application assessment

Assessor guidance

Version 2.0

Contents

Introduction

This document describes the CITP assessment process and evidence approach.

The new modernised CITP approach….is different to the current process, it is robust and still requires the applicant to demonstrate competence and breadth of knowledge against the CITP standard.

This is a reference document as well as a practical aid for BCS assessors for CITP applications.

Applicants for CITP

All applicants must provide:

- Details of 1 supporter that can verify their experience.
- A written CV or LinkedIn profile illustrating that they are currently working within the scope of the IT profession and have a level of responsibility associated with it.
- A written application detailing relevant qualifications and experience.

The components of the application

Supporters

To apply for CITP, the applicant must provide a work-related supporter to validate the accuracy of their evidence, the same as would be required for an ordinary applicant.
The criteria for their work-related supporter are:
- has a professional understanding of their line of work.
- have recent familiarity with their work

They are not required to review the supporter's confirmation of support.

CV or LinkedIn profile
This should primarily be used to establish that they are currently active within the scope of the IT profession.

As the applicant is restricted in how much they can write about their experience, they can also use the information provided in the applicant's CV or LinkedIn profile to help clarify information or gaps noted in their statements. For example, the variety of responsibilities and accountabilities they have had throughout their career, the specific details of what their current and previous roles or projects involved, or for a full view of how their experience in the profession has progressed.

Written application

This is the main part of the overall application to become CITP, and therefore will be the focus of assessment.

Experiential statements

Section 4 – Technical expertise
Section 4 requires the applicant to demonstrate they have both the depth and breadth of **technical knowledge and skills** that employers are looking for. For their depth of knowledge, they may have gained these through a formal training programme or qualification, they may have gained these informally through experience, or through a combination. Their evidence will need to demonstrate how they apply these in the real world / work environment. In addition, they will need to demonstrate their breadth of knowledge in how they work in areas outside of their main specialism.

Applicants are asked to use the SFIAplus framework (accessed via MyBCS) to consider how they will identify the skills they are going to evidence in their application.

Using SFIA Plus, they should select four skills that most represent the things they do in their role and their experience. They'll need to select four SFIA skills; two at a minimum of Level 5 and two at a minimum of Level 3.

If all four primary and secondary skills are within the same skills family, this indicates they should be applying for CITP with specialism. E.g. if all four fall within the Cyber Security skills family, they should be applying for CITP with Cyber specialism.

Section 4 (4.1 and 4.2) should total approx. 800-1000 words in total. If their statements are significantly under this, ensure they are providing sufficient evidence. If their statements are significantly over this, ensure they are being clear and concise with their statements.

Within section 4.1, they need to demonstrate where they have gained their knowledge or skills and how they apply them. This should be complied in a statement – they do not need to follow the STARE method here. They may refer to formal learning i.e. list qualifications (these must have been gained within the past 5 years) and/or informal learning i.e.) and/or informal learning i.e. experience on the job.

*Note – this is the most complex part of the application form.

*Note – this example is given to the applicant in the applicant guidance

Example – SFIA Skill – System software ; Code SYSP

Level 5 technical knowledge example:

- Configuration Management/Operating systems/programming languages at level 5 you need to demonstrate that you are proficient with the technical knowledge and skills above.

For this you may provide a short example of how you have (or understand how to) maintained a computer systems, establishing/maintaining system attributes, identifying and tracking IT assets and automating processes to configure/correct issues. You should reference relevant software controls and programming languages used in or that could be used.

You may also use qualifications to evidence this skill, where you may have studied and been examined on these subjects. In this instance you should identify the qualification and give a brief synopsis of the subject covered and the method of assessment (written examination, assignment, test etc.)There are some examples within the SFIA skill in SFIAPlus under the qualifications tab.

Within section 4.2, they need to demonstrate their breadth of knowledge within IT/Digital domain or wider skills within their specialism. For example, if they are a Cyber Security Specialist, with the main role being threat intelligence and incident response, the breadth could be skills from the broader Cyber Security specialism, such as assurance and audit.

In this section, applicants are asked to select five knowledge skills from within the SFIA framework that are min. SFIA level 3.

Note - The skills they identify here do not need to match those evidenced in section 4.1.

For each of these skills, they will need to provide a statement, outlining their qualifications/certifications that demonstrate the knowledge/skills and/or evidence their experience. If they are drawing on experience, they will need to evidence where they worked with other experts in their specialist field to achieve an outcome.

