge and skills (where

appropriate) and how they are applying their knowledge and skills in their workplace and professional career.

This work will also require changes to the assessment criteria. This is covered in section 13.1.

Recommendation 4: CILIP should implement the proposed new model for Chartership.

6 Fellowship

6.1 Key findings

- In 2012 there were 646 Fellows of CILIP
- Fellowship has been set at the right level
- There is a misconception that Fellowship is only for the great and the good

6.2 The model for Fellowship

Fellowship should remain largely unaltered. It will be focussed on candidates demonstrating a significant commitment and contribution to the profession. Employers will know that a Fellow is a leader in the profession. This may be through the work that they do or their commitment outside of their work context.

Anyone can apply for Fellowship. They do not need to be a Chartered member first or complete a period of professional practice.

6.3 What this might look like in practice

Fellowship will remain largely unchanged. Candidates will submit a portfolio to demonstrate through their learning, experience and achievements:

- Evidence of substantial achievement in professional practice
- Evidence of significant contribution to all or part of the profession
- Evidence of active commitment to continuing professional development

The main changes to Fellowship will be the removal of admission requirements.

Recommendation 5: CILIP should adopt the revised model for Fellowship.

6.4 The term 'Fellowship'

The Board discussed and noted that as part of the ongoing review of new products and services, CILIP may wish to review the name Fellowship. Whilst it is generally accepted and recognised and used by many other professional bodies, 'Fellow' can provide members with a certain perception of the recipients of the award and does have connotations in a profession which has a majority of female workers.

7 Revalidation

7.1 Key findings

- Take up of revalidation is extremely low. In 2012, only 107 members had revalidated their qualification.
- Those that have completed revalidation found that whilst it was useful personal, professional development and reflection, there was a real lack of recognition, clear benefits and no clear contribution to progression.
- Members feel that it is a shame that there are no post-nominals and a lack of recognition.
- There is no demand from employers for staff to revalidate so there is no incentive. Members feel that revalidation is like Chartership 'all over again' and that there is a perception of it being too onerous.
- A general consensus that CILIP should consider an input system (as per other professional bodies) where members demonstrate they have completed some CPD during the year.
- Some felt that revalidation should be mandatory others felt that if you can strengthen the value of the profession and Chartership then revalidation will follow.
- CILIP should recognise other schemes and what members are expected to do in the day to day work.
- There needs to be greater promotion of revalidation and the benefits of Continuing Professional Development

7.2 A new model for Revalidation

The Project Board have agreed that a revised model for revalidation should be implemented which has a stronger focus on inputs (amount of time spent on CPD) than outputs (impact of CPD).

After discussion, it was agreed that whilst the product could be offered to any member as a way of recording and demonstrating their CPD, it would be focussed on those who had completed Certification, Chartership or Fellowship. On this basis, revalidation is the most appropriate term.

7.3 What this might look like in practice

The principle of revalidation will be that members who have completed Certification, Chartership or Fellowship are committing to continuing professional development.

Revalidation will demonstrate how a member has delivered against this commitment through the completion a specified number of hours of CPD each year and provision of a short reflective statement on learning, the impact of that learning and what they hope to achieve in the next year.

CILIP will provide a learning log based on the PKSB which members can use to complete their learning; however it will not be a requirement that members must use the log as they should be

able to use any processes defined by their own organisation. However members decide to track their CPD, they should be able to demonstrate they have completed the set number of hours and have provided a short statement about the learning outcomes achieved or what the member hopes to achieve in the next period.

CILIP will recognise time taken for completion of the PKSB or other staff development review process.

Revalidation can be completed at any time in the year so that members can synchronise with organisational development reviews.

CILIP will look at ways in which employers can identify (using the register) when members completed their qualification and when they last submitted their revalidation.

7.4 Opt in versus compulsory revalidation

In the first instance, revalidation will be an opt-in scheme. However, it has been identified that there could be value in introducing a compulsory scheme for those members that have a CILIP qualification (registration).

A recent survey of members identified that 74% thought there may be value in introducing a compulsory scheme and only 6% said they would resign their membership.

