CHARTERSHIP
Your guide

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Chartership

Chartership is the level of Professional Registration for those working in the information professions who wish to be recognised for their skills, knowledge, and application of these in the form of reflective practice.

Chartership is a great way to further develop your foundation of skills and knowledge and apply these in your current and future professional activities.

The value of Chartership is that you are demonstrating that you are committed to your own development and to working in the profession. Through application of your learning in professional practice you can achieve recognition as a Chartered information professional. There are no barriers to entry – Chartership is available to all CILIP members.

Once you are awarded Chartership you can use the post-nominal letters MCLIP, for as long as you continue to be a member of CILIP. Once Chartered, we recommend that you revalidate annually to demonstrate your commitment to CPD. The CILIP Register of Practitioners shows both the initial date of your award and the date of your most recent revalidation.

Assessment criteria for Chartership

You will need to demonstrate that you have done the following:

1. IDENTIFIED areas for improvement in your personal performance, UNDERTAKEN activities to develop skills, APPLIED these in practice and REFLECTED on the process and outcomes

The first criterion is about being a reflective practitioner, thinking about what you have done and how you have developed professionally in the last one or two years, what you wish to improve and how you intend to do this.

A core component of Professional Registration at every level is the ability to assess your personal performance in terms of existing skills and knowledge, identify areas for development, and plan and undertake activities to develop your skills.

Using the Professional Knowledge and Skills Base (PKSB) will help you to identify your skills gaps. You can also discuss this with your line manager and your mentor to identify appropriate development activities and opportunities to undertake them. In doing this you should consider not only the skills and knowledge you need for your current role but also for future roles, your future career and for the Chartership process.

You may find it useful to draw up a plan for your development activities, as this will help you to keep track of what you have done. When you have completed an activity, think about what skills you have developed or what knowledge you have gained, and how you have used, or plan to use it, in your career. Writing some brief notes will help you to reflect on your experience and these should form part of your supporting evidence. Other evidence might include examples of your work with a reflective commentary including what went well, what could have been done better and how you plan to improve. You can annotate documents such as job descriptions and development plans to add in your reflective comments highlighting your professional journey.

Following completion of the developmental activities, your PKSB should show where and how you have improved. You will be assessed on the ability to apply the skills and knowledge that have been developed, and your reflection on the process and learning outcomes.

2. EXAMINED the organisational context of your service, EVALUATED service performance, SHOWN THE ABILITY to implement or recommend improvement and REFLECTED on actual or desired outcomes

This criterion requires you to apply all your reflective skills to examine and evaluate service performance and to express your views on its effectiveness. You should consider your service in the context of the wider organisation; for example, a college library as part of the whole college or a legal information service as part of the whole firm.

Look at your service aims and objectives and make your own judgement about how well you consider they are met, how effectively your service contributes to the whole organisation, and your role within that. It is perfectly acceptable to criticise the organisation for which you work, as long as you do so constructively and fairly. Can you recommend any improvements that would help the service meet its objectives? You may be able to implement these recommendations, in which case you should reflect on the outcomes. If you are not in a position to implement them, you can still reflect on the desired outcomes.

You should include a copy of the service aims and objectives (or an extract from them) in your evidence. This may include annotations, or your comments in a separate document. If your organisation does not have aims and objectives, consider what you would include if you were asked to draw them up; then reflect on how effectively these are being met, and what could be improved, as suggested above.

Your own or other people's surveys and statistical information can provide useful evidence for this criterion, including your reflections. Evidence might also include examples of work you have done to improve the service, with your reflections on the outcomes.

You will be assessed on your ability to identify areas for service improvement, the recommendations you make to close the gap between current and ideal performance and your reflections on this process.

3. ENHANCED your knowledge of the wider professional context and REFLECTED on areas of current interest

The evidence you include for this criterion should show that you can see beyond your workplace and sector and have an understanding of the wider profession and the issues and concerns that it faces.

You may achieve this understanding through professional reading of journals, blogs or books; discussions with colleagues or your mentor; visits to and job shadowing experiences with other information providers; involvement in CILIP groups or Regional Member Networks; attendance at conferences or events; and engagement through social media. Your evidence should include your reflections on some of these activities and you should express your personal views on professional matters clearly. It is also recommended that you demonstrate your understanding of professional ethics, which underpin everything we do and are at the heart of the PKSB and your developing practice.

You will be assessed on your knowledge of other sectors, your engagement with fellow professionals outside of your own workplace and your understanding of issues impacting on the profession as a whole.

The application process

The chartership process follows five stages:

Stage 1: Getting started
Stage 2: Assessing your skills and knowledge with the PKSB
Stage 3: Developing yourself and collecting evidence
Stage 4: Assembling your submission
Stage 5: Submitting your application

Stage 1 Getting started

Here's how to get started on your journey towards Chartership.

1. Join CILIP

You may already be a CILIP member, but if not you'll need to join CILIP to begin the Chartership process. www.cilip.org.uk/join

2. Enrol for Chartership

You can enrol for Chartership on the website. In order to enrol, you will need to have your membership number and be ready to pay your registration fee.

https://www.cilip.org.uk/page/PREnrolChart

You will then be enrolled into the Professional Registration Candidates' Group. You will find all your support material in this area.

3. Getting started

You may want to attend a Getting started on Professional Registration workshop.

CILIP's Regional Member Networks organise regular workshops as an introduction to Professional Registration and to help answer initial questions. You may find it useful to attend one of these in the early stages of Chartership; it's a good way to get going and enables you to meet other who may be able to help you during the process. Details of planned workshops can be found on the CILIP events calendar under the 'Professional Registration' category.

www.cilip.org.uk/events

4. Find a CILIP mentor

Your mentor is a key part of your Chartership; they are there to guide and support you throughout the process. A full list of registered mentors along with guidance about contacting them is in the Professional Registration Candidates' Group area.

We recommend you choose a CILIP mentor in a different type of organisation from yours. This will make it easier to discuss service performance objectively, and help with acquiring wider professional knowledge. Although you may choose a CILIP mentor from within your organisation, our experience is that you will get more from the mentor/mentee relationship if you look outside. Your line manager cannot be your mentor as this would make it difficult to evaluate things objectively.

Once you have found someone who is willing to mentor you, you need to set up your first meeting – this can be in person, on the phone, or online. At this meeting, you may wish to complete the Mentoring Agreement Form together so you know what to expect from each other. This does not need to be submitted but is a useful way to plan your mentored journey.

Full details of what you can expect from your mentor, tips for ensuring an effective mentoring relationship and what to do if you think the relationship isn't working out are available in the Professional Registration Candidates' Group area

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What is mentoring?

'Mentoring is an approach to people development that is independent of and takes place outside any line management relationship'.

Kay, D. and Hinds, R. (2009) *A practical guide to mentoring.* 4th ed. Oxford: How To Books.

Stage 2 Assessing your skills and knowledge with the PKSB

Part of the Chartership process is keeping a record of your professional development. The Professional Knowledge and Skills Base (PKSB) is designed to help you do this. The PKSB outlines the broad range of knowledge and skills required across the information profession.

The online PKSB tool covers the full range of skills used within the wider information profession. Use the PKSB to complete a self-assessment of your skills and knowledge and to identify areas for improvement

You should use the PKSB to assess of your levels at initial, current and target stages. This is your development plan; use details in the comments fields to record what you want to achieve and how you might go about that. You are not expected to address all the gaps you have across the PKSB; just select what is useful for you to develop at this stage in your career, not just for your current job but other areas that interest you personally and professionally. We recommend choosing 10-12 areas to focus on, remembering that you ensure that the evidence you include is relevant and clearly shows how you meet the criteria. You will need to identify areas in which you hope to improve, the activities you plan to do to achieve this, and a proposed timescale for each activity. You may wish to ask advice from your mentor during this process.

You will update your PKSB during the Chartership process – think of it as a living document. You will need to show your progression in your submission so make sure that you include your initial PKSB assessment ratings, why you have chosen these areas to focus on. Add current and target ratings when you submit along with reflective comments explaining how you have progressed against your initial plans.

Access the PKSB at www.cilip.org.uk/pksb

Stage 3 Developing yourself and collecting evidence

This is the stage where you work on developing skills and knowledge, collect evidence of doing so, and reflect on the process and what you have learned. You'll spend the majority of your Chartership time on this stage.

You may wish to set up a method of recording your evidence as you collect it, such as a reflective journal. Tips on collecting evidence and recording progress are available in the Professional Registration Candidates' Group area

We're not prescriptive about how you develop your knowledge, skills and expertise. There are a number of ways you can do this, but don't forget that getting involved in the committee of one of CILIP's Regional Member Networks or Special Interest Groups can be an ideal way of developing skills that aren't always possible in the workplace.

What sort of evidence should I collect?
Evidence can take many different forms. Here are some examples:
- Presentation notes
- Meeting minutes
- Training plans
- Conference evaluations
- Reports
- Visit and shadowing reports
- Blog posts
- Annotated bibliographies

This is not an exhaustive list. Just remember that your evidence should demonstrate value and meet the assessment criteria. This includes writing and annotating documents to show your own reflections. Refresh your evidence as you go along. It is fine to use older evidence provided it is still relevant to and is included alongside current evidence.

Stage 4 Assembling your submission

Once you feel you have compiled sufficient evidence to show improvement and to meet the assessment criteria, you'll need to start assembling your submission.
During this stage you will need to do the following:

1. Select the evidence

Select the evidence and documentation to support your application.
You'll need to select only the **most appropriate and relevant** evidence to demonstrate how you have met the assessment criteria. We recommend that **15 – 25 pieces** of evidence as a maximum. Be strategic about what you choose. One piece of evidence can be used in more than one criterion. There is a **file size limit of 30MB** for your submission, so you need to ensure that you do not exceed this.

You will also need to include:

Your CV: This should be annotated, up to four pages and include some reflection on your career development so far.

Your most recent job description: This should be annotated to include some reflection on your role. If you have changed jobs during your Chartership period, then you can include all relevant job descriptions if you want to. If you don't have a job description, then write your own. You can look at similar jobs on Information Professional Jobsite to help you with this.

Your PKSB assessment: Include the PKSB assessment you started with at the beginning of the process indicating your initial, current and target ratings. Over the period of your Chartership, your PKSB evaluation will have grown and new development opportunities may have been added. It is meant to be a tool that is refreshed throughout your career, so not everything has to be completed when you come to submit. You need to include your progress so far and indicate the target ratings you envisage for the future.

Your Mentor/Mentee Completion Form: An opportunity to reflect and evaluate the mentor / mentee process (a maximum of 250 words). Your mentor should also write an evaluation of the process (a maximum of 250 words).

2. Write your evaluative statement

Your evaluative statement should be **no more than 1000 words** and needs to show how you have met each of the assessment criteria with a clear link to the evidence you have selected to demonstrate this.

It's a good idea to use a clear referencing system to make this easy to refer to and for assessors to follow. See 4. File naming and saving below for further advice.

You should use the assessment criteria to help structure your evaluative statement (the headings will not be included in the word count). The statement should focus mainly on reflection, with details about the activities you took part in or explanations of work functions and what you learned from these as part of your evidence.

3. Collate and present

Collate and present all information in your final Chartership submission. As an information professional, organising information is a core skill to demonstrate. Consider the assessor when editing and arranging your submission, be selective with your evidence and demonstrate clearly how you meet the criteria.

To ensure you keep within the 30MB file limit remember the following:
- You can link to external sources of information you wish to refer to e.g. your blog posts, presentations on slide share, other websites
- You don't need to include the whole document, just pertinent parts e.g. your organisation strategy document may be quite large, but there could be just a paragraph which outlines the aims for your service. Just include that part with your reflective comment.
- You can synthesise documents into one piece of evidence. E.g. if you have undertaken a number of activities to develop a particular area of the PKSB you don't have to have a piece of evidence for each. Rather you can summarise and synthesise them into one document that reflects on what you have learnt from all the activities and how that has developed that area.

4. File naming and saving

It is vital that the assessors find it easy to navigate between your evaluative statement and the supporting evidence.

We would suggest that you create a pdf file that contains the evaluative statement, your evidence, your CV and your job description and uses hyperlinks between the elements for ease of navigation. For example where you refer to a piece of evidence in your evaluative statement hyperlink to that piece of evidence.

The file name convention for this should be:

"firstname"_"surname"_"cilip membership number"_"date as "MMYY"_"STEVCVJD"

for example, John_Doe_123456_0619_STEVCVJD.pdf

The "STEVCVJD" in the file name indicates that the pdf contains the evaluative statement, the corresponding evidence, your CV and your job description.

If you choose to submit the statement, evidence, CV and job description as separate files you must use clear file names that follow the convention:
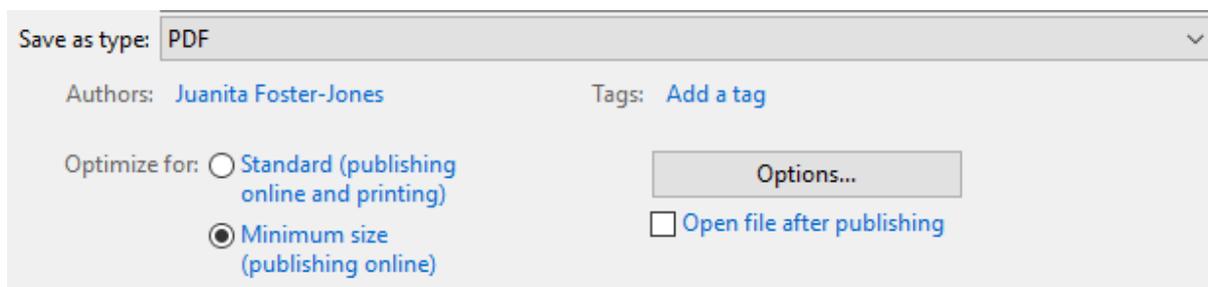
"firstname"_"surname"_"cilip membership number"_"date as "MMYY"_"document name"

for example:
John_Doe_123456_0619_statement.pdf
John_Doe_123456_0619_evidenceA.pdf
John_Doe_123456_0619_evidenceB.pdf
John_Doe_123456_0619_CV.pdf
John_Doe_123456_0619_JobDescription.pdf
John_Doe_123456_0619_PKSB.pdf
John_Doe_123456_0619_MentorForm.pdf

The nature of your evidence may mean that you use other filetypes than pdf. However please bear in mind that pdfs are often the most stable and device agnostic format, and we strongly recommend them for textual content.

When saving as PDF format, ensure that you choose **minimum size (publishing online)** to reduce the file size.

Finally, you will need to bring all your submission files into a single zipped file for online upload. The file name convention for this should be:

"firstname"_"surname"_"cilip membership number"_"date as "MMYY"_"submission"

for example, John_Doe_123456_0619_submission.zip

Your zipped file must be **no larger than 30MB** in total.

> **Reflective writing**
>
> Reflective writing is your response to experiences, opinions, events or new information. It is a way of thinking to help you to explore your learning and gain self-knowledge. Most importantly it is your personal reaction to the situations you encounter and is invaluable when aiming to get the most out of your learning experiences. Reflective writing is not pure description, judgement, or instructions.
>
> See the Reflective writing hints and tips section at the end of this document for further guidance.
>
> If you want to get more information you can also attend a reflective writing workshop – these take place across the UK and you can find more details on the CILIP events calendar. You will also have access to online versions of some of this training, both for those who are unable to attend a training session and to act as a useful reminder.

Stage 5 Submitting your application

Once you and your mentor are satisfied that you have met the assessment criteria and completed your submission, you're ready to send it to us.

Assemble your submission into a single zipped file then upload it to us for assessment using the link below. During this process you will be required to pay the submission fee. If you wish to pay by invoice this is an available option, ensure you provide a Purchase Order number if your organisation requires it.

https://www.cilip.org.uk/page/PRSubmitChart

Once you have made your submission you will not be able to make any further changes. Please double check that you have included all the required items outlined in the submission checklist; and have used the suggested file name convention.

We will confirm that we have received it. If you have asked to be invoiced for your employer to pay, you will need to arrange payment before your submission is passed on to the assessors.

Your portfolio will then be assessed by the Professional Registration and Accreditation Board. In most cases this process will take around 2-3 months and you may be asked to submit further information before your assessment can be completed. On completion of the assessment, you will receive the result by email.

If the Board has recommended an approval of your application, you will receive a certificate confirming your election to the Register of Chartered Members and you will be able to use the post-nominal letters MCLIP.

If you have been unsuccessful, we will provide you with feedback, information and advice on the next steps. This will include information on the appeals procedure.

CILIP will keep submitted portfolios and the assessor feedback for **1 year**. Key data (name, level, membership number, date submitted, date passed) will be kept permanently.

Support and guidance

Here are a number of resources that are aimed at supporting you through the Chartership process.

Your Mentor

Your CILIP mentor is your first point of contact and can help you with any questions you have about the process or about your approach to Chartership.

Support near you

Regional Member Networks are there to support you throughout your career, and Chartership is no exception.

In addition to training and networking events to help you during the process, a Candidate Support Officer is available to answer any questions you may have about to Professional Registration. Contact your Candidate Support Officer for more information – you can find their details on the Regional Member Network website.

We're here for you

A dedicated team at CILIP is available to answer any questions you have and provide support, advice and guidance.

Tel: 020 7255 0500

Email: memberservices@cilip.org.uk

Professional Registration Candidates' Group area

When you enrol for Chartership you are given access to a dedicated Professional Registration Candidates' Group area. This is where you will find all support materials, including an online forum. This is the main communication channel for discussing things with other members working towards Professional Registration.

Social media networks

Many members working towards Chartership, as well as those who have already become Chartered Members, are active on social media. You may find it useful to follow Chartership blogs, or find others on social networks to chat to. On Twitter for example, some use the #chartership tag for questions and for scheduled chats about Chartership.

Sample portfolios

All submissions are unique, but you may find it useful to take a look at examples which illustrate good practice. You can view sample sections of portfolios in the Professional Registration Candidates Group area.

Fees

There is a charge for Chartership, which represents a contribution towards the costs of the assessment and administration process. For current charges please check the CILIP website or ask the CILIP staff for information.

What next?

CPD and Revalidation
By undertaking Chartership, you are committing to undertaking CPD.

There are many ways in which you can continue to develop, and it is good practice to continue to use the PKSB to do so. In order to develop your skills and knowledge further, you can undertake CPD in a variety of ways; professional reading, events, training, job shadowing, or online discussions. We've got a range of CPD opportunities you can take part in including:

- Training and events provided by CILIP and the devolved nations, Regional Member Networks and Special Interest Groups
- Facet Publishing titles
- Information Professional journal
- Webinars and resources on the CILIP website

In order to demonstrate that you are continuing to work at Chartership level and are committed to CPD, you should revalidate your Chartership each year. In order to revalidate, you will need to record your CPD activities (a minimum of 20 hours per year) and write a 250-word evaluative statement reflecting on how your activities and learning over the past year support the three Chartership criteria.

https://www.cilip.org.uk/page/revalidation

Mentoring
You may also want to consider training to become a mentor. Becoming a mentor can improve your ability to development and nurture your own staff while learning new ideas and approaches from other professionals. Many mentors value the feeling of 'giving something back' to the profession too. Mentoring can be done in person, by email, by telephone or on online platforms.

Fellowship
Fellowship is the highest level of CILIP Professional Registration. If you can evidence substantial achievement in professional practice and have made a significant contribution to the information profession, Fellowship is for you.

Submission checklist

Your Chartership submission needs to contain the following:

- A table of contents
- Your evaluative statement addressing the Chartership criteria
- Your supporting evidence
- Your annotated curriculum vitae
- Your annotated job description
- Your personal PKSB assessment with all initial, current and target ratings
- Your Mentor/Mentee Completion Form

Reflective writing hints and tips

If you are new to reflective writing you may find it useful to use the following to help you draft some notes for your evaluative statement.

Criterion 1: Personal Performance
What areas did you choose to develop?
Why?
What activities did you do?
What did you learn from them?
Have you applied them in your practice?
What was the result?
Do you think it worked?
What would/could/did you do differently?
If you think back to where you were when you started, and where you are now - what has changed?
What do you think you have learned from the whole process?

Criterion 2: Organisational context
Look at your organisation's aims and objectives.
How do you personally contribute to these in your role?
Have you initiated any service developments?
What did you do or what did you recommend to improve the service?
Why?
How do you think it went?
What worked well?
What didn't work well?
If there were any things that "failed" why do you think this was?
What could have been done differently to change this?
Are there areas of your service you'd like to change if you could?
Why?
Have your CPD activities helped you in your role at work?
How?

Criterion 3: Wider professional context
What activities have you undertaken to find out about other sectors or services outside your current employer?
Have you learnt anything that could apply to your context?
What are the issues affecting your sector?
Have other sectors faced these?
Can you learn from them?
Can you compare and contrast practices within your organisation with those in other organisations?
How does knowing about other sectors help you as a professional?
How does knowing about issues and trends in the wider profession help you as a professional in your organisation?
What do you feel you have learnt from doing this?

Another helpful activity that you could use in a similar question and answer way is – 'Think like a STAR':

Situation questions
What was involved?
Who was involved?
What was the challenge?
What was the issue?

Task questions
What was the objective?
What was the goal?

Action questions
What did you do?
Why did you do it that way?
What are your thoughts about the action that you took?
What are your feelings about the action that you took?

Result questions
What changed?
What was the outcome?
What did you learn?

CONTACT:

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