1. Executive summary

1.1 Context

CILIP holds the Royal Charter to deliver Professional Registration for the library and information profession. Obtaining Professional Registration provides recognition that a practitioner has reached a “gold standard” of reflective professional practice and has demonstrated key knowledge and skills. In 2019, CILIP committed to a review of Professional Registration to ensure it is providing fit-for-purpose, robust recognition for the information profession.

The CILIP and Archive and Record Association (ARA) 2015 Workforce Mapping Project evidenced there was a wide variety of routes into the profession, with people joining from other sectors, bringing together new skills with established practices, and creating new opportunities across the profession.

In addition to traditional academic routes into the profession through a high standard of postgraduate Library and Information Science programmes, there has been diversification of entry routes. For example:

- In 2004 CILIP diversified Professional Registration to provide a first level Certification to sit alongside Chartership and Fellowship
- In 2018, the Level 3 Library Archives and Information Services apprenticeship was approved for use
- There is increased engagement with the Knowledge Management sector. This has driven demand for a Knowledge Management Chartership, with the three 2019 pilots oversubscribed.

The convergence of sectors, the variety of entry routes and the diversification of learning routes have acted as a catalyst for reviewing how we define professionalism for the library, information and knowledge workforce. In particular, any review of CILIP’s Professional Registration must clearly define what it means to be a “professional” and put that at the centre of the review.

1.2 Discussion paper and survey

To this end, in October 2019, CILIP created the Professionalism Definition discussion document [Appendix A] and invited the workforce to share their views on the definition via an online survey. The methodology and sample response for the survey can be found in Appendix B.

The quantitative results of the survey demonstrated a 68% majority support for the definition. However, the qualitative feedback showed a more complex picture. There was a definite polarisation of views. How we define the profession is a deeply emotive subject that cuts to the core of individuals’ professional identity, as well as the outward articulation of our professional values and standards. The detail from the survey demonstrates the strength of feeling from respondents.

The main areas of concern were that the definition:
• Needed to express the requirement of external validation. That a practitioner needed to evidence they have reached the required professional standard in terms of knowledge, skills and practice.
• Needed to express the ongoing commitment to learning. Both experiential learning from professional practice and acquiring/engaging with a recognised body of knowledge
• It was too generic. It didn’t express what makes our profession unique and distinct
• It was too inward facing. It needs to be something that articulates our profession to those working outside of it too
• It didn’t present the importance of placing the end user at the heart of our practice and the benefit to society of our work
• It wasn’t strong enough on the importance of ethical practice

1.3 Next steps
Informed by the consultation, the Professionalism Definition has been revised [see section 5] and needs a second round of consultation with the workforce before a final version is completed in January 2020. The consultation on the revised Professionalism Definition will be led by Liz Jolly, Chief Librarian of the British Library through December 2019 and January 2020. It will take the form of two “Town Hall” meetings, one in London and one in Leeds. Both will allow for face-to-face and online participation.

2. Summary of the Quantitative Responses to the consultation
The feedback survey had 402 responses. Not every respondent answered every question. There was a mixture of closed and open questions. Of the respondents 298 are members of CILIP and 104 are not. The survey was designed to establish the level of support there was for the definition presented in the discussion paper.

Overall, the majority of respondents were in support of the definition, but with strong outlying opinions at both ends of the spectrum.

2.2 Results from the question: Do you feel supportive of this definition of professionalism?

<table>
<thead>
<tr>
<th>Level of support</th>
<th>Not at all supportive</th>
<th>Support some elements</th>
<th>Support most elements</th>
<th>Very supportive</th>
<th>Completely supportive</th>
<th>Left blank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of respondents</td>
<td>23</td>
<td>57</td>
<td>88</td>
<td>139</td>
<td>46</td>
<td>49</td>
</tr>
<tr>
<td>Percentage</td>
<td>6</td>
<td>14</td>
<td>22</td>
<td>35</td>
<td>11</td>
<td>12</td>
</tr>
</tbody>
</table>

This means the percentage of respondents who expressed positive support for the definition (from “support most elements” through to “completely supportive”) reaches 68%.
Of the strong outlying responses 6% are “not at all supportive” and nearly double, 11% are “completely supportive” of the definition.