It is clear that there are mixed views as to whether Compulsory CPD should be introduced. This is something that had been previously agreed by Council but was halted prior to implementation in 2010. This was because it was felt that the model for CPD recognition (revalidation) was not right and that there was a high risk that introducing compulsory CPD would drastically affect membership numbers.

For those professional bodies that have implemented compulsory schemes, the impact has resulted in far fewer members resigning than anticipated (tens rather than hundreds or thousands). However, the risk and impact could still prove significant for CILIP, especially since the value of Chartership is currently under-valued.

In addition, there are a number of key learning points which PARN highlighted in their 'Moving to compulsory CPD' report, which CILIP would need to consider:

- Online systems are vital
- Stakeholder buy in is important. Professional bodies should consider using an AGM to pass a motion to support it.
- Strategic objectives should drive the move to compulsory CPD.
- Bodies often adopt voluntary before moving to compulsory.
- A monitoring system will need to be in place and CILIP would need to consider what (if any) sanctions would be made for members who do not complete their CPD requirement

At a recent CPD networking meeting for professional bodies, there was a discussion about recording CPD. This identified that, outside the health professions (as represented at the Forum), there is little appetite for sanctions for those who do not engage with CPD (even if it is a mandatory requirement). There was strong consensus for the following approach:

- The obligation to do CPD should be in the Code of Professional Conduct but tested/audited at registration/assessment
- Members who do not comply should be encouraged and supported – this is not about driving out members during these difficult financial times
- If auditing (with permission) is used it can only be truly fair/random when a significant percentage of members engage in CPD (the 'tipping point')

Investigations suggest that non-compliance is more an issue of failing to record: people do the CPD but don't reflect and record – either because they see it as onerous and time consuming or because they need more guidance on effective reflective writing.

It is clear that revalidation needs to be completely revised. It is therefore suggested that this work is completed and that it will be voluntary in the first instance. However, there would be value in implementing a compulsory scheme in the future. This will take further work to identify the process and to work with members to gain buy-in.

Recommendation 6: CILIP should implement the revised model for voluntary revalidation.
Recommendation 7: Council should make a decision that CILIP shall work towards the implementation of a compulsory scheme. This will take further work to identify the process and work with members to gain buy-in for a member decision at the 2014 AGM, with implementation from 2015.

8 Enrolment

Two key issues were highlighted in the first stage review:

1. The process for enrolling for Chartership via pathway 2
2. The ability to enrol online

Fortunately the new proposed Framework deals with the first issue as there will be no specific routes, pathways or specific time periods that have to be completed before a candidate can apply for Chartership. Therefore this will no longer be an issue.

CILIP is also in the process of implementing a refreshed website (early 2013) and a VLE (mid to late 2013). IT have confirmed that CILIP members will be able to enrol for qualifications (registration) online and therefore CILIP will work towards delivering online enrolment as soon as this functionality is in place.

Recommendation 8: CILIP should introduce online enrolment for Professional Registration as soon as possible.

9 Guidance

Undoubtedly, the key issue that continues to be highlighted is a lack of clarity in the guidance available for candidates. All handbooks and supporting information will need to be completely revised to rectify this. The drafts will be tested with key stakeholders to ensure that the information provided is more straightforward and structured.

Recommendation 9: All handbooks and supporting information should be completely revised following changes to the qualifications.

10 Candidate support and training

10.1 Key findings

A survey of members in autumn 2012 demonstrated that candidates valued the support they received from mentors (Appendix 4). However, a focus group reflected that, besides the revision of the handbooks, more could be done to provide better support for candidates. This included:

- Much clearer guidance for candidates, mentors, Candidate Support Officers (CSOs)
- More coordinated approach to training for candidates
- Use the VLE to refresh the training offer to candidates
- Revisiting the role of CSOs and in particular the way they are recruited, communicated with and supported

10.2 Proposals

It is clear that following the revision of the framework, CILIP will need to provide clear guidance and information to candidates. This will need to extend to Mentors (see 11) and CSOs.

It is proposed that CILIP will work with key stakeholders (eg Career Development Group, Regional Branches, Candidate Support Officers) to improve the training and support available.

