

DOCUMENTS:

Current personal CV

Job description

CPD records for last 12 months.

Date from: To:

1 year forward plan for Training and Development.

Date from: To:

Organisation chart with your position clearly shown (for managers and heads of department only).



Part 3

COMPETENCE REPORT

Please demonstrate your competence in the outlined subject areas in Section 1 as appropriate to your role. Refer to your most recent achievements at work (last 3 years) whether employed or self-employed. If unemployed or not working use your most recent experience.

Core Competencies

SECTION 1 – Advancing & Enhancing Current Best Practice (mandatory for all applicants via the academic route)

This section incorporates six core competencies. For each competence there is a minimum requirement of 3 years' experience which will need to be demonstrated. This section is mandatory for all applicants via the academic route. It is important to provide examples from your working experience to demonstrate the competencies. The competence requirements cannot be satisfied by listing modules or qualifications you have achieved.



Part 3

COMPETENCE REPORT

COMPETENCE 3.1.3 Planning and Undertaking Continuous Professional Development in Current Industry Best Practice

Provide evidence of your ability to plan and undertake CPD in current industry best practice. You may refer to partnership arrangements, attendance at CPD events, industry placements or other initiatives which help to maintain the currency of your subject knowledge.

COMPETENCE 3.1.4 Promoting Ethical Practice

Demonstrate your understanding of the importance of ethics in construction. Provide examples of how you have promoted ethical practice to students and graduates in your work including any work promoting the role of professional bodies and codes of practice to students.

COMPETENCE 3.1.5 Awareness of and Promotion of Innovation in Construction

Describe how you maintain knowledge of innovation in construction and give examples of any relevant projects you have been involved in. Describe how this informs your teaching practice or work.

COMPETENCE 3.1.6 Promoting Access to the Professions, Equality and Diversity

Give evidence of how you have promoted access to the profession and any work you have done to promote equality and diversity in the industry.

SECTION 2 – Advancing and Enhancing Construction Management Knowledge

(for readers/research fellows and teachers active in research)

Specialist Competencies

This section incorporates four core competencies. For each competence there is a minimum requirement of 3 years' experience which will need to be demonstrated. This section is optional for candidates applying via the academic route on the basis of their research activities outputs. It is important to provide examples from your working experience to demonstrate the competencies. The competence requirements cannot be satisfied by listing modules or qualifications you have achieved.

COMPETENCE 3.2.1 Planning and Producing Research Outputs

You will need to evidence your ability to plan, organise and monitor your research activities including selecting appropriate methodologies, engaging stakeholders and disseminating results.



COMPETENCE 3.2.2 Collaborating and Applying Research Outputs in Industry

Provide information and examples of the application of research outputs in industry and the value it has brought. Describe any collaborative arrangements or projects you have managed and the value these have brought to the body of knowledge.

COMPETENCE 3.2.3 Applying Research Outputs to Learning and Teaching

Provide information on research outputs and how they have advanced or enhanced learning and teaching and/or the curriculum and student engagement in research.

COMPETENCE 3.2.4 Understanding and Applying Ethics in Research

Describe any ethical decisions, choices you have made, and how you have applied any principles/frameworks to the research projects.

SECTION 3 – Advancing Learning & Teaching (for lecturers, course developers and designers)

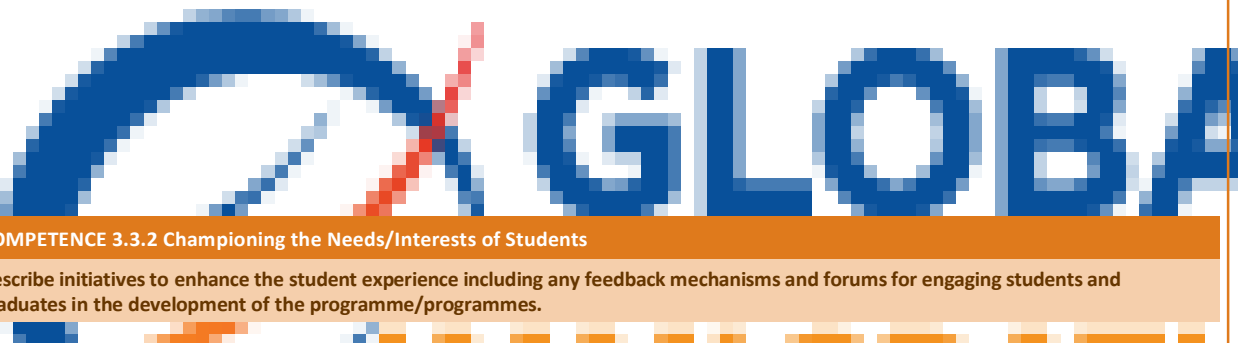
This section incorporates four core competencies. For each competence there is a minimum requirement of 3 years' experience which will need to be demonstrated. This section is optional for candidates applying via the academic route on the basis of their work and achievements in learning and teaching. It is important to provide examples from your working experience to demonstrate the competencies. The competence requirements cannot be satisfied by listing modules or qualifications you have achieved.