*Note – this example is given to the applicant in the applicant guidance

> **Example** - SFIA Skill – System software : Code SYSP
>
> Level 3 technical knowledge
>
> - <u>Configuration Management/Operating systems/programming languages</u> at level 3 you need to demonstrate that you are familiar with the technical knowledge and skills above.
>
> For this you may provide example of how you are aware of the need maintain computer systems, system attributes. You should reference relevant software controls and programming languages that could be used that you are aware of.
>
> You may also use qualifications to evidence this skill, where you may have studied and been examined on these subjects. In this instance you should identify the qualification and give a brief synopsis of the subject covered and the method of assessment (written examination, assignment, test etc.)There are some examples within the SFIA skill in SFIAPlus under the qualifications tab.

Section 5 – Technical competence and professional behaviours

Section 5 looks at the technical competence and professional behaviours that are required of they and how they apply these in the work they do. This is composed of:

      5.1 – Leadership

      5.2 – Decision making

      5.3 – Problem Solving

      5.4 – Values

5.1) Leadership

This section requires that applicants demonstrate:

- when they have taken responsibility for a task/project,
- how they have assigned tasks and responsibilities, and
- how they influenced/managed stakeholders to deliver the required outcomes.

They may use one statement to demonstrate all three skills, or they might choose to break this down in three shorter statements.

*Note – this example is given to the applicant in the applicant guidance

Example - SFIA Skill – System software ; Code SYSP

You may choose to draw on System software task/project that you undertook to demonstrate the required Leadership skills. In this case the example may be a system installation, requiring you to lead on delivering the installation and assigning roles and responsibilities to others within the project.

Situation

This can be a short statement in that the organisation had identified that the current system was outdated and had elected to implement a new system.

Task

Your task may be to lead on the installation, bringing together relevant stakeholders across the organisation to create a project team.

Actions

In this section you will explain how you took the lead, developing and agreeing plans for implementation, setting deadlines/milestones and how you assigned roles and responsibilities to deliver the outcome.

In addition, you would need to demonstrate how you drew on your technical knowledge and skill to ensure that the technical requirements were met and how you assessed and mitigated risk through the project.

You will also need to demonstrate how you identified, managed and communicated with the various stakeholders, which could include internal and external stakeholders.

Results

This is about the outcomes, was the project successfully delivered and did it meet the timelines set within the plan, fall with agreed budgets. If not a brief explanation as to why.
Important: Include any lessons learned through the project and how you might adapt/change your approach in the future.

Ethical Considerations

What were the ethical considerations such as sustainability (i.e. how did you ensure that the system had ability to be supported/maintained over time and/or EDI and how you ensured that the system was accessible to all (that would require access), and/or what legal requirements were there and how did you address these and/or did you confront any professional issues through the project that you had to address.

5.2) Decision making

This section requires that applicants demonstrate:

- when they have taken responsibility for making effective business decisions,
- their approach to making the decision,
- how they identified and analysed the information available to they,
- if they engaged with other experts/specialists to reach an effective/reliable decision, and
- how they considered and managed associated risks.

Again, they may use one statement to demonstrate all three skills, or they might choose to break this down into shorter statements.

*Note – this example is given to the applicant in the applicant guidance

Example - SFIA Skill – System development management ; Code DLMG

This requires evidence to demonstrate the analysis, evaluation and planning relating to the selection and implementation of the new system. This could be the implementation of a new HR system to replace and upgrade the current organisations HR system.

Situation

This can be a short statement as simple as the current system required updating or replacing.

Task

This can be a fairly short statement which sets out what you are going to do, such as evaluate the current system to determine whether replace or renew. From this decide the course of action and implement plans to deliver.

Action

This will be the actions you undertook. So, you will explain how you evaluated the requirement, assessed the various options and determined whether to upgrade or implement new.

Based on that decision you will then explain if new system the analysis undertaken to select the preferred system. And in either case you will explain how you planned and managed implementation, delivering against agreed targets and budgets.

You will also identify other specialists that you drew on to inform the decision.

Result

You will state whether the outcome was successful and the impact on the organisation, being sure to include lessons learned through this significant task/project.