Recommendation 10: CILIP should improve the training and support available to candidates and candidate support officers.

11 Mentor support

11.1 Key findings

The survey completed in autumn 2012 also found that mentors did not feel they were getting adequate support. In fact, the survey showed that many mentors are simply unaware of the support available. (Appendix 5)

A focus group considering the support given to mentors also identified the following issues:

- There is a perception that there are too few volunteers to be mentors, despite the fact that there are currently 707 registered mentors with the potential capacity to support a further 300 candidates (approximately).

- We need to provide better information for candidates on mentors and the mentoring process
- The mentor matching process could be improved by more up to date information on mentors and availability
- We need to consider ways in which we can improve the training offer
- There should be improved feedback for mentors
- We should look into how we can improve support for mentors
- Improve communications

11.2 Proposals

As above it is clear that following the revision of the framework, CILIP will need to provide clear guidance and information to mentors.

It is proposed that CILIP will work with key stakeholders (eg PTEG, Regional Branches, Mentor Support Officers, Mentors) to improve the training and support available.

Recommendation 11: CILIP should improve the training and support available to mentors.

12 Online submission of applications

The first stage review found a strong desire from candidates that CILIP move, as swiftly as possible, to delivering qualifications online using e-portfolios.

However, this is not just about online application, submission and management of applications. Online submission and e-portfolios provides members with greater opportunities to submit different kinds of evidence and be more creative with their portfolio. For example a Chartership application could continue to include the evaluative statement, but the candidate could also submit video, audio, links to blogs, other websites, training packages, presentations, or prezis as part of their evidence.

Whilst online submission makes it very easy to upload more evidence than ever before, there will still be a requirement to demonstrate the selection of the most appropriate evidence.

The implementation of the new Virtual Learning Environment will enable CILIP to deliver this and it will be progressed to enable candidates submitting the 'new style' qualifications (registration) to use this method.

Recommendation 12: CILIP should introduce online submission and assessment for all qualifications as soon as possible.

13 The assessment process

Throughout consultation and through the development of business process maps, two key issues were highlighted.

13.1 Assessment criteria need to be revised

Those that had completed or were undertaking qualifications and mentors asked for greater clarity in the assessment criteria and guidance as to what was expected of them. In particular, it has been identified that it is not clear why the assessment criteria are relevant and what we are asking candidates to demonstrate.

Whilst it is understood that the Qualifications Board are concern about rigour, the robustness of qualifications and the opportunity for candidates to show their professional judgment, it is felt that all of this should still be possible with clearer assessment criteria and guidance.

Recommendation 13: All assessment criteria should be reviewed and where necessary revised to provide greater clarity for candidates.

13.2 The current assessment process is excessive

If an application is not accepted by the first pair assessment, there are numerous ways in which the assessment can be carried forward. In addition, there seems to be no limit in terms of the number of ways that referrals can be dealt with until a conclusion is agreed upon. In some cases this has led to assessments taking over a year to reach completion. Whilst it is understood that CILIP want to give candidates every possible opportunity to pass their qualification without having to completely resubmit; the process is excessive.

In addition, as revalidation is being re-developed to be a more streamlined product, so the assessment can also be more streamlined. In the first instance, revalidation will be an opt-in process. This means that the Qualifications Board will need a specific process for assessing applications. It is possible that this process could be adapted and used if CILIP were to proceed with compulsory revalidation.

Discussion with the Qualifications Board, external examiners and CPD Team has confirmed that a streamlined process could be implemented which will ensure that the assessment process is robust and fair without unnecessarily extending the amount of time that it may take to reach a conclusion. It will also be possible to implement operational changes which will improve feedback for candidates and mentors.

Recommendation 14: CILIP should implement a streamlined assessment process for Certification, Chartership and Fellowship and a light touch assessment process for revalidation.

14 Appeals

Through the development, assessment and discussion of Business Process Maps, a few key issues were identified with the current appeals process:

- Whilst there is a robust Appeals process for qualifications, it is evident that the procedure outlined (particularly in terms of committees and selecting members for appeal panel) is not in place.

