**Chartered IT Professional (CITP)**

**Application guidance**

# **Introduction**

To apply to become a Chartered IT Professional, you’ll need to provide:

* A completed [CITP Application Form](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fmybcs.bcs.org%2Fmedia%2F2004%2Fcitp-application-form-individual-member.docx&wdOrigin=BROWSELINK), evidencing your experience against the [SFIA skills framework](https://mybcs.bcs.org/develop-my-career/assess-your-skills-with-SFIAplus) through experiential statements.
* Your CV including achievements and career history as well as any certifications illustrating that you’re working within the scope of the IT profession and demonstrating your level of responsibility. It’s also useful to include your LinkedIn profile link (if you have one) on your CV.
* Details of a supporter who can validate your experience.

The following guidance will support you with preparing your application and the recommended technique for presenting evidence, as well as the requirements for your application supporter(s).

# **CITP application process**



**Note: If you have a reasonable adjustment requirement which prevents you from completing the application form in full, you are able to request a professional discussion call with an assessor to discuss your evidence submission. Please make this request by email to** **processing@bcs.uk****.**

 **CITP application form**

There are two routes to entry for CITP:

**Accredited route**

Before starting your application, check our list of accredited qualifications below. If you hold one or more of these, you should indicate this in section 2 of the application form; providing a link to your digital badge.

The accredited route exempts an applicant from sections 4 and 5 of the application.

IBM Expert Architect – Level 2

IBM Expert Technical Specialist – Level 2

IBM Expert Developer – Level 3

Deloitte Certified Architect (DCA)\*

\*If you've achieved a DCA Senior or Chief certification then please contact the Deloitte coordinator regarding your CITP application. If you do not hold a Senior or Chief certification, please complete the experiential route on the application form

**Experiential route**

If you do not have any qualifications that are within the accredited list, you will need to complete the full application form. This means that you will need to detail your relevant experience, and you may also refer to any relevant qualifications.



**CITP overview**

CITP is a professional registration of two parts;

1. technical expertise and,
2. technical competence and professional behaviours

**Technical expertise (section 4)**

Section 4 of the application form requires you to demonstrate that you have both the depth and breadth of technical knowledge and skills that employers are looking for.

**Please keep your evidence under section 4 to within 800-1000 words for each section (4.1 and 4.2).**

**4.1 Depth of Technical Knowledge and Skills**
You will be required to provide evidence of where you have gained your technical knowledge and skills and how you apply these in the real world / your work environment. You may have gained these through a formal training programme or qualification, informally through experience, or through a combination.

**4.2 Breadth of Technical Knowledge and Skills**

**Using SFIA as part of your application**

The [SFIAplus framework](https://sfiaplus.bcs.org/) is a comprehensive definition of IT skills in global business that is regularly updated to remain relevant in our fast-paced industry, accessible with BCS membership.

The framework is comprised of a list of categories and skills – take a brief look through these headings to see where you recognise your skill set to be. You can also reference the skills families in the appendices of this document for categorised skills for areas of discipline.

Within your selected skill, you can click into ‘Skill Levels’ and ‘Knowledge / Skills’ – this is where you can see the description and whether it is a technical skill type or knowledge skill type. You can also navigate between the SFIA skill level.



The SFIAplus framework and skills are referenced throughout this application guidance document to support you in building your evidence for your application.

You will need to demonstrate your breadth of knowledge of how you work in areas outside of your expertise; whether you have gained additional skills or engaged with others.

**Within section 4.1**, you need to demonstrate where you have gained your knowledge or skills and how you apply them.

Select four SFIA skills; two at Level 5 and two at a minimum of Level 3. Evidence supporting your SFIA skills should be developed into a narrative (you do not need to follow the STARE method here – Guidance on STARE can be found later in this document). You may refer to formal learning (gained within the past 5 years) and/or informal learning.

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

**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**, you need to demonstrate your breadth of knowledge within IT/digital domain or wider skills within your specialism. For example, if you 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.

Select five knowledge skills from within the SFIA framework that are at a minimum of SFIA level 3. The skills you identify here must not be the same as those evidenced in section 4.1.