Ethics

Finally, you will identify how you considered and addressed relevant ethical issues. In this case such a system is likely to require consideration relating to EDI, ensuring the system was accessible and usable for all staff and potential long-term sustainability of the system. Further, as this is an HR system it will contain personal information requiring legal compliance.

5.3) Problem solving

This section requires applicants to demonstrate, in the context of a technical or business problem:

- which techniques and tools they applied in analysing the problem,
- how and why, they identified the most appropriate solution, and
- how they applied their selected approach for the required outcome.

Again, they may use one statement to demonstrate all three skills, or they might choose to break this down in three shorter statements.

*Note – this example is given to the applicant in the applicant guidance

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Example - SFIA Skill – Product Management – Code : PROD

This requires demonstration of employing appropriate problem solving techniques, with examples of tools and techniques used in analysing the problem, the technical knowledge and skills you drew on the enabled you to understand the problem and select the appropriate solution. You should also demonstrate how you considered the opportunity to be innovative with the solution.

Situation

This can be a fairly brief statement which gives a short overview of what the problem was and the related impact.

Task

This can also be a fairly short statement relating to investigate the problem and identifying an appropriate solution.

Action

In this section you need to cover the techniques employed to investigate the problem and tools that you may have used. This should also include the technical knowledge and skills that you drew on to understand the problem and potential solutions.

If more than one solution is available, you should identify the preferred solution and why this was chosen. This would also provide the opportunity to demonstrate how you were creative/innovative in selecting the solution and whether there were any ethical considerations that influenced that decision.

5.4) Values

This section requires applicants to evidence:

- 5.4.1 – Undertaking CPD

- 5.4.2 – Role model
- 5.4.3 – Ethical considerations

5.4.1- Undertaking CPD – approx. 400-500 words.

They'll be required to provide examples of CPD / personal development undertaken (within the last three years). It's important to think about what they did, what they learnt from it, and what impact it had. They can reference a qualification/certification and/or they reference something like a conference or e-learning module or example.

Example – they attended a conference on x date and saw a presentation on a topic that related to their expertise. Following the conference, they went back to work and trialled this approach. After successful practice, they shared their new approach with their colleagues and it was implemented into the wider way of working, increasing efficiency.

5.4.2 – Role Model – approx. 400-500 words.

Applicants will be required to provide examples of how they have supported and guided others in their career and in their role. For example, this could have been as a line manager, coach, mentor, project support etc.

Example – there is a new person in the team and they have spent time with them to make them feel welcome to the organisation, to bring them up to speed with ways of working, and have possibly shared learning resources they have collected over time that have supported they and may help them.

5.4.3 – Ethical considerations – approx. 400-500 words.

Ethical considerations will be evidenced with the E element of STARE within 5.1, 5.2 and 5.3. It is important that across these statements you demonstrate consideration of:

- Sustainability – the ability to support or maintain a process over time.
- Equality, Diversity and Inclusion (EDI) - ensuring that the outputs/outcomes of your task/project do not explicitly or implicitly exclude participation.
- Professional, legal and social issues – ensuring compliance with legal requirements and having clear justification for decisions and actions.

*Note – this example is given to the applicant in the applicant guidance

> **Example** - This section should be covered by the E component of STARE. However, if you feel that you have not covered these areas sufficiently in your examples then please provide some examples oof where you have considered these issues.. You do not need to use the STARE approach, however you may have had a task that had a particular relevance to EDI, so you can provide a brief synopsis of the task, but focus on the specific EDI issue that you addressed.

Application complete

Their full application form should include evidence for Section 4 – 4.1 and 4.2 and Section 5 – 5.1, 5.2, 5.3, and 5.4 (5.4.1, 5.4.2 and 5.4.3)

Throughout their application, they may have referenced evidence such as diagrams and slides, these should be uploaded as supporting evidence and appropriately referenced. They can also upload and reference their CV, LinkedIn profile and any other relevant evidence.

If the applicants has identified qualifications or professional certifications, copies should be uploaded.

What to expect in an application form

To ensure all experiential statements are concise and focused, we have recommended applicants use the STARE technique (see below) to frame their statements.