- The requirement for an appeals panel is excessive. If the Chief Executive Officer agrees there are grounds for appeal, the result is that the application is re-assessed. This happens whether the CEO sends it straight to re-assessment or whether the Appeals panel agrees with the CEO.
- Candidates can only appeal on the basis that information used by the Qualifications Board was biased or incorrect due to no fault of the candidate or because the Qualifications Board failed to follow its own published procedures. Candidates cannot appeal about whether the decision the Board took was right or not.

Following discussion, the Project Board that a new fit for purpose appeals process be introduced which also enables candidates to appeal based on the outcome of their application.

Recommendation 15: CILIP should introduce a revised, fit for purpose appeals process which allows candidates to appeal based on the outcome of their application.

15 The role of Qualifications Board

With the various changes that have been proposed, it is inevitable that the work of the Qualifications Board will need to change to reflect new processes. In particular, there will be a reduction in the number of 'All Board' assessments enabling the Board to concentrate on quality control, training and overview of the Registration process.

With this in mind, it is also suggested that the remit of the Board be further amended to reflect the wider Framework of Qualifications (Registration) and Accreditation by giving them strategic oversight of the Professional Knowledge and Skills Base (PKSB) and Accreditation process.

In practice, this will mean that the Board:

- Ensure that the PKSB remains relevant; commissioning reviews of the content and supporting information/products and services as required.
- Maintain an overview of the Accreditation process, including reviewing the assessment criteria and process every 3-5 years to ensure they are relevant and fit for purpose. (It is important to note that whilst they should receive a report of Accreditation activity, they will not ratify decisions.)

Recommendation 16: The Qualifications Board should be renamed the Professional Registration and Accreditation Board and their remit should be amended to incorporate strategic oversight of the PKSB and Accreditation process.

16 Conclusions, recommendations and next steps

This report provides analysis of the research and consultation that has been completed as part of the Review of Qualifications and suggests a number of recommendations for the new Framework of Qualifications. These are:

1. CILIP should adopt the term Professional Registration
2. CILIP should make minimal changes to the current certification model for the time being; using the PKSB, revising the assessment criteria to be more focused on knowledge and skills, and providing clarity that Certification provides admission to the register for those working at a para-professional level.
3. CILIP should plan a more detailed review of vocational qualifications and professional recognition for para-professionals in 2014.
4. CILIP should implement the proposed new model for Chartership.
5. CILIP should adopt the revised model for Fellowship.
6. CILIP should implement the revised model for voluntary revalidation.
7. Council should make a decision that CILIP shall work towards the implementation of a compulsory scheme. This will take further work to identify the process and work with members to gain buy-in for a member decision at the 2014 AGM, with implementation from 2015.
8. CILIP should introduce online enrolment for Professional Registration as soon as possible.
9. All handbooks and supporting information should be completely revised following changes to the qualifications.
10. CILIP should improve the training and support available to candidates and candidate support officers
11. CILIP should improve the training and support available to mentors.
12. CILIP should introduce online submission and assessment for all qualifications as soon as possible.
13. All assessment criteria should be reviewed and where necessary revised to provide greater clarity for candidates.
14. CILIP should implement a streamlined assessment process for Certification, Chartership and Fellowship and a light touch assessment process for revalidation.
15. CILIP should introduce a revised, fit for purpose appeals process which allows candidates to appeal based on the outcome of their application.
16. The Qualifications Board should be renamed the Professional Registration and Accreditation Board and their remit should be amended to incorporate strategic oversight of the PKSB and Accreditation process.

Council is asked to approve the recommendations included within this report. Following approval, work will commence on developing the detailed product information, processes, and the implementation plan.