### 2.3 Results from the question: Can you see your professional identity in this definition? If not, why not?:

Not all respondents answered definitively, but of those that did:

267 respondents (66%) led with an affirmative answer “I can” or “Yes”. However, many went on to offer qualifying statements around that statement in the free text field.

47 respondents (12%) led with a negative response “No”. Again, many went on to provide useful qualifying statements in the free text field.

Therefore, whilst the quantitative data indicates a tendency towards supporting the definition, the qualitative data needs careful analysis and inclusion to moderate that support [see section 3].

More detail on the methodology and response sample can be found in Appendix B.

### 2.4 Results from the question: Is there anything missing from the definition that you consider essential?

181 respondents (45%) of 402 asserted that there was nothing essential missing from the definition at all.

### 3. Summary of the Qualitative Responses to the consultation

54% respondents asserted that nothing essential was missing from the definition. Many gave positive statements of support in particular for the inclusive nature of the definition:

- Great to see that it is inclusive - I firmly agree that it is not just about qualifications
- Professionalism requires knowledge, experience, ethos. It also requires a natural inclination, talent, passion. Thank you CILIP!
- I like the way that it focuses on qualities rather than qualifications
- I think CILIP is gradually recognising more roles outside traditional library settings
- I think it's good that the definition aims to be flexible, as some of my colleagues fit the proposed definition and have a lot of experience but not formal library qualifications, and I don't think that should prevent them from being regarded as professional
- I think it is an excellent definition
- [it] defines the general approach to professionalism shared by most bodies such as CILIP

This is encouraging. However, it is important to analyse the areas respondents flagged up concerns with. The respondents used the open questions both to provide detail qualifying their quantitative decisions and to provide detail on how the definition could improve. The most common views are set out below.

#### 3.1 The definition needs to express the importance of external validation that a practitioner has reached the required professional standard in terms of knowledge, skills and practice.
There was a strong sense that the definition needed to include qualifications. This was expressed by some as the need for postgraduate LIS qualifications. Any move away from this level they considered devaluing the profession:

- *Question of qualifications cannot be ignored, as it seems to be by the review. It was a hard-fought struggle to establish a graduate profession: we seem to want to throw this away”*

- *I think that we are devaluing the profession with this definition. We need to distinguish between acting professionally and being a professional....I am not aware of any other professional bodies that are seeking to diminish their members’ status and qualifications*

Many respondents acknowledged that achieving an externally validated level was important. However they did not all specify that it/this needed to be postgraduate formal qualifications. There was support for alternative routes:

- *There needs to be some mention of qualifications whether that be ACLIP, apprenticeship or the MA*

- *The definition has to include knowledge and qualification to show as evidence of attainment. Simply working in the sector doesn't equate to being part of a profession. You have to demonstrate this with proof*

- *Although I welcome diversity and inclusion, I feel that all should be working towards 'industry' qualifications*

- *A measure of competence / experience / excellence - if it is not a qualification*

Respondents expressed concern that not recognising qualifications as part of being a professional affected parity with other professions:

- *CILIP statement seems to indicate that I can just deem / interpret myself to be professional due to my interpretation of my skills, attitude and values and there is no need for any external validation. This wouldn't work in other professions (e.g. medical / nursing) as there needs to be some external validation / revalidation*

Several respondents wanted the role of the professional body and Professional Registration acknowledged in achieving parity and recognition:

- *I see Professional Registration as key in this. We can provide a variety of routes into the profession, but professional Registration allows everyone to demonstrate they've reached professional parity and their practice is underpinned by ethics. I'd like to see that stronger*

- *Accreditation, professional membership and qualifications are all key elements to creating the glue of a professional body*
3.2 The definition needs to express the ongoing commitment to learning. Both experiential learning from professional practice and acquiring/engaging with a recognised body of knowledge

There was a strong sense that the definition needed to include a clear commitment to ongoing learning and that to do this, there needed to be a recognised body of knowledge.

There was support for the idea that engagement with the wider profession was essential for maintaining skills and knowledge and should be in the definition:

- I think you need some contact with the wider profession - or how do you develop skills and stay up-to-date?

- You say that someone can be professional with no contact with the wider world. However, given your description of a professional, I think it would be difficult to be this and not be involved or linked to others.