S	T	A	R	E
SITUATION	**TASK**	**ACTION**	**RESULT**	**ETHICAL CONSIDERATIONS**
Introduce the situation you were involved in. This should be a short statement.	Outline the task that was in front of you. What needed to be done? Again, this should be a short statement.	Talk about the actions you had to complete in order for the objectives to be met. This should be a full description of your contributions and chosen approach.	What were the results of your actions and how did you learn from them? This should be a description of your takeaway from the situation.	What were your ethical considerations throughout? This should be a brief description of how you managed this.

The applicant's response should start broad and then begin to focus on a specific and relevant example. Progression from the task, actions and result should show clear progression of their practice as a result of the task/CPD

undertaken. A list of job roles and general reference to activities, accompanied by the mention of results that do not obviously stem from their activities, does not meet the criteria.

The main thing to keep in mind when assessing evidential statements is:

- How have they used their knowledge of the profession or CPD activity to influence their approach to other work activities or people development?
- Are they presenting evidence of their own work or that of their staff? If their staffs', is it clear that their role involved leadership and autonomy in guiding their activity and was significant in the result?
- The number of people or departments they have developed, either as a leader or manager, does not need to be vast, but the level of impact they had in that role should be obvious in their statement.
- Does their role require them to work with and interpret the contributions of those from outside their specialism or in other organisations in order to improve their own?

Note: applicants may also provide additional documents to support their application, these should be referenced within their application statements.

Conducting the initial review

An SDO will prepare all the necessary documentation for each applicant ready for you to review. In their initial review assessment pack, you will receive:

- A completed application form
- A CV and/or URL to a LinkedIn profile
- Additional evidence/materials provided by the applicant to support their application (if applicable)
- Assessor feedback report template, including the assessment rubric
- Assessor guidance, including the assessment rubric
- Copies of e-mails and other correspondence relevant to the assessment, if necessary

Applications in need of assessment will be allocated via the SharePoint Workspace.

Initial review

As part of the initial review, you will:

- Review the CV to check the applicant is currently active within the scope of the information technology profession.
- Assess the experiential statements provided by the applicant in their application form, using the guidance provided in this document and the assessment rubric (Appendix A). If you need clarity on something an applicant has mentioned, you are encouraged to conduct online research

to help make a decision.

Using the assessment rubric

You should assess the applicant's written application against the rubric at Appendix A. You will see that the rubric comprises a list of the questions that the applicant must answer, through an experiential statement, and four levels of quality that a statement can be assessed as meeting.

Applicants must achieve as a minimum 'adequate' for all questions.

There will be cases where the applicant is clearly successful and meets all the criteria, often providing strong or excellent evidence. There will also be cases where the applicant clearly fails to meet the criteria, either because the evidence falls significantly short in the evidence provided, or the evidence demonstrates that the applicant is at a level below CITP.

Where an application does not fall clearly into these 2 categories, you are to make a judgement as to whether further information would provide the opportunity for an applicant to meet the requirement.

Further information can be requested through 2 routes:

- Additional written evidence – you will be required to outline the areas that require further information.
- Professional Discussion – you can arrange a call with the applicant to explore the areas where the evidence fell short (please record the call for training and quality purposes).

In each case a report is required to document the outcome and provide feedback to the applicant, particularly if deemed unsuccessful.

Completing the Assessment Feedback Report

Following each assessment, you are required to complete a report and identify an outcome as described above.

All reports must capture your comments and reasons for decision. All unsuccessful applicants will receive the full feedback report. In this circumstance, as your full feedback report will be sent to the applicant, you must ensure their feedback supports a growth mindset and professional development, for example, by including suggestions for improvement in terms of the strength of evidence, type of evidence and/or phrasing of evidence.

Completed reports should be uploaded to SharePoint within 7 days of completing the assessment.

Possible outcomes of the initial review

Successful

If you are satisfied that an applicant has successfully evidenced that their experience meets the CITP standard criteria, note specific evidence to back-up your decision and select recommend for 'Award' in the feedback report.

Unsuccessful

If you are not satisfied that their experience meets the CITP standard criteria, note specific evidence to back-up their decision and select 'Unsuccessful' in the feedback report.

Additional Information Request (Written or Telephone Call)

Where appropriate, the assessor may request further information. This can be acquired either through request for further written evidence or through arrangement of a call with the applicant. You must contact the applicant directly via email and Cc in processing@bcs.uk, in order to schedule a call and notify BCS.   If, following the call, you determine that the evidence remains poor then the outcome will be unsuccessful.