Simon Edwards
Director of Professional Services, CILIP
26/02/2013

Appendix 1 – Sources reviewed and focus groups

1. Desk based research

Specific work completed for this review

- Business process maps
- Review of the SWOT and PESTEL analysis and what this tells us about the revised offer
- Review of the International aspects of qualifications
- Review of the qualifications offers of other Professional Bodies
- Review of how qualifications can best be delivered via a Virtual Learning Environment

Review of internal and external research and evidence

- Review of the CILIP Framework of Qualifications and Accreditation, November 2007
- Defining our Professional Future, July, 2010
- Membership Survey, May 2012
- Approaches to CPD Measurement, PARN, 2008
- Linking Professional Associations with Higher Education Institutions (HEIs) in relation to the provision of Continuing Professional Development (CPD), PARN, 2008
- Moving to compulsory CPD, PARN, 2011

2. Output from focus groups

There have been a number of focus groups and meetings with groups of members. These are all documented below. (F) denotes those that were facilitated by the Professional Association Research Network (PARN).Meeting with Chartership candidates – Teesside University

- Meeting with Mentors – Teesside University
- Qualification workshop sessions (x2) – CILIP East of England networking event
- Meeting with Chartership and Revalidation candidates – Oxford University Libraries
- Qualifications focus groups – CILIP Cymru conference
- Qualifications workshop – CILIP in Scotland conference
- Employers panel (3 sessions) (F)
- Certification - Focus Group (F)
- Chartership - Focus Group (F)
- Revalidation - Focus Group (F)
- Fellowship - Focus Group (F)
- Additional responses from those unable to attend focus groups
- Multiple sessions with Qualifications Board
- Meetings with PTEG and CDG
- Meeting with Edinburgh Libraries
- Principles and value of qualifications - Focus Group (F)
- Improving Candidate Support - Focus Group (F)
- Improving Mentor Support - Focus Group (F)
- Models, routes and pathways into Qualifications - Focus Group (F)
- Streamlining assessment processes – Focus Group
- Meeting with Gil Young (Mentor of the year) and Emily Hopkins (CSO – North West)

3. Quantitative survey

A survey of members and non-members was completed in September/October 2012. The purpose of this survey was to re-run a number of questions that had been asked in previous surveys which will enable CILIP to gain valuable comparative data.

In addition, members were asked to give their views on compulsory CPD and those who had not engaged with qualifications were asked why they had not undertaken a qualification.

Appendix 2 –Quality criteria for Qualifications

The product is:

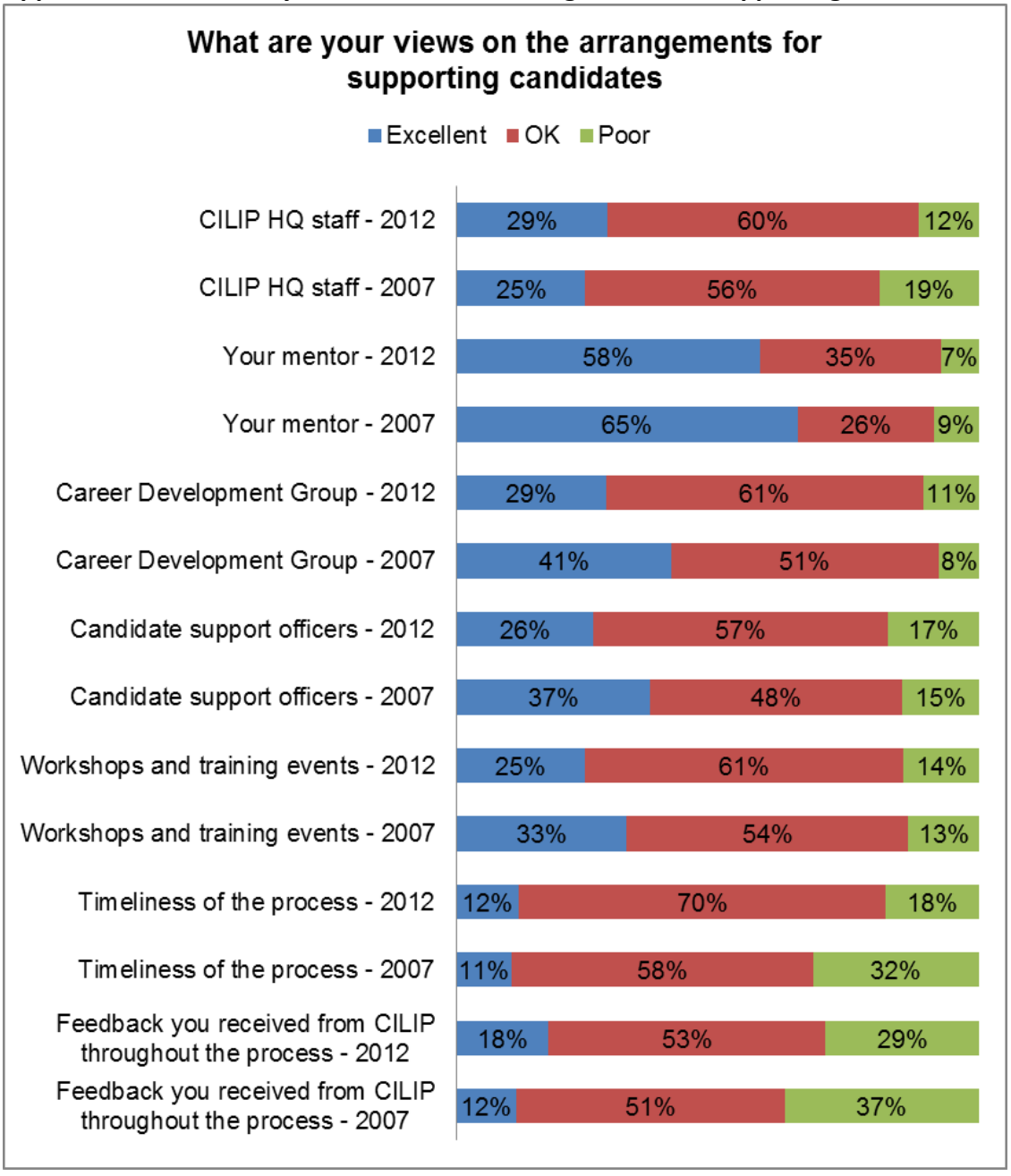
- Well defined
- Clear, easily understood and user friendly
- Fit-for-purpose and up-to-date
- Valuable and beneficial to the participant
- Valuable and beneficial for CILIP
- Valuable and beneficial to employers and the wider profession
- Transparent in decision making
- Transparent in process
- Not unduly onerous in process
- Assessed with integrity
- Supported by assessors and mentors who are well trained
- Robust and rigorous where it needs to be, but flexible where it can be
- Scalable
- Deliverable internationally
- A model of good practice
- Improving accessibility and flexibility for all
- Cost efficient

Appendix 3 – Role/view of qualifications as identified by key stakeholders in the process