Respondents identified the importance of not just gaining recognised skills and experience, but that these must be measured:

- Usually a professional has acquired assessable skills (whether or not they have shown that through a qualification). You need to include this in your definition of professional - not just that they maintain skills but they have recognised skills in the first place

- If you're going to subscribe to the notion that a professional has a certain level of skill or competence - how will you measure these?

The importance of maintaining skills through ongoing learning was seen as a key professional responsibility:

- Your definition of Professional includes "Maintains their skills". I think "maintains and develops their skills" more appropriate. A profession does not stand still and we all need to be continually improving and expanding our knowledge as new developments in the profession occur

Respondents highlighted the importance of a profession having a recognised body of professional knowledge and that professionals should demonstrate they have acquired that knowledge:

- A profession involves a body of knowledge, handed down from one generation to another, and a "professional" will make appropriate use of this.

- A recognised awareness of a body of knowledge - this could be achieved in many ways not just a full time course

- You can't be a professional, or demonstrate professionalism, without a certain amount of base knowledge
• There doesn’t seem to be a view that there is a core body of knowledge that might be required to be an effective practising professional

3.3 Criticism that the definition was too generic.

Several respondents noticed that the definition did not express what makes our profession distinct, or highlight our unique skills.

• It feels like a definition that could apply to any profession

• The definition does not emphasise the unique skills library professionals need to run a service effectively. It undersells technical skills and an understanding of information management. The definition could apply to other professions - it is very general, whilst these elements are important, it does not recognise the USPs of library staff

• There could be more focus on technical competence to complement the current focus which leans more towards ethics and values

3.4 Feedback that the definition was too inward facing.

Feedback from the survey showed that respondents wanted the definition to be something that would clearly articulate our value externally. There was a desire to make it shorter so that it could help employers, end-users, and those in other professions to understand our skills and value.

• I think the definition is very inward-facing. We definitely need to aspire towards people outside the profession appreciating the skills of a librarian

• That’s a damn long definition, who is it for the benefit of? If you are trying to promote the profession to the public or employers or anyone else outside the profession then we need something that celebrates the value of the profession in a concise yet interesting way

• It is a sector with professionals working in it - but to be called a professional (alongside teachers, doctors etc) you need to have the requisite academic and professional qualifications

3.5 The definition needs to present the importance of placing the end user at the heart of professional practice and articulate societal value.

Respondents expressed concern that the end user was lost in the definition. Providing excellent and ethical information services to end users is a key driver for the profession. There was a wider sense that the definition did not articulate the wider societal benefits our profession provides.
• The current definition does not emphasise this sufficiently, also, a key characteristic of a profession is that it carries out an essential service for society

• We are the people who excel in connecting people with the information they need or desire, in an ethical, sustainable and compliant manner

• I think there should maybe be something about a commitment/dedication to those we are helping through our services. Little or no mention of responsibilities to users and the wider role of LIS profession to democracy and a civilised society

3.6 The definition wasn’t strong enough on the importance of ethical practice

Respondents wanted to see the assertion and commitment to professional ethics in the definition. They recognise ethics underpin professional practice and that professionals need to embody them in their work.

• It doesn’t tell me anything about the core values that unite and underpin the different strands of the profession e.g. informing, building with knowledge. These should be what is at the heart of teaching new professionals, and I think is what people fear will be lost by expanding the definition of professionalism beyond the need to be qualified

• A professional is someone who acts with integrity. This is implicit in what is said in terms of ethics but the point needs to be stated more directly

• Having the qualification, skills, knowledge, experience and understanding the ethical values and principles and applying all these to your day-to-day work with equity, and able to contribute to the profession.

3.7 The definition didn’t account for differences within the sectors of the information profession

Several respondents picked out particular skills or practices that are key to their sector or area of expertise. For example books collections, data and research skills. Others identified key areas for skills development, for example technological developments such as AI. As a merged and developing profession, it is important to identify key current and future skills. A general commitment to skills and knowledge development sits within the parameters of the professionalism definition. However, as those skills are constantly evolving they are better captured in supporting structures such as skills standards and development strategies that professionals can evidence working to. One exception mentioned by respondents is information literacy. Supporting information literacy cuts across all sectors and domains of the profession. It could therefore form part of ethical practice as a professional responsibility to support society with this skill.
3.8 Leading and instigating change

