



MEMBERSHIP CRITERIA CHANGE AND CITP OPPORTUNITY

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The Opportunity

The launch of our new membership criteria marks the beginning of a new chapter for BCS, shaping a more dynamic and accessible membership community to reflect the evolving profession. It's also opened up an exciting opportunity for our existing Professional members...

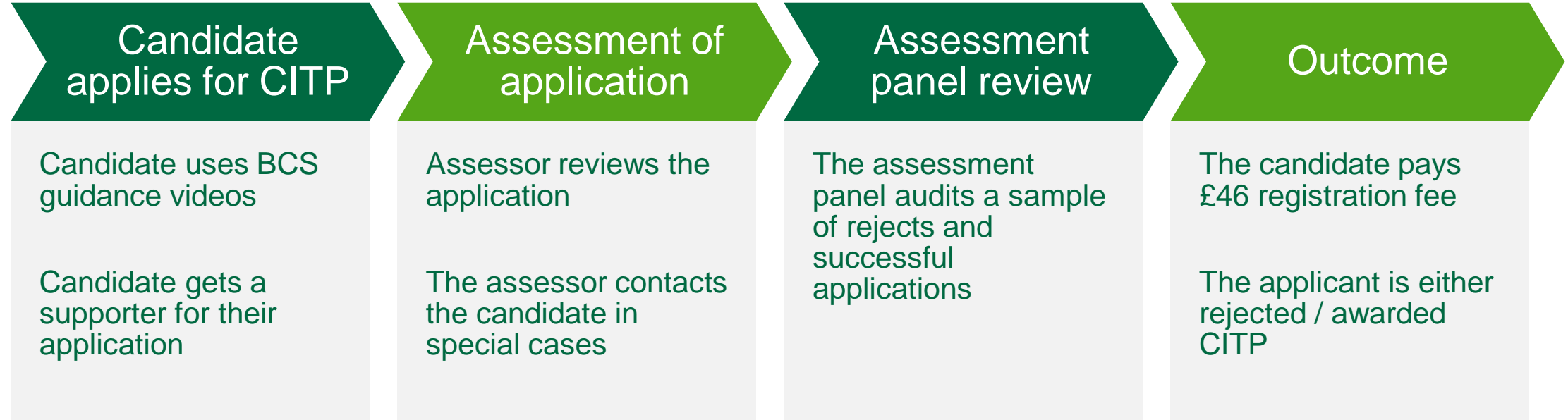
The introduction of these changes offers a once in a lifetime opportunity to recognise the career progress of our *current* MBCS who are not currently CITP.

The New Process

The process that has been developed and offers a number of benefits:

- Maintains the standard
- Streamlines the process
- Dramatically reduces the need to do interviews
- Provides clarity for both applicants and assessors
- Scales for growth

What is our new process?



KEY CHANGES

Application Form

- This has been streamlined
- Applicants answer questions which have been aligned to the standard.
- The questions draw on the applicants experience and application of their skills and knowledge.

[mcc-citp-application-form.docx \(live.com\)](#)

Application Guidance

- The applicant guidance provides advice on how to complete the application.
- The guidance focuses on the use of the STAR approach for delivering their evidence.

[mcc-citp-applicant-guidance.pdf \(bcs.org\)](#)

[om-citp-applicant-guidance.pdf \(bcs.org\)](#)

Assessment Rubric

	Poor	Adequate	Strong	Excellent
<p>Provide an example of how you have designed and planned work that required the support of others to deliver defined outcomes?</p> <p>(Include in your answer how you assigned tasks and responsibilities to others and allocated and managed resources – people, money, or materials).</p> <p>CITP Criteria - A1, A3, B4, D2</p>	<p>Limited responsibility for the assignment of tasks to others. Limited input into the allocation of resources.</p> <p>Task failed to achieve deadlines and was outside budget.</p>	<p>Evidence of assigning routine tasks to colleagues and setting deadlines. Manages and allocates resources to support specific routine tasks.</p> <p>Task delivered most of defined outcomes within deadlines and was within budget.</p>	<p>Assigns tasks, sometimes complex and has authority to manage and allocate resources across the task/project.</p> <p>Task achieved all outcomes within deadlines and within budget.</p>	<p>Has full accountability for the task, assigning complex work across the entire activity, with full authority to allocate, manage and acquire resources.</p> <p>Task achieved outcomes ahead of deadlines and within/below budget.</p>

Assessment Panel

- An assessor panel will be set up to review applications.
- The panel will review a sample of applications to ensure consistency.
- The panel will agree the final outcome for the applicant.
- The panel will be scheduled to take place every 8 weeks (they may be more often if application numbers dictate this).

STAR EXAMPLE

Situation/Task

- **Situation**

- During a heavy flying programme period a helicopter returned from a sortie with an automatic flying control system fault.

- **Task**

- As the senior Avionics systems supervisor, it was my responsibility to undertake diagnosis and rectification action for this fault. The aircraft was required to return to duty as soon as possible in order to reengage with ongoing flying operations.

Action

- My immediate action was to undertake a functional test of the system, which required arrangement through the ground handling crew to have the aircraft moved from the airfield into the hangar. Once in the hangar I was able to carry out a functional test to replicate the fault and undertake preliminary diagnosis.
- Having identified the fault, I then considered the further diagnosis options available and selected the most appropriate. In this instance the 2 options were the half-splitter technique, or the cross-over technique. I selected the crossover as this would enable me to narrow down the fault to a more confined part of the system.
- Once confined I was able to undertake more invasive diagnosis, using continuity and insulation checks. This created a far more complex task as system wiring faults can be notoriously difficult to track down. These checks suggested a breakdown in the wiring in one section of the system, which was evidenced through a very small voltage difference between the 2 parallel systems. However I recognised that this small voltage could result in a significant mechanical action within the system. Replacing the wiring would be a significant task and would remove the aircraft from any further action within the operations. I therefore chose to undertake a hard-wire replacement outside the system to ensure that replacement of the wiring would resolve the issue. The hard-wiring confirmed the fault, which clarified the implications of the repair.

Result

- I informed the officer in charge of the flying programme of the impact of undertaking the rectification actions and he was able to identify an alternative aircraft to take over. I then undertook the full wiring replacement for the system, which required the use of a number of wiring techniques including crimping, soldering and wire stripping. Following a ground functional check of the system the fault had cleared and I now booked the aircraft in for a Check-Test-Flight to ensure the fault was also cleared in flight. Finally, following the successful check-test-flight I was able to sign the aircraft as fit-to-fly.

QUESTIONS