

# Professional Registration

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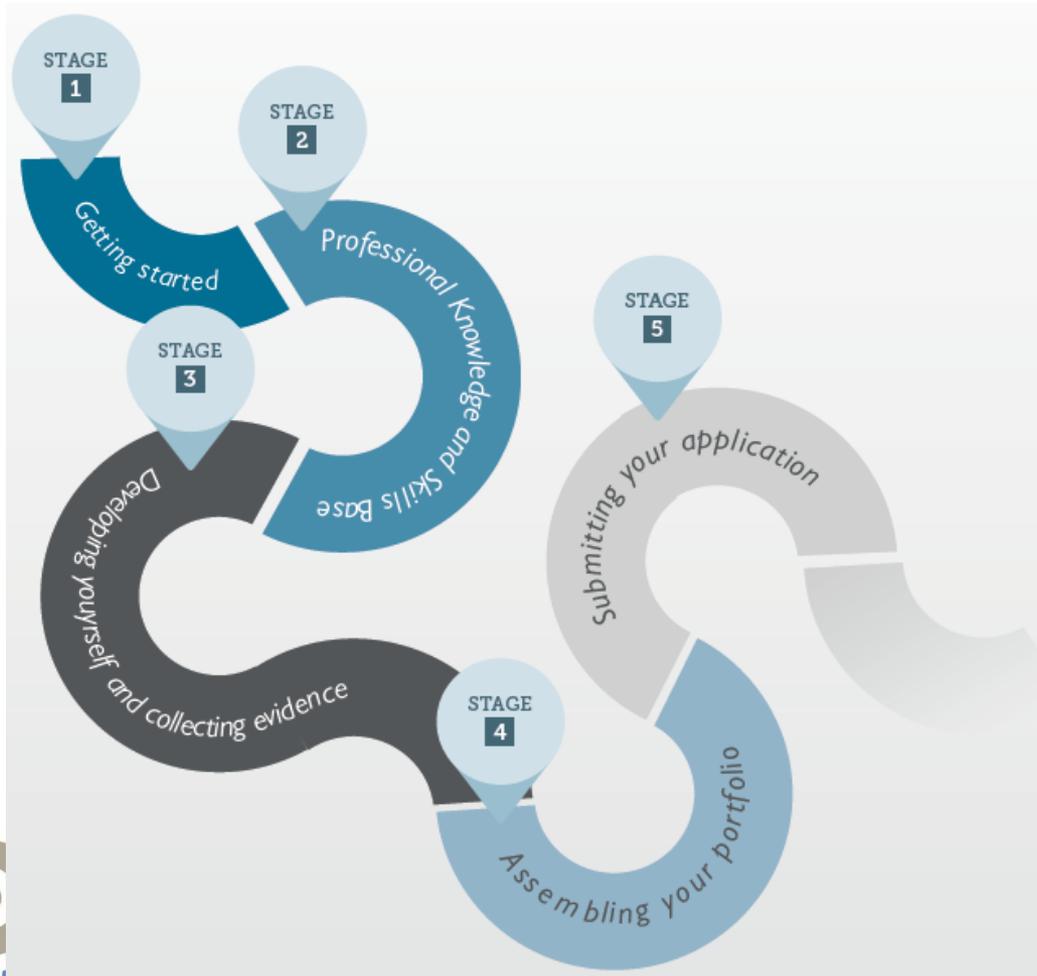


# Professional Registration

Certification

Chartership

Fellowship



Professional Registration is an excellent way to increase your professional standing and show your colleagues, employer and potential future employers that you are a skilled and reflective LIS practitioner

# Value of Professional Registration

It was a great reason to get involved in interesting activities and engage more with the wider profession.

I now take a more **reflective approach** to my development and my CV is enhanced

Vicky Dobson  
Senior Information Services Librarian  
Leeds Beckett University

Jamie Finch  
Academic Librarian  
Cardiff Metropolitan University

I pursued it to act as a **seal of my professionalism and my commitment to the library profession.**

Chartership is **the beginning of a professional mindset** which allows you to reflect on your immediate concerns but also wider library issues and other sectors



# Value of Professional Registration

It has enabled me to **contribute to key strategic developments** and I have adopted a lifelong approach to professional development.