When asked if there was any element that respondents felt did not belong in the definition, the only item that was consistently picked out was the requirement to “lead and instigate change”. This element needs reconsidering in light of the feedback:

- I don’t think “Leads and instigates change” needs to be at the top of the list of criteria

- I would remove or significantly rephrase the first element "Leads and instigates change" as this risks excluding some people. A person who is new to the profession / is in an entry level post or who is working in an unsupportive environment may not be in a position to bring in changes. Also, I appreciate that "leading" doesn’t mean being a manager but still not everyone is able to, or wants to, take on leadership roles. All the other elements on the other hand are directly under the control of an individual and can be demonstrated by anyone with any level of experience or seniority.

4. Themes and recommendations

The consultation has told us that much of the definition is correct. Professionals can see themselves within the definition and believe it is open inclusive and progressive. However, there is a need to revise the definition to reflect the concerns raised. The revised definition can be found in section 5.

The most difficult revision is finding the balance between valuing alternative routes into the profession, whilst not devaluing what it means to evidence being a professional.

For a number of respondents this level of professionalism is only evidenced by a postgraduate LIS qualification applied in practice. The consultation shows strong belief, within this group, that any other approach serves only to devalue the profession. Most of these respondents also recognise academic qualification is only the starting point though; it is experience that embeds practicing professionals.

Most respondents already recognise that other routes can be as valid as the traditional academic one, or express a desire to link “being a professional” with the idea of formal verification that a level of professional knowledge has been attained (not necessarily postgraduate LIS). These respondents cite the importance of the learning from applied practice and engaging with a body of professional knowledge.

All of these approaches are united in expressing a desire for there to be a recognised body of professional knowledge and for there to be robust and ways for professionals to demonstrate they have acquired and practice that knowledge.

Another matter that unites the respondents is the desire for there to be clear commitment to ongoing professional development and engagement with the recognised body of knowledge. There is recognition that it is the combination of acquired knowledge coupled with applying that knowledge in the workplace that creates the professional. A key part of that ongoing professional development is engagement with the wider profession.
It would seem that a sector-developed body of professional knowledge, coupled with robust and externally verified recognition that a level of practice has been achieved, would meet the requirements of almost all. The external verification would need to acknowledge levels within professional practice, including a level that provides parity with the post graduate academic route. The reality is that this concept describes exactly CILIP’s Professional Knowledge and Skills Base and three levels of SQA rated Professional Registration. Regular Revalidation provides a framework to manage a commitment to ongoing CPD too. Therefore, if the concept is already established, it would seem the key is to ensure it is valued by the profession and employers as well as understood by other professions and society. Adopting this approach would seek to make both the academic, experiential and blended routes all equally important, equally robust and equally valid.

However, CILIP entered this review with the intention of making being part of the profession inclusive and open. Its intention was to find an agreed professionalism definition for the workforce and CILIP membership was decoupled from our discussion paper deliberately. This is not to be an exercise in promoting CILIP, but truly engaging with the workforce about a professionalism definition.

As the professional body, we consider Professional Registration to be the correct vehicle to evidence knowledge and experience throughout a career. However, Professional Registration is not mandatory and therefore neither is CILIP membership. So whilst a robust and valued Professional Registration process seemingly fits the needs highlighted by the consultation, it would be inappropriate to insist Professional Registration became the gatekeeper of professionalism.

Rather it seems the definition needed to more strongly articulate that academic study plus professional practice and/or Professional Registration are excellent ways of demonstrating professionalism, but not exclusive.

5. Revised Professionalism Definition

Definition 1: ‘Profession’

CILIP believes that people working in libraries, information, knowledge and data are united under one ‘profession’ (the ‘information profession’) based on their identifiably overlapping skills and shared values.