Provide your written evidence; giving examples of qualifications, certifications, experience or a combination of these to map against the SFIA skills you have selected.

**Example** - SFIA Skill – System software : Code SYSP

Level 3 technical knowledge

* Configuration Management/Operating systems/programming languages at level 3 you need to demonstrate that you are familiar with the technical knowledge and skills above.

For this you may provide examples 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*.*

**Technical competence and professional behaviours (section 5)**

Section 5 of the application form examines the technical competence and professional behaviours that are required of you and how you apply these in the work you do. This is composed of:

 5.1 – Leadership

 5.2 – Decision making

 5.3 – Problem Solving

 5.4 – Values

**For sections 5.1, 5.2 & 5.3 you will need to use the STARE method to develop your evidence with each section being within 800-1200 words.**

**For section 5.4 (5.4.1, 5.4.2 & 5.4.3) your evidence within each section should be within 400-500 words.**

Your evidence needs to be IT/Digital specific i.e. how you have applied leadership skills within an IT project. **Please ensure that you use a different example for each section.**

We recommend splitting your word count between each STARE subsection as follows, ensuring your total section evidence remains within 1000 words:

S (Situation) – 100-200 words

T (Task) – 100-200 words

A (Action) – 500-600 words

R (Result) – 100-200 words
E (Ethical considerations) – 100-200 words

If you need help to identify your evidence and skills, go back to SFIAplus and take a look at the behavioural skills as this may help prompt you and remind you of the work you have done.

**Your examples should demonstrate the application of the SFIA skills you identified within Section A1, drawing on relevant principles, practices, methods and tools.**



**5.1) Leadership**

This section requires you to demonstrate:

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

Use an activity, large piece of work or a project where you have had to demonstrate your leadership skills in order to achieve required outcomes or objectives.

You may use one example to demonstrate all three skills, or you might choose to break this down in three shorter examples.

**Example** - SFIA Skill – System software; Code SYSP

You may choose to draw on a 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 you to demonstrate:

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

Use an activity, large piece of work or a project where you have had to make a significant decision and how you demonstrated all the above points.

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

**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 to 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 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 you to demonstrate, in the context of a technical or business problem:

* which techniques and tools you applied in analysing the problem,
* how and why, you identified the most appropriate solution, and
* how you applied your selected approach for the required outcome.

Identify a technical or business problem and describe the analysis you undertook, and why, to find a solution. Consider the options you had, why you selected the option you did, how you implemented the solution and managed any associated risks.

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

**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 that 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 investigating 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.

Result

You should state whether the actions met the requirements and resolved the problem, the impact of the resolution and any lessons learned in undertaking this task, including what you might do differently next time.

Ethics

This links back to the actions taken and solution selected. Be clear to identify what the ethical considerations were, such as did you select the solution due to possible sustainability issues, or possibly there were legal requirements that led you to the solution etc.

**5.4) Values**

This section requires you 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**

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

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

**Note: please ensure you relate this back to the standard identifying the area (and if appropriate, SFIA skill) this relates to.**

**5.4.2 – Role Model – approx. 400-500 words**
You’ll be required to provide examples of CPD / personal development undertaken (within the last three years). It’s important to think about what you did, what you learnt from it, and what impact it had. You can reference a qualification/certification and/or reference something like a conference or e-learning module for example.

You’ll be required to provide examples of how you have supported and guided others in their career and in their role. For example, this could have been as a line manager.

**Example** – this could be where you work with a team of IT specialists and support them through helping identify areas for development and agreeing actions they can take to develop the required skills. This could include aiding their development through a one-to-one sessions or by allowing them to shadow you through a task.

You may run group sessions, particularly where new tools or techniques are being introduced, or you could be a member/organiser of a formal coaching and mentoring network.

 **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.

**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 of 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**

Your full application form should include evidence for Section 4 (4.1 and 4.2) and Section 5 (5,1, 5.2, 5.3, & 5.4.).

Throughout your application, you may have referenced evidence such as diagrams and slides, please upload these as supporting evidence but do ensure they are referenced. You can also upload and reference your CV, LinkedIn profile and any other relevant evidence.