The process has been very rewarding and **encouraged me to strive further**. Subsequently I **have secured a senior post within my organisation**.

Annmarie Lee

Head of Library Liaison – Enquiry Services  
Birmingham City University

John,  
Public Librarian

Since completing Chartership, I've become much more **aware of how many skills I gain** at work and in my day-to-day life and that's helped me to **be more effective in my job as well as more confident in my own value as an information professional**



# Value of Professional Registration

It was not only valuable for my career but it was also **enjoyable**. It shaped future learning and help **me gain skills to apply for new roles**.

The support you receive from the CILIP network is fantastic. It helps you build your professional network

Dan Livesey

Library Supervisor

North West Mental Health Trust

Becoming Chartered felt like recognition of my achievements and **inspired me to challenge myself further**

Being professionally registered and demonstrating our skills are being updated **shows we have an ongoing commitment to our profession**



- **Recruiting the right staff**

“Professional Registration can give employers confidence that they are recruiting a new member of staff who is committed to keeping their skills up-to-date and actively reflecting on their CPD and skills development”

- **Providing better services**

“Academic qualifications can go out of date relatively quickly. The KIM profession is fast-moving in terms of the knowledge and skills needed to keep up to date and make the maximum contribution to an organisation’s performance.

Having practitioners that can plan, carry out and reflect on CPD as part of Professional Registration will not only support their own development, but will improve their skills in identifying opportunities”

“Those who continually analyse and reflect on what has gone well or not and improve the service accordingly, continually developing and improving their expertise and the services we provide.”

**Karen McFarlane, ex Head of KIM Profession for Government**



- Workforce Mapping Project October 2015 is the most comprehensive and detailed mapping of the LARKIM professions in the UK ever undertaken
- This study concluded “there is a link between the level of professional qualification and pay. High earners are more likely to hold professional qualifications than the low earners”



# What level to choose?

- **Certification**

- Beginning of career
- Developing core skills



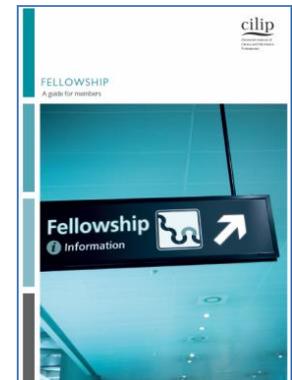
- **Chartership**

- Members with 2+ years experience\*
- Greater focus on reflection and evaluation



- **Fellowship**

- Highest level
- ‘Significant contribution to the profession’