Supporting ideals:

- A ‘profession’ is a community of people working in the same trade or occupation who come together to formalise the skills, qualifications and regulation of their work

- The profession has a code of ethics and a recognised body of professional knowledge and works to deliver quality information services for the public good

- CILIP is committed to diversifying the library, information and knowledge workforce and ensuring that our profession is truly representative of the communities we serve. As part of this commitment, we are working to open up pathways into the profession, ensuring that qualifications, experience and apprenticeship are all
regarded as valid routes according to the circumstances of the individual practitioner

**Definition 2: ‘Professional’**

CILIP defines a professional as someone who:

- Places information professional ethics at the centre of their work
- Delivers quality information services for the benefit of their end users
- Champions their profession and its societal benefit
- Has evidenced recognised information professional knowledge
- Applies and reflects upon their professional knowledge in practice
- Aspires to excellence
- Develops and maintains their skills
- Supports their colleagues and engages with the professional community
- Leads at all levels and instigates positive change

Supporting ideals:

- What makes someone a professional is the knowledge, skills, attitude, behaviours and values that they bring to their work. From this definition, we are clear that an individual practitioner needs to evidence that they have engaged with a recognised body of professional knowledge, applied it in practice and are committed to learning. Qualifications, membership of a professional association and Professional Registration, are an excellent and advised way of demonstrating this, although not mandatory.
- CILIP recognises the value and importance of formal teaching and learning in Library and Information Science and related disciplines, and that working towards an academic qualification can provide an excellent broad-based understanding in the theory and practice of information science. Our aim is not to undermine the value of LIS and related qualifications, but to ensure that they do not unintentionally present a barrier to entry to the profession.
- Experiential routes (Professional Registration) and Blended Routes (Vocational and Apprenticeships) are valid and valued externally verified routes to demonstrate knowledge, applied practice and a commitment to learning.
- Delivering quality services for the end-user is a key driver for professional behaviour. Our professionals connect users to information for the public good.

CILIP can:

- Support people to develop themselves as a professional through CPD, networking and peer support;
- Maintain and update a Skills Standard (the *Professional Knowledge and Skills Base*) to ensure that individuals and learning providers have access to a syllabus or skills framework that is designed to meet the current and future needs of employers and is rooted in best practice and information science;
- Provide an accreditation service (*Professional Registration*) which enables people to demonstrate their status, abilities, knowledge and experience as a member of a profession through inclusion in a *Register of Professionals*;
• Support LIS schools and other learning providers in providing qualifications and on-the-job training to help people maintain their professional skills;

• Encourage employers to recognise and value professionalism in their staff and to support them in their professional development.

Just because someone isn’t a member of CILIP, does not have a formal LIS qualification or hasn’t been through a formalised certification process such as Chartership, this doesn’t make them ‘unprofessional’. We also understand that there are people working in libraries, information and knowledge who regard it simply as a job rather than a profession or a career.

Our definition of a ‘professional’ isn’t meant to be exclusive. It is meant to be welcoming, inclusive and beneficial – the purpose is not to exclude some people and include others but to say that it is beneficial for people working in libraries, information and knowledge to be recognised as a profession and to provide support for the professional development of those people.

We believe it is important for people who feel they want to develop their professional skills, to feel part of a profession and to evidence their professional skills to others (including employers) to have access to services that enable them to do so.

**Definition 3: ‘Professionalism’**

CILIP subscribes to the definition that ‘professionalism' refers to "the competence or skill expected of a professional".

Supporting ideals:

Based on our definition of ‘professional’ above, it follows that an individual practitioner can demonstrate professionalism whether or not they are a member of CILIP, are included in the Register of Professionals, hold a LIS qualification or equivalent or undertake formal CPD. They do need to evidence they have acquired a body of professional knowledge and are applying it in reflective practice. Whilst the definition is not prescriptive in how they do this, qualifications, membership of a professional association and Professional Registration, are an excellent and advised way of demonstrating this, although not mandatory.

What CILIP can do is provide the means for people to develop their professional skills, signal their commitment to the shared ethics of the information profession and to demonstrate their professionalism to others.

6. Outcomes and next steps
The revised definition [section 5] needs a second round of consultation with the workforce. The consultation on the revised Professionalism Definition will be led by Liz Jolly, Chief Librarian of the British Library through December 2019 and January 2020. It will take the form of two “Town Hall” meetings, one in London and one in Leeds. Both will allow for face-to-face and online participation. In particular, the consultation should test the strength of feeling regarding formal qualifications as a prerequisite of being defined as a professional.

The consultation will test the revised version and the results will be used to create a final version of the definition in January 2020. This will be included in the work to review Professional Registration due to complete in mid-2020.