Throughout all of that, you may have things that support evidence e.g. diagram, slides etc. Please feel free to also upload supporting evidence – be sure to reference this appropriately within your application form.

When you do apply, please provide your application form, CV / LinkedIn profile / Career history, and details of a supporter, and any other evidence.

If identified quals/certs, copies will need to be provided. Once all arrived with service delivery team, all becomes your application. Will be assessed in totality.

# **Identifying your supporter**

When you make your application, you’ll need to provide details of a work-related supporter who can validate the accuracy of your evidence. They could be an employer, client or colleague. Your work-related supporter must:

* have a professional understanding of your line of work.
* have recent familiarity with your work.

Ensure you have an appropriate supporter to validate your evidence before completing your application form as you’ll be asked to provide their contact details when you submit your application form.

# **Submitting your application**

When you’re ready to make your application, go to [Chartered IT Professional (CITP) application](https://mybcs.bcs.org/develop-my-career/professional-registration/citp-chartered-it-professional/) (on mybcs.bcs.org) and submit your completed application form along with your supporting documents and supporter details.

On receipt of your application, the BCS Service Delivery team will contact your supporter to request verification of your application.

**Note:** Please keep your supporter informed of your application progress. A delayed response from a supporter impacts the time it takes to process your application and, if they don’t respond, you will be asked to provide an alternative.

# **Assessment of your application**

When the BCS Service Delivery team has received the necessary documentation from you and your supporter, they’ll send your application to a BCS assessor for review. The assessor will review your application using the assessment rubric below.

Once the outcome of your application has been determined you’ll be notified. If you are unsuccessful, you will also receive the assessor’s feedback report.

Please note an assessor may wish to schedule a professional discussion with you during the assessment process. If this is the case, the call will take place using Microsoft Teams and will be recorded for quality purposes.