COMPETENCE 3.3.1 Communication (Engaging Stakeholders, the Community, International Partners)

Provide information on research outputs and how they have advanced or enhanced learning and teaching and/or the curriculum and student engagement in research.

COMPETENCE 3.3.2 Championing the Needs/Interests of Students

Describe initiatives to enhance the student experience including any feedback mechanisms and forums for engaging students and graduates in the development of the programme/programmes.



COMPETENCE 3.3.3 Contributing Towards or Leading Programme Design and Development

Provide information and examples of your ability to lead or contribute to the design and/or development of programmes. This may include planning, resourcing and managing programme development through to validation as well as engaging relevant stakeholders.

COMPETENCE 3.3.4 Contributing Towards Learning and Teaching Knowledge or Practice

Provide information and examples of any work you have done including professional development activity and research that has contributed towards learning and teaching knowledge and/or practice.

SECTION 4 – Vocational Education & Training (For NVQ Assessors and Training & Development Managers)

This section incorporates four core competencies. For each competence there is a minimum requirement of 3 years' experience which will need to be demonstrated. This section is for candidates applying via the academic route working in vocational education as an NVQ Assessor or as a Training Development Manager for a Construction Company.

COMPETENCE 3.4.1 Developing Professional Competence

Provide examples of how you develop professional competency and behaviours in your learners.

COMPETENCE 3.4.2 Accommodating Learning Needs and Learning Styles

Provide examples of how you tailor the delivery of programmes to your students/learners including identifying learning needs.

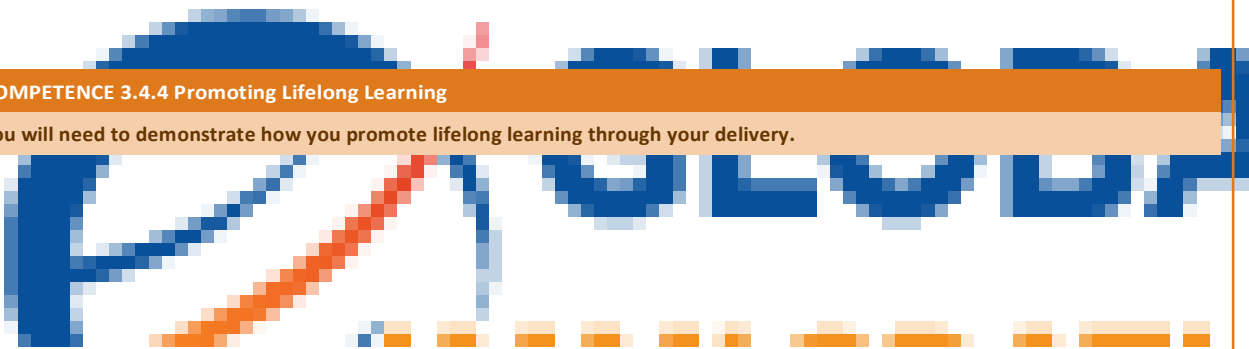


COMPETENCE 3.4.3 Promoting Reflection

You will need to demonstrate how you have promoted reflective practice in your learners.

COMPETENCE 3.4.4 Promoting Lifelong Learning

You will need to demonstrate how you promote lifelong learning through your delivery.