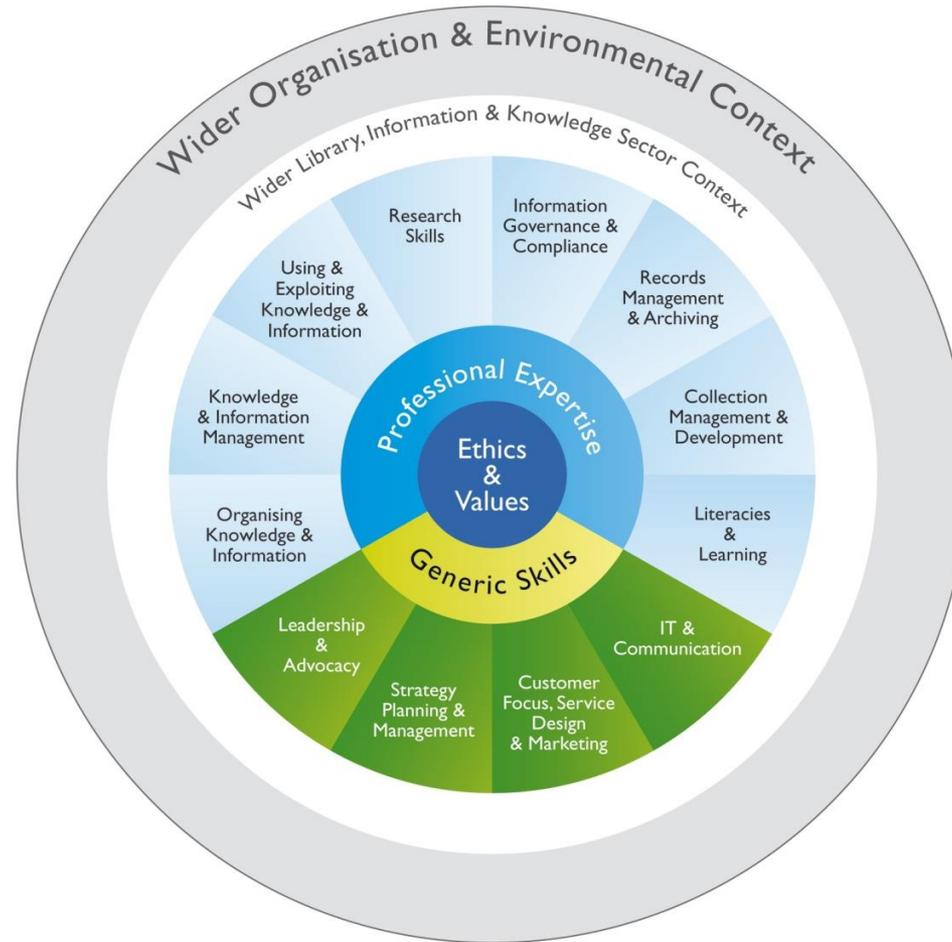
\*Not definitive



- Evaluative Statement (1,000 words)
- Evidence to support Evaluative Statement
- Initial PKSB assessment
- Current PKSB assessment
- Mentor/Mentee completion form
- CV
- Current job description



# Professional Knowledge and Skills Base (PKSB)



# Using the PKSB to identify skills gaps

## Generic Skills

### 9. Leadership and Advocacy

► Provide active leadership by inspiring and managing themselves and teams, both inside and outside the organisation and by promoting the positive value of library, information and knowledge services across the organisation and society. Includes leading and inspiring teams, influencing key stakeholders and understanding external frameworks.

Knowledge/Skills Area	Current Rating	Ideal Rating
9.1 Leadership skills <i>Ability to influence and inspire individuals, teams and organisations to achieve change. An understanding of leadership styles and self-awareness of your own style. Developing a sense of vision and direction.</i>		
9.2 Strategic thinking and evaluation <i>Openness to innovation and ideas from other areas to develop new practices to meet goals. The ability to problem solve and make decisions and to reflect and evaluate.</i>		
9.3 Advocacy <i>Building relationships to strategic advantage</i>		

This version of the CILIP Professional Knowledge and Skills Base has been designed for use with Professional Registration; its aim is to help you identify areas for development. Select an area of the PKSB in column A to view more information about the area. Enter your current score (i.e. your current level of knowledge and skills) into column B, and your ideal score (i.e. the level you would like your skills and knowledge to be) into column C. Column D will then automatically calculate the difference, and highlight the areas where there is a greatest difference and you may therefore want to prioritise for your development. You can use the comments field to add in how you plan to develop the area, or afterwards to comment on the development activities.