**Appendix A - CITP Skills Families**

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| **CYBER SECURITY** |
| **SFIA Skill** | **Code** | **Level** | **Description** |
| Information Security  |          SCTY | 3 | Applies and maintains specific security controls as required by organisational policy and local risk assessments. Communicates security risks and issues to business managers and others. Performs basic risk assessments for small information systems. Contributes to the identification of risks that arise from potential technical solution architectures. Suggests alternate solutions or countermeasures to mitigate risks. Defines secure systems configurations in compliance with intended architectures. Supports investigation of suspected attacks and security breaches. |
| 4 | Provides guidance on the application and operation of elementary physical, procedural and technical security controls. Explains the purpose of security controls and performs security risk and business impact analysis for medium complexity information systems. Identifies risks that arise from potential technical solution architectures. Designs alternate solutions or countermeasures and ensures they mitigate identified risks. Investigates suspected attacks and supports security incident management. |
| 5 | Provides advice and guidance on security strategies to manage identified risks and ensure adoption and adherence to standards. Contributes to development of information security policy, standards and guidelines. Obtains and acts on vulnerability information and conducts security risk assessments, business impact analysis and accreditation on complex information systems. Investigates major breaches of security, and recommends appropriate control improvements. Develops new architectures that mitigate the risks posed by new technologies and business practices. |
| Vulnerability Research  |     VURE | 3 | Applies standard techniques and tools for vulnerability research. Uses available resources to update knowledge of relevant specialism. Participates in research communities. Analyses and reports on activities and results. |
| 4 | Designs and executes complex vulnerability research activities. Specifies requirements for environment, data, resources and tools to perform assessments. Reviews test results and modifies tests if necessary. Creates reports to communicate methodology, findings and conclusions. Advises on deception methods by exploiting identified patterns. Makes an active contribution to research communities. |
| 5 | Plans and manages vulnerability research activities. Maintains a strong external network in the area of vulnerability research. Gathers information on new and emerging threats and vulnerabilities. Assesses and documents the impacts and threats to the organisation. Creates reports and shares knowledge and insights with stakeholders. Providing expert advice and guidance to support the adoption of tools and techniques for vulnerability research. Contributes to the development of organisational policies, standards, and guidelines for vulnerability research and assessment. |
| Threat Intelligence (THIN) |   | 3 | Performs routine threat intelligence gathering tasks. Transforms collected information into a data format that can be used for operational security activities. Cleans and converts quantitative information into consistent formats. |
|   | 4 | Collates and analyses information for threat intelligence requirements from a variety of sources. Contributes to reviewing, ranking and categorising qualitative threat intelligence information. Creates threat intelligence reports. Evaluates the value, usefulness and impact of sources of threat intelligence sources. |
|   | 5 | Plans and manages threat intelligence activities. Identifies which are the most impactful threat categories and what types of information can help defend against them. Reviews, ranks and categorises qualitative threat intelligence information. Provides expert advice on threat intelligence activities. Leads the production and editing of threat intelligence reports that enhance the intelligence production workflow. Distributes information and obtains feedback about the value, usefulness and impact of the data. |
| Personal data protection (PEDP) |   | 5 | Contributes to the development of policy, standards and guidelines related to personal data legislation. Provides expert advice and guidance on implementing personal data legislation controls in products, services and systems. Investigates major data breaches and recommends appropriate control improvements. Creates and maintains an inventory of data that are subject to personal data legislation. Conducts risk assessments, business impact analysis for complex information systems and specifies any required changes. Ensures that formal requests and complaints are dealt with according to approved procedures. Prepares and submits reports and registrations to relevant authorities. |
| Information Assurance (INAS) |   | 3 | Follows standard approaches for the technical assessment of information systems against information assurance policies and business objectives. Makes routine accreditation decisions. Recognises decisions that are beyond their scope and responsibility level and escalates according. Reviews and performs risk assessments and risk treatment plans. Identifies typical risk indicators and explains prevention measures. Maintains integrity of records to support and justify decisions. |
|   | 4 | Performs technical assessments and/or accreditation of complex or higher-risk information systems. Identifies risk mitigation measures required in addition to the standard organisation or domain measures. Establishes the requirement for accreditation evidence from delivery partners and communicates accreditation requirements to stakeholders. Contributes to planning and organisation of information assurance and accreditation activities. Contributes to development of and implementation of information assurance processes. |
|   | 5 | Interprets information assurance and security policies and applies these to manage risks. Provides advice and guidance to ensure adoption of and adherence to information assurance architectures, strategies, policies, standards and guidelines. Plans, organises and conducts information assurance and accreditation of complex domains areas, cross-functional areas, and across the supply chain. Contributes to the development of policies, standards and guidelines. |