Jo Cornish, CILIP Head of Sector Development

November 2019
Appendix A:

Text of the original Professionalism Definition circulated to the library, information and knowledge workforce for comment in October 2019

A. The Professionalism Definition discussion document:
The discussion document set out the following three-part definition:

1 Definition 1: ‘Profession’

1.3 A ‘profession’ is a community of people working in the same trade or occupation who come together to formalise the skills, qualifications and regulation of their work. Librarianship became ‘professionalised’ in the 1800s with the formation of the first library schools, the establishment of recognised qualifications and the creation of a national association (the Library Association) with a codified set of shared ethical principles.

1.4 More recently, people working in Knowledge and Information Management have begun their journey towards being a recognised ‘profession’, building on the platforms and standards established by their colleagues in librarianship.

1.5 CILIP believes that people working in libraries, information, knowledge and data are united under one ‘profession’ (the ‘information profession’) based on their identifiably overlapping skills and shared values.

2.4 CILIP is committed to diversifying the library, information and knowledge workforce and ensuring that our profession is truly representative of the communities we serve. As part of this commitment, we are working to open up pathways into the profession, ensuring that qualifications, experience and apprenticeship are all regarded as valid routes according to the circumstances of the individual practitioner.

2 Definition 2: ‘Professional’

2.3 CILIP defines a professional as someone who:
- Leads and instigates change
- Aspires to excellence
- Behaves ethically
- Is a reflective practitioner
- Champions their profession
- Maintains their skills
- Supports their colleagues

2.4 From this definition, we are clear that what makes an individual practitioner a ‘professional’ is not their qualifications nor their membership of a professional association – although both are excellent ways to develop and demonstrate professionalism. What makes someone a professional is the skills, attitude and values that they bring to their work.

2.5 At the same time, CILIP recognises the value and importance of formal teaching and learning in Library and Information Science and related disciplines, and that working towards an academic qualification can provide an excellent broad-based understanding
in the theory and practice of information science. Our aim is not to undermine the value of LIS and related qualifications, but to ensure that they do not unintentionally present a barrier to entry to the profession.

2.6 CILIP can:

- Support people to develop themselves as a professional through CPD, networking and peer support;
- Maintain and update a Skills Standard (the Professional Knowledge and Skills Base) to ensure that individuals and learning providers have access to a syllabus or skills framework that is designed to meet the current and future needs of employers and is rooted in best practice and information science;
- Provide an accreditation service (Professional Registration) which enables people to demonstrate their status, abilities, knowledge and experience as a member of a profession through inclusion in a Register of Professionals;
- Support LIS schools and other learning providers in providing qualifications and on-the-job training to help people maintain their professional skills;
- Encourage employers to recognise and value professionalism in their staff and to support them in their professional development.

2.7 We are clear that just because someone isn’t a member of CILIP, hasn’t got a formal LIS qualification or hasn’t been through a formalised certification process such as Chartership, this doesn’t make them ‘unprofessional’. We also understand that there are people working in libraries, information and knowledge who regard it simply as a job rather than a profession or a career.

2.8 Our definition of a ‘professional’ isn’t meant to be exclusive. It is meant to be welcoming, inclusive and beneficial – the purpose is not to exclude some people and include others but to say that it is beneficial for people working in libraries, information and knowledge to be recognised as a profession and to provide support for the professional development of those people.

2.9 We believe it is important for people who feel they want to develop their professional skills, to feel part of a profession and to evidence their professional skills to others (including employers) to have access to services that enable them to do so.

3 Definition 3: ‘Professionalism’

3.3 CILIP subscribes to the definition that ‘professionalism’ refers to “the competence or skill expected of a professional”.

3.4 Based on our definition of ‘professional’ above, it follows that an individual practitioner can demonstrate professionalism whether or not they are a member of CILIP, are included in the Register of Professionals, hold a LIS qualification or equivalent or
undertake formal CPD. They may indeed have no contact with the wider ‘profession’ at all and still demonstrate absolute professionalism in their work.

3.5 What CILIP can do is provide the means for people to develop their professional skills, signal their commitment to the shared ethics of the information profession and to demonstrate their professionalism to others.

The discussion document can be found here https://www.cilip.org.uk/page/professionalismdefinition
Appendix B:

Survey methodology and response sample from the original Professionalism Definition consultation conducted in October 2019

How survey set out, how distributed. How analysed.