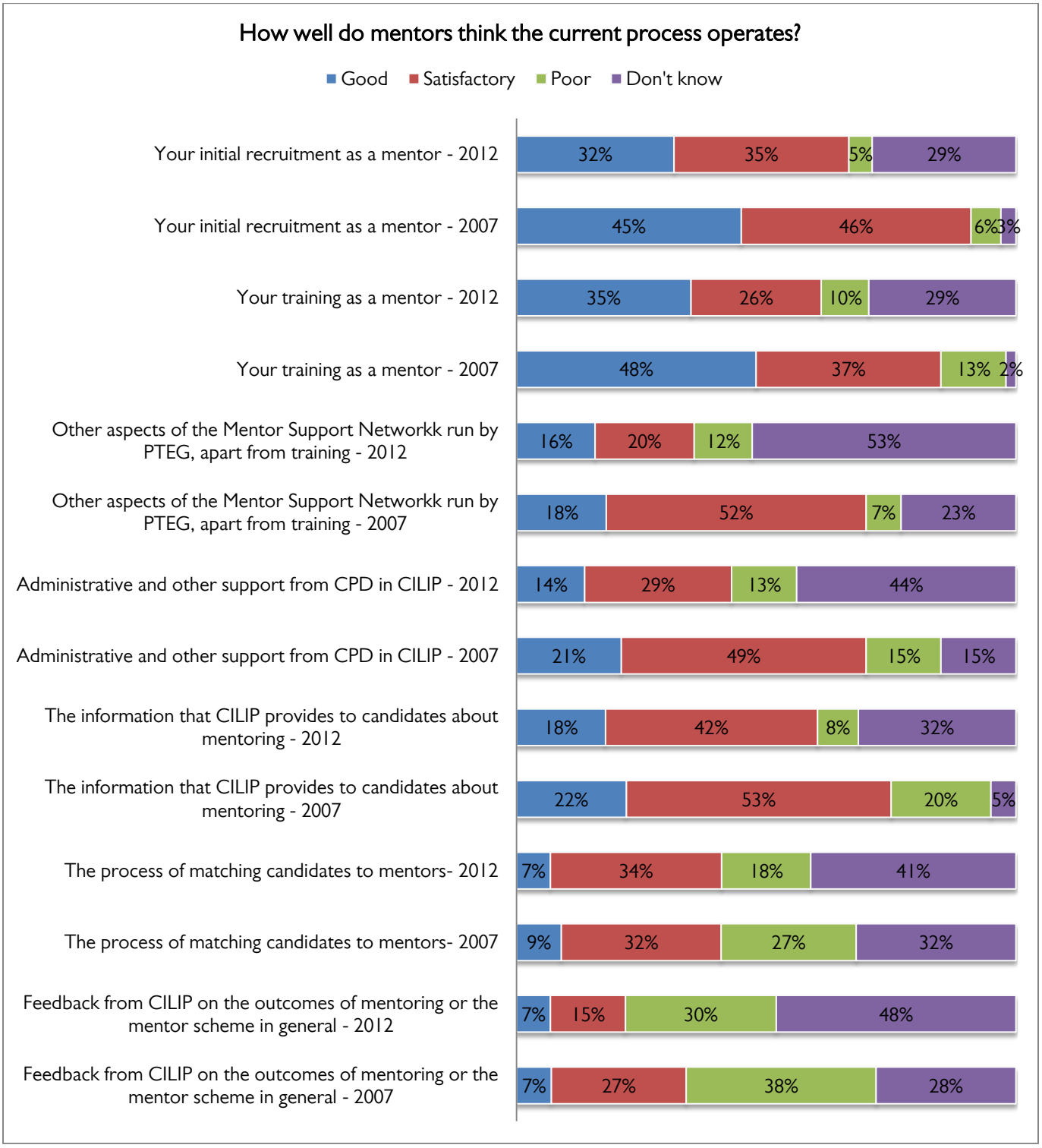
Qualification	Role/View of qualification as seen by….			Evidenced through?
	CILIP	***Individual***	***Employers***	
Certification	Recognise the contribution of 'para-professionals' Broadening membership base Work based learning route to achieving a CILIP qualification	Boost confidence Status Open doors for Recognition Work based learning route to achieving a CILIP qualification	Work based learning route Grow own route Valuable to recruitment and retention of employees	PKSB Work based learning Reflective practice / writing
Chartership	'The standard for LIK professionals' Recognition of professional practice and a commitment to undertake CPD Parity with other professions Public assurance	Progression Commitment to the profession Commitment to personal development	Recognition of a good range of knowledge and skills who can apply those in a professional context Recognising reflective practice Those who have undertaken the qualification are committed to CPD	PKSB Reflective practice / writing
Fellowship	'Highest professional qualification' Demonstrate increasing level of professionalism both through personal professional development and through the contribution made to the profession at large	Status and recognition Commitment to the profession Contribution to the profession Personal development and progression	Recognition that by employing a Fellow, you're getting a leader in the profession, someone at the forefront of the profession	Reflective practice / writing (Context and impact not PKSB)

Revalidation / Ongoing CPD	Demonstrate commitment to improving and enhancing knowledge and skills	Useful, personal, professional development Demonstrating commitment	Employing an MCLIP, you know they are committed and keeping their knowledge and skills up to date	PKSB log

Appendix 4 – What are your views on the arrangements for supporting candidates



Appendix 5 – How well do mentors think the current process operates



This demonstrates a key issue that an increasing number of mentors are unaware of the support provided (This was also found to be the case at the focus group). It also highlights key areas where the service needs improving.