SECTION 5 – Leadership and Management (for Programme Leaders, Managers and Heads of Department)

COMPETENCE 3.5.1 Leadership and Strategic Management/Financial Management

You will need to demonstrate how you have developed, or contributed towards the development of an agreed strategic plan or other plan such as a quality enhancement plan or operations plan, and how you have monitored and evaluated the effectiveness of the plan: Describe how you delivered the plan through your personal leadership referring to the following skills: Planning and Organising, Managing Resources, Managing People, Managing Change, Monitoring a Plan and Evaluating the Effectiveness of a Plan.

COMPETENCE 3.5.2 Developing People or Teams

Demonstrate your competence in respect to developing people or teams. Evidence should include reference to: Appraisal/Performance Management, Identify Learning or Professional Development Needs, Negotiate a Learning Plan, Build Team Relations, Experience of Professional Relations in the Workplace and Experience of Conflict and Dispute Resolution.

COMPETENCE 3.5.3 Managing Quality/Quality Assurance

Describe how you have managed quality systems and implemented enhancement measures to improve quality. You may make reference to measures to improve the student experience, benchmarking activities or measures to maintain or improve standards or the validity of the curriculum.

COMPETENCE 3.5.4 Managing Information/Knowledge Transfer

Demonstrate your ability to manage information including knowledge transfer providing examples from your experience.



SECTION 6 – Commitment to Professionalism (mandatory for all applicants via the academic route)

In this section you are required to demonstrate your knowledge and understanding of the role and significance of the and its functions. You should also show an appreciation of your personal professional role in meeting the public expectations of a professional and the Code of Conduct and Member regulations. The Assessor will be looking for evidence to support the competencies.

COMPETENCE 3.6.1 Professional Judgement and Responsibility

Exercise professional judgement within their role. The purpose of this section is to ensure that members of the apply and promote appropriate standards of professionalism to their duties based on the CIOB Rules and Regulations of Professional Competence and Conduct, and their duty of care. Please refer to the Guidance Notes for indicative examples.



COMPETENCE 3.6.2 Commitment to abide by the Rules & Regulations of Professional Competence & Conduct

Please refer to the following link for further information to help you describe/evaluate the importance of the commitment to abide by the Rules & Regulations of Professional Competence & Conduct relevant to your role/experience: www.ciob.org/about/governance/royal-charter. Please provide a statement with reference to the Rules & Regulations on how you apply it to your role and how you impart this to students.

COMPETENCE 3.6.3 Continuing Professional Development (CPD)

Candidates must show their understanding of the benefit of CPD. Applicants should demonstrate an understanding of the planning, implementation and evaluation of CPD in order to meet current and future needs. Please refer to the Guidance notes for indicative examples.



PART 4

APPLICATION CHECKLIST

You are on the brink of submitting your Professional Review Report, please have a quick look at the list below and make sure your report supplies the information we expect to receive.

Ensuring your report meets these areas will enable us to directly send your submission to the Assessor. We want to avoid having to come back to you for further information, which would obviously slow down the process. In our experience, the list below highlights the areas which, if not covered will mean your report is returned.

SPECIFIC RECENT EXAMPLES

Each section needs at least one good example of how you meet the criteria under the particular heading. Your given examples need to be something you have taken responsibility for and will highlight your competence in that area. Ideally your examples should be current, probably not going back further than 3 years. However, in exceptional circumstances, we would accept an example going back further but not more than 5 years.

It's better to have 1 or 2 really good quality examples rather than lots of unexplained examples.

CPD

Please attach a record of the CPD that you have undertaken over the past year with your report.

ORGANISATION CHART

Please attach an Organization Chart that shows where you fit within your company, showing your manager and any direct reports.

ACTION PLAN

Please attach your Action Plan which should include personal and company objectives and targets for the coming year. This should also include any Training and Development plans.

PERSONAL CV

Please attach your most recent Curriculum Vitae (CV). A generic company CV is not acceptable.

PRESENTATION

Your report should be a narrative with examples from your day-to-day practice. Avoid using bullet points, lists and headings. Please use spell & grammar checker and ensure your report says what you intend it to say. Maybe ask a colleague to have a quick read through for you.

Your report needs to be written in the first person, so 'I' rather than 'we'. Remember, it's you who is applying to be assessed for

JOB DESCRIPTION

Please attach your current job description. This should highlight your day to day responsibilities.