**Self assessment ratings: 0 - None; 1 - Basic; 2 - Good; 3 - Comprehensive; 4 - Advanced**

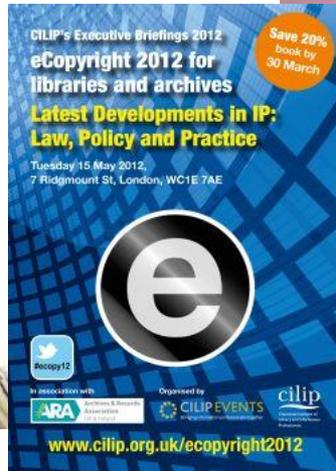
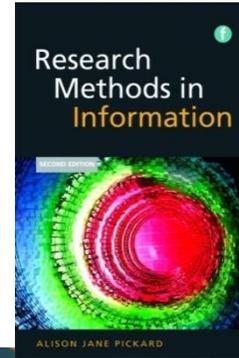
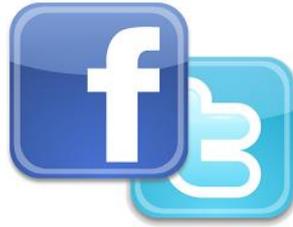
	A	B	C	D	E
	Area of PKSB	Current score	Ideal score	Difference	Comments
1	<b>1. Organising Knowledge and Information</b>				
2	1.1 Information resources			0	
3	1.2 File planning			0	
4	1.3 Classification schemes and taxonomies			0	
5	1.4 Ontologies			0	
6	1.5 Cataloguing and resource description			0	
7	1.6 Thesauri			0	
8	1.7 Subject indexing			0	
9	1.8 Information architecture			0	
10	1.9 Database design and management			0	
11	1.10 Metadata			0	
12	<b>2. Knowledge and Information Management</b>				
13	2.1 Knowledge management			0	
14	2.2 Information management			0	
15	2.3 Data management			0	
16	2.4 Knowledge synthesis and information integration			0	
17	2.5 Knowledge transfer / organisational learning			0	
18	2.6 Organisational information / knowledge assets			0	
19	2.7 Knowledge sharing and collaboration			0	
20	2.8 Obtaining benefits from information products / expertise			0	
21	<b>3. Using and exploiting knowledge and information</b>				
22	3.1 Understanding information services			0	
23	3.2 Understanding information seeking behaviour			0	
24	3.3 Information retrieval			0	
25	3.4 Data analytics			0	
26	3.5 Informetrics			0	
27	3.6 Information analysis			0	
28	3.7 Information evaluation			0	
29	3.8 Abstracting and summarising			0	
30	<b>4. Research Skills</b>				
31	4.1 Understanding research			0	



- Every candidate has a mentor
- Guidance on how to complete the portfolio
- Wider professional context - Look outside of sector
- Flexible relationship - Can be outside of your region
- No line managers



## What can be used as evidence?



- Recording your thoughts about your experiences and what you've learned from them in order to inform what you do in the future
- How do you know if you are reflecting?
  - You are not just describing
  - You demonstrate how you have put into practice what you learned
  - You are asking questions –what, so what, then what



- › [Using the PKSB](#)
- › [PKSB sector templates](#)
- › [Ethics and values](#)
- › [Organising knowledge and information](#)
- › [Knowledge and information management](#)
- › [Using and exploiting knowledge and information](#)
- › [Research skills](#)
- › [Information Governance and Compliance](#)
- › [Records management and archiving](#)
- › [Collection management and development](#)
- › [Literacies and learning](#)
- › [Leadership and advocacy](#)
- › [Strategy, planning and management](#)
- › [Customer focus, service design and marketing](#)
- › [IT and communication](#)
- › [Wider Library, Information and Knowledge Sector Context](#)
- › [Wider organisation and environmental context](#)



The Impact Toolkit provides CILIP members with support and resources to demonstrate their impact in the workplace. The Impact Toolkit provides practical resources, information and support so members can clearly and effectively demonstrate their value as professionals – and the value of the services they manage and provide – to key decision makers and stakeholders.

Search courses:

▼ Collapse all

- › [Introduction](#)
- › [Understanding Value](#)
- › [Communicating Value](#)
- › [Feedback](#)

## 🔗 Libraries and Privacy in the Digital Age

CILIP, IFLA and FAIFE (Committee on Freedom of Access to Information and Freedom of Expression) co-hosted an evening discussion session for library and information professionals on 12 March 2015.

The event focused on the emerging digital environment formed by the Snowden revelations of 2013, and will place particular emphasis on the implications for advocates of freedom of access to information such as libraries. The event featured key industry speakers, including:

- Anthony House, Senior Manager, Public Policy and Communications, Google
- Dave Banisar, Senior Legal Counsel, Article 19
- Deborah Caldwell-Stone, American Library Association
- Alison Macrina, Library Freedom Project

## 🔗 Copyright, Data Protection and Freedom of Information

Resources on copyright, dataprotection and freedom of information issues

## **1. Personal Performance:**

Looking at you, your skills and what you have done to develop them?

## **2. Organisational Context:**

This is not so much about your role, but your service in general.  
How could your organisation change to better achieve its objectives?

## **3. Wider professional Context:**

Demonstrate that you are aware of other issues in the wider LIS world outside of your sector



- For those with Certification, Chartership and Fellowship
- Free
- Log CPD activities (20 hrs per year)
- Reflective statement (250 words)
- No supporting evidence
- Provided with tool for recording
- Recommended as an annual process
- Directory of Registered Practitioners



# Professional Registration – Investment in your professional future