| Penetration Testing (PENT) |   | 3 | Follows standard approaches to design and execute penetration testing activities. Researches and investigates attack techniques and recommend ways to defend against them. Analyses and reports on penetration testing activities, results, issues and risks. |
|   | 4 | Selects appropriate testing approach using in-depth technical analysis of risks and typical vulnerabilities. Produces test scripts, materials and test packs and tests new and existing networks, systems or applications. Provides advice on penetration testing to support others. Records and analyses actions and results and modifies tests if necessary. Provides reports on progress, anomalies, risks and issues associated with the overall project. |
|   | 5 | Plans and drives penetration testing within a defined area of business activity. Delivers objective insights into the existence of vulnerabilities, the effectiveness of defences and mitigating controls. Takes responsibility for the integrity of testing activities and coordinates the execution of these activities. Provides authoritative advice and guidance on all aspects of penetration testing. Identifies needs and implements new approaches for penetration testing. Contributes to security testing standards. |
| Security Operations (SCAD) |   | 3 | Investigates minor security breaches in accordance with established procedures. Assists users in defining their access rights and privileges. Performs non-standard operational security tasks. Resolves security events and operational security issues. |
|   | 4 | Maintains operational security processes and checks that all requests for support are dealt with according to agreed procedures. Provides advice on defining access rights and the application and operation of elementary physical, procedural and technical security controls. Investigates security breaches in accordance with established procedures and recommends required actions. Provides support and checks that corrective actions are implemented. |
|   | 5 | Monitors the application and compliance of security operations procedures. Reviews actual or potential security breaches and vulnerabilities and ensures that they are promptly and thoroughly investigated. Recommends actions and appropriate control improvements. Ensures that security records are accurate and complete and that requests for support are dealt with according to agreed procedures. Contributes to the creation and maintenance of policy, standards, procedures and documentation for security. |
| Incident Management (USUP) |   | 3 | Provides first line investigation and gathers information to enable incident resolution and allocate incidents. Advises relevant persons of actions taken. |
|   | 4 | Ensures that incidents are handled according to agreed procedures. Prioritises and diagnoses incidents. Investigates causes of incidents and seeks resolution. Escalates unresolved incidents. Facilitates recovery, following resolution of incidents. Documents and closes resolved incidents. Contributes to testing and improving incident management procedures. |
|   | 5 | Develops, maintains and tests incident management procedures in agreement with service owners. Investigates escalated, non-routine and high-impact incidents to responsible service owners and seeks resolution. Facilitates recovery, following resolution of incidents. Ensures that resolved incidents are properly documented and closed. Analyses causes of incidents, and informs service owners to minimise probability of recurrence, and contributes to service improvement. Analyses metrics and reports on the performance of the incident management process. |
| Vulnerability Assessment (VUAS) |   | 3 | Follows standard approaches to performs basic vulnerability assessments for small information systems. Supports creation of catalogues of information and technology assets for vulnerability assessment. |
|   | 4 | Collates and analyses catalogues of information and technology assets for vulnerability assessment. Performs vulnerability assessments and business impact analysis for medium complexity information systems. Contributes to selection and deployment of vulnerability assessment tools and techniques. |
|   | 5 | Plans and manages vulnerability assessment activities within the organisation. Evaluates and selects, reviews vulnerability assessment tools and techniques. Provides expert advice and guidance to support the adoption of agreed approaches. Obtains and acts on vulnerability information and conducts security risk assessments, business impact analysis and accreditation on complex information systems. |
| Digital Forensics (DGFS) |   | 3 | Supports digital forensic investigations by applying standard tools and techniques to investigate devices. Recovers damaged, deleted or hidden data from devices. Maintains integrity of records and collects information and evidence in a legally admissible way. |
|   | 4 | Designs and executes complex digital forensic investigations on devices. Specifies requirements for resources and tools to perform investigations. Processes and analyses evidence in line with policy, standards and guidelines and supports the production of forensics findings and reports. |
|   | 5 | Conducts investigations to correctly gather, analyse and present findings, including digital evidence, to both business and legal audiences. Collates conclusions and recommendations and presents forensics findings to stakeholders. Plans and manages digital forensics activities within the organisation. Provides expert advice on digital forensics. Contributes to the development of digital forensics policies, standards and guidelines. Evaluates and selects digital forensics tools and techniques. |
| Business Risk Management (BURM)  |   | 3 | Undertakes basic risk management activities. Maintains documentation of risks, threats, vulnerabilities and mitigation actions. |
|   | 4 | Carries out risk management activities within a specific function, technical area or project of medium complexity. Identifies risks and vulnerabilities, assesses their impact and probability, develops mitigation strategies and reports to the business. Involves specialists and domain experts as necessary. |
|   | 5 | Plans and implements complex and substantial risk management activities within a specific function, technical area, project or programme. Implements consistent and reliable risk management processes and reporting to key stakeholders. Engages specialists and domain experts as necessary. Advises on the organisation's approach to risk management. |