The discussion paper and survey were instigated by the CILIP Board mandated Professional Registration Working Group (PRWG). The PRWG needed a future fit professionalism definition to inform the review of Professional Registration. Once finalised the definition will also be used to inform all CILIP workforce development strategies.

The definition in the discussion paper was developed from the CILIP Workforce Development Strategy 2019 -2024.

The survey was promoted through the CILIP weekly newsletter and social media channels and networks and was open for 2 weeks.

Responses were encouraged from members, lapsed-members and non-members working at all levels in all sectors.

The survey data was initially analysed by a member of the Professional Registration Accreditation Board, who is an independent assessor. Then passed to the Head of Sector Development to create this report and revised definition.

There were 402 responses overall. The demographic breakdown of responses is as follows:

Responses by sector

A small number listed multiple sectors; the table displays their first choice.

<table>
<thead>
<tr>
<th>Sector</th>
<th>Number of responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consulting</td>
<td>10</td>
<td>2.5</td>
</tr>
<tr>
<td>Further Education</td>
<td>18</td>
<td>4.5</td>
</tr>
<tr>
<td>Government/armed forces</td>
<td>10</td>
<td>2.5</td>
</tr>
<tr>
<td>Health care</td>
<td>34</td>
<td>8.5</td>
</tr>
<tr>
<td>Higher Education</td>
<td>74</td>
<td>18.4</td>
</tr>
<tr>
<td>Industry/Commercial Services</td>
<td>3</td>
<td>0.7</td>
</tr>
<tr>
<td>Industry/Manufacturing</td>
<td>1</td>
<td>0.3</td>
</tr>
<tr>
<td>Law</td>
<td>8</td>
<td>2.0</td>
</tr>
<tr>
<td>LIS teaching staff</td>
<td>1</td>
<td>0.3</td>
</tr>
<tr>
<td>Museums, Archives, Galleries, Heritage</td>
<td>7</td>
<td>1.7</td>
</tr>
<tr>
<td>National Libraries</td>
<td>12</td>
<td>3.0</td>
</tr>
<tr>
<td>Not for profit/third sector/charity</td>
<td>9</td>
<td>2.2</td>
</tr>
<tr>
<td>Not Working</td>
<td>14</td>
<td>3.5</td>
</tr>
<tr>
<td>Other</td>
<td>13</td>
<td>3.2</td>
</tr>
<tr>
<td>Prison</td>
<td>1</td>
<td>0.3</td>
</tr>
<tr>
<td>Public Libraries</td>
<td>109</td>
<td>27.1</td>
</tr>
<tr>
<td>Research</td>
<td>2</td>
<td>0.5</td>
</tr>
<tr>
<td>School Libraries</td>
<td>76</td>
<td>18.9</td>
</tr>
</tbody>
</table>
## Responses by level of current role

<table>
<thead>
<tr>
<th>Level of current role</th>
<th>Number of responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior</td>
<td>73</td>
<td>18.2</td>
</tr>
<tr>
<td>Manager</td>
<td>141</td>
<td>35.1</td>
</tr>
<tr>
<td>Senior – non-management</td>
<td>121</td>
<td>30.0</td>
</tr>
<tr>
<td>Senior Management</td>
<td>49</td>
<td>12.2</td>
</tr>
<tr>
<td>Chief Executive/Director</td>
<td>18</td>
<td>4.5</td>
</tr>
</tbody>
</table>

## Responses by CILIP membership

<table>
<thead>
<tr>
<th>Member of CILIP?</th>
<th>Number of Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>298</td>
<td>74.1</td>
</tr>
<tr>
<td>No</td>
<td>104</td>
<td>25.9</td>
</tr>
</tbody>
</table>

## Responses by level of Professional Registration

<table>
<thead>
<tr>
<th>Level of Professional Registration held?</th>
<th>Number of Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No level</td>
<td>138</td>
<td>34.3</td>
</tr>
<tr>
<td>Certification</td>
<td>44</td>
<td>10.9</td>
</tr>
<tr>
<td>Chartership</td>
<td>194</td>
<td>48.3</td>
</tr>
<tr>
<td>Fellowship</td>
<td>26</td>
<td>6.5</td>
</tr>
</tbody>
</table>