Refer to Review Panel

If you remain undecided on the outcome and wishes to refer the application to the Professional Registrations Review Panel, you may do so by indicating on the Initial Review Form.

Assessment practicalities

Guidance and report templates are provided in SharePoint. The link will be provided with your invitation to assessor training.

Allocation of assessments

- You will be asked to let BCS know when you can be available to carry out the assessment of applications for CITP.
- Subject to your availability up to 4 documentary assessments may be allocated.
- Assessments should be returned with their decision within 7 days

The quality assurance will be undertaken to ensure that the process remains fit for purpose and is being applied correctly.

The BCS appeals policy and procedure applies as for other registrations offered through BCS.

The requirement to declare conflicts of interest and adhere to the data protection and privacy policy within BCS remains.

CITP CRITERIA		
TECHNICAL EXPERTISE		
Main Category	**Sub Category**	**Potential Examples**
A. Technical Expertise (relevant to specialism) This relates to the specialist skills and knowledge required in order to effectively practice within the area of specialism and the ability to apply these skills and knowledge within a real world/work environment.	A.1 Technical Knowledge and Skills The applicant demonstrates the relevant knowledge and skills against the SFIA skills relevant to their area of specialism.	This could be through qualifications/certifications and/oror through experience.
	A.2 Breadth of Technical Knowledge Demonstration of knowledge across the domain or specialism.	Evidence of qualifications or certifications covering aspects beyond the applicants area of specialism and/or evidence of experience of engaging with other specialisms.
PROFESSIONAL BEHAVIOURS		
B. Leadership This relates to having an appropriate level of autonomy and influence within your field of work. Able to influence organisations, customers, suppliers, partners and/or peers.	B.1 Works under Broad Directions Fully responsible for meeting allocated technical and/or project/supervisory objectives and establishes milestones, with significant role in the assignment of tasks and/or responsibilities.	They would draw on professional and technical activities through which they demonstrate how they directed and drove through the delivery of objectives, including the outcome and impact of these actions.

	B.2 Establishes milestones and has significant role in the assignment of tasks and/or responsibilities. Demonstrates leadership and facilitates collaboration between stakeholders who have diverse objectives	
	B.3 Builds appropriate and effective business relationships Demonstrates effective communicates skills, both formally and informally	
C. Decision Making Makes decisions that impact the success of assigned work delivering results within agreed timescales and deadlines.	C.1 Analyses, designs, plans, executes and evaluates work to time, cost and quality targets and takes all requirements into account when making proposals Demonstrates how to make effective decisions through analysis of the situation and associated risks.	Assigned work or task would provide opportunity of applying specialist skills/knowledge. Evidence of understanding relationships with other specialisms would serve some of the breadth of knowledge. Analysis demonstrates skill in approach to making successful and appropriate decisions.
	C.2 Analyses requirements and advises on scope and options for continuous operational improvement.	

	Demonstrates effective decisions to deliver appropriate solutions through appropriate analysis.	
	C.3 Analyses requirements and advises on scope and options for continuous operational improvement. Recognises the scope of their expertise and when to draw on other specialists to help inform decisions.	
D. Problem Solving Undertakes appropriate analysis of problems to deliver an appropriate solution to meet organisation, client or customer needs.	D.1 Employs appropriate problem solving techniques, analysing the issue and identifying options. Demonstrates ability to analyse technical or business problems and define appropriate solutions based on the analysis.	Applying technical skill in resolving problems in a rage of complex tasks demonstrates ability to problem solve relevant to their area of specialism. Using technical expertise in evidence drawing on fundamental principles to derive solutions to problems. Analysis demonstrates use of technical skills and knowledge to solve problems, consider the associated risks with the identified solution/s and deliver outcomes that meet the business/client/stakeholder requirements.
	D.2 Demonstrates creativity, innovation and ethical thinking when applying a solution for the benefits of the organisation, customer or stakeholder. Delivers solutions that are up to date, demonstrating clear consideration for	

	ethical issues relating to the issue/solution.	
	D.3 Applies fundamental principles in resolving problems in a wide and often unpredictable range of contexts. Demonstrates the application of skills and knowledge in analysing the problem and delivering a solution.	
E. Professional Development	Maintains an awareness of developments in the industry, takes initiative to keep their skills up to date and mentors colleagues.	This should be evidence of CPD undertaken, with impact and planned CPD for the future.