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| **DATA AND ANALYTICS** |
| **SFIA Skill** | **Level** | **Description** |
| Machine Learning (MLNG) | 3 | Applies existing machine learning techniques to new problems and datasets. Evaluates the outcomes and performance of machine learning systems. Identifies issues and recommends improvements to machine learning systems and the data they use. |
| 4 | Given a well-described problem and dataset, assesses whether machine learning is likely to provide an effective solution. Implements algorithms developed by others. Advises on the effectiveness of specific techniques, based on project findings and wider research. Contributes to the development, evaluation, monitoring and deployment of machine learning systems. Understands and applies rules and guidelines specific to the industry, and anticipates risks and other implications of modelling. |
| 5 | Designs, implements, tests and improves machine learning architectures and systems. Selects techniques based on a breadth of knowledge of the strengths, weaknesses and expected performance of different approaches. Establishes good practice in the development, evaluation, monitoring and deployment of machine learning systems. |
| Data Visualisation (VISL) | 3 | Uses a visualisation product, as guided, to design and create data visuals. Selects appropriate visualisation techniques from the options available. Engages with the target user to prototype and refine specified visualisations. |
| 4 | Applies a variety of visualisation techniques and designs the content and appearance of data visuals. Operationalises and automates activities for efficient and timely production of data visuals. Selects appropriate visualisation approaches from a range of applicable options. Contributes to exploration and experimentation in data visualisation. |
| 5 | Leads exploration of new approaches for data visualisation. Establishes the purpose and parameters of the data visualisation. Provides overall control to ensure the appropriate use of data visualisation tools and techniques. Formats and communicates results using textual, numeric, graphical and other visualisation methods appropriate to the target audience. Advises on the appropriate use of data visualisation for different purposes and contexts to satisfy requirements. Develops plans showing how the identified user needs will be met. |
| Data Modelling and Design (DTAN) | 3 | Applies standard data modelling and design techniques based upon a detailed understanding of requirements. Establishes, modifies and maintains data structures and associated components. Communicates the details of data structures and associated components to others using the data structures and associated components. |
| 4 | Investigates enterprise data requirements where there is some complexity and ambiguity. Plans own data modelling and design activities, selecting appropriate techniques and the correct level of detail for meeting assigned objectives. Provides advice and guidance to others using the data structures and associated components. |
| 5 | Sets standards for data modelling and design tools and techniques, advises on their application and ensures compliance. Manages the investigation of enterprise data requirements based upon a detailed understanding of information requirements. Coordinates the application of analysis, design and modelling techniques to establish, modify or maintain data structures and their associated components. Manages the iteration, review and maintenance of data requirements and data models. |
| Database Design (DBDS) | 3 | Interprets installation standards to meet project needs and produces database or data warehouse component specifications. Develops appropriate physical database or data warehouse design elements, within set policies, to meet data requirements. |
| 4 | Implements physical database designs to support transactional data requirements for performance and availability. Develops and maintains specialist knowledge of database and data warehouse concepts, design principles, architectures, software and facilities. Assesses proposed changes to object/data structures and evaluates alternative options. Implements data warehouse designs that support demands for business intelligence and data analytics. |
| 5 | Provides specialist expertise in the design characteristics of database management systems or data warehouse products/services. Provides expert guidance in the selection, provision and use of database and data warehouse architectures, software and facilities. Ensures that physical database design policy supports transactional data requirements for performance and availability. Ensures that data warehouse design policy supports demands for business intelligence and data analytics. |
| Data Engineering (DENG) | 3 | Designs and implements data pipelines and data stores to acquire and prepare data. Applies data engineering standards and tools to create and maintain data pipelines and extract, transform and load data. Carries out routine data quality checks and remediation. |
| 4 | Designs, implements, and maintains complex data engineering solutions to acquire and prepare data. Creates and maintains data pipelines to connect data within and between data stores, applications and organisations. Carries out complex data quality checking and remediation. |
| 5 | Plans and drives the development of data engineering solutions ensuring that solutions balance functional and non-functional requirements. Monitors application of data standards and architectures including security and compliance. Contributes to organisational policies, standards, and guidelines for data engineering. |
| Database Administration (DBAD) | 3 | Performs standard database maintenance and administration tasks. Uses database management system software and tools to collect performance statistics. |
| 4 | Develops and configures tools to enable automation of database administration tasks. Monitors performance statistics and create reports. Identify and investigates complex problems and issues and recommends corrective actions. Performs routine configuration, installation, and reconfiguration of database and related products. |
| 5 | Identifies, evaluates and manages the adoption of database administration tools and processes, including automation. Develops and maintains procedures and documentation for databases. Contributes to the setting of standards for definition, security and integrity of database objects and ensures conformance to these standards. Manages database configuration including installing and upgrading software and maintaining relevant documentation. Monitors database activity and resource usage. Optimises database performance and plans for forecast resource needs. |
| Storage Management (STMG) | 3 | Performs regular high-performance, scalable backups and restores on a schedule and tracks offsite storage. Implements documented configurations for allocation of storage, installation and maintenance of secure storage systems using the agreed operational procedures. Identifies operational problems and contributes to their resolution. Uses standard management and reporting tools to collect and report on storage utilisation, performance and backup statistics. |
| 4 | Prepares and maintains operational procedures for storage management. Monitors capacity, performance, availability and other operational metrics. Takes appropriate action to ensure corrective and proactive maintenance of storage and backup systems to protect and secure business information. Creates reports and proposals for improvement. Contributes to the planning and implementation of new installations and scheduled maintenance and changes of existing systems. |
| 5 | Develops standards and guidelines for implementing data protection and disaster recovery functionality for all business applications and business data. Provides expert advice and guidance to implement and improve storage management. Manages storage and backup systems to provide agreed service levels. Creates, improves and supports storage management services with optimal utilisation of storage resources, ensuring security, availability and integrity of data. |
| Data Science (DATS) | 3 | Applies existing data science techniques to new problems and datasets using specialised programming techniques. Selects from existing data sources and prepares data to be used by data science models. Evaluates the outcomes and performance of data science models. Identifies and implements opportunities to train and improve models and the data they use. Publishes and reports on model outputs to meet customer needs and conforming to agreed standards. |
| 4 | Investigates the described problem and dataset to assess the usefulness of data science and analytics solutions. Applies a range of data science techniques and uses specialised programming languages. Understands and applies rules and guidelines specific to the industry, and anticipates risks and other implications of modelling. Selects, acquires and integrates data for analysis. Develops data hypotheses and methods and evaluates analytics models. Advises on the effectiveness of specific techniques based on project findings and comprehensive research. Contributes to the development, evaluation, monitoring and deployment of data science solutions. |
| 5 | Plans and drives all stages of the development of data science and analytics solutions. Provides expert advice to evaluate the problems to be solved and the need for data science solutions. Identifies what data sources to use or acquire. Specifies and applies appropriate data science techniques and specialised programming languages. Reviews the benefits and value of data science techniques and tools and recommends improvements. Contributes to developing policy, standards and guidelines for developing, evaluating, monitoring and deploying data science solutions. |
| Data Management (DATM) | 4 | Devises and implements master data management processes for specific subsets of data. Assesses the integrity of data from multiple sources. Provides advice on the transformation of data from one format/medium to another. Maintains and implements information handling procedures. Enables the availability, integrity and searchability of information through the application of formal data and metadata structures and protection measures. |
| 5 | Devises and implements master data management processes. Derives data management structures and metadata to support consistency of information retrieval, combination, analysis, pattern recognition and interpretation, throughout the organisation. Plans effective data storage, sharing and publishing within the organisation. Independently validates external information from multiple sources. Assesses issues that might prevent the organisation from making maximum use of its information assets. Provides expert advice and guidance to enable the organisation to get maximum value from its data assets. |
| Personal Data Protection (PEDP) | 5 | Contributes to the development of policy, standards and guidelines related to personal data legislation. Provides expert advice and guidance on implementing personal data legislation controls in products, services and systems. Investigates major data breaches and recommends appropriate control improvements. Creates and maintains an inventory of data that are subject to personal data legislation. Conducts risk assessments, business impact analysis for complex information systems and specifies any required changes. Ensures that formal requests and complaints are dealt with according to approved procedures. Prepares and submits reports and registrations to relevant authorities. |

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| **LEADERSHIP, CHANGE AND TRANSFORMATION** |
| **SFIA Skill** | **Level** | **Description** |
| Strategic Planning ITSP | 4 | Contributes to the collection and analysis of information to support strategy development. Assists in the preparation of reports and insights for strategic planning. Supports the communication of strategic plans and related change initiatives to relevant stakeholders. Helps monitor progress against strategic objectives and provides feedback |
| 5 | Collates information and creates reports and insights to support strategy management processes. Ensures that all stakeholders are aware of the strategic management approach and timetables. Provides support and guidance to help stakeholders adhere to the approach. Develops and communicates plans to drive forward the strategy and related change planning. Contributes to the development of policies, standards and guidelines for strategy development and planning. |
| Innovation INOV | 5 | Manages the innovation pipeline and executes innovation processes. Develops and adapts innovation tools, processes and infrastructures to drive the process of innovation. Identifies resources and capabilities needed to support innovation. Encourages and motivates innovation communities, teams and individuals to share creative ideas and learn from failures. Manages and facilitates the communication and open flow of creative ideas between interested parties and the set-up of innovation networks and communities. |
| Business Process Improvement BPRE | 3 | Applies standard techniques to analyse existing business processes and identifies opportunities for improvement. Collaborates with stakeholders to ensure process changes align with business objectives. Proposes and implements process improvements that enhance efficiency, effectiveness and quality. Develops and maintains process documentation. Supports the adoption of new technologies and tools to enable process automation and optimisation. |
| 4 | Analyses and designs business processes to identify alternative solutions to improve efficiency, effectiveness and exploit new technologies and automation. Develops graphical models of business processes to facilitate understanding and decision-making. Recommends implementation approaches for process improvement initiatives. |
| 5 | Manages the execution of business process improvements. Assesses the feasibility of business process changes and recommends alternative approaches. Selects, tailors and implements methods and tools for improving business processes at programme, project or team level. Contributes to the definition of organisational policies, standards and guidelines for business process improvement. |
| Business Situation Analysis BUSA | 3 | Investigates straightforward business situations to identify and analyse problems and opportunities. Contributes to the recommendation of improvements. Follows agreed standards and techniques to investigate, analyse and document business situations. Engages with stakeholders under direction. |
| 4 | Investigates business situations where there is some complexity and ambiguity. Adopts holistic view to identify and analyse problems and opportunities. Contributes to the selection of the approach and techniques to be used for business situation analysis. Conducts root cause analysis and identifies recommendations for improvements. Engages and collaborates with operational stakeholders. |
| 5 | Plans, manages and investigates business situation analysis where there is significant ambiguity and complexity. Advises on the approach and techniques to be used for business situation analysis. Ensures holistic view adopted to identify and analyse wide-ranging problems and opportunities. Engages and collaborates with a wide range of stakeholders, including those at the management level. Gains agreement from stakeholders to conclusions and recommendations. Contributes to definition of organisational standards and guidelines for business situation analysis. |
| Organisational Capability Development OCDV | 5 | Contributes to identifying new areas of capability improvement within the organisation which may be enhancements to skills, technology or processes. Develops and maintains a detailed knowledge of capability improvement approaches and techniques and selects appropriate approaches for the organisation. Conducts capability improvement assignments, such as maturity or performance assessments, to identify strengths and weaknesses. Selects and prioritises improvement opportunities, generates buy-in and plans improvement activities justified by measurable organisational benefits. Offers support, guidance, advice and suggestions to help continual improvement activities. |
| Organisation Design and Implementation ORDI | 3 | Assists in designing team structures and workflows under guidance, following standard modelling techniques and tools. Helps develop visual representations of organisational models to aid understanding. Assists in preparing and updating organisational charts, role descriptions and other documentation. Supports evaluation of design options by gathering and analysing data. Participates in creating design views to address stakeholder concerns and perspectives. |
| 4 | Designs team structures and workflows using modelling techniques, following agreed architectures, design standards and methodologies. Develops visual representations of organisational models and structures to facilitate understanding and decision-making. Supports the identification and evaluation of alternative design options and trade-offs. Creates multiple design views to address the concerns of different stakeholders and to present different perspectives. Develops representations of team dynamics and workflows to aid stakeholder understanding and approval. Reviews and refines designs to ensure they meet specifications. |
| 5 | Leads the design and implementation of organisational structures for significant teams, departments or divisions. Conducts impact analyses on major design options and trade-offs to inform strategic decision-making. Aligns existing organisational structures, roles, jobs and career paths to new processes and strategies. Ensures that the organisational design balances organisational performance and cultural requirements. Reviews organisational designs and ensures that appropriate methods, tools and techniques are applied effectively. Contributes to development of organisational design policies, processes and standards. |
| Organisational Change Management CIPM | 3 | Follows standard techniques to investigate and analyse the size, nature and impact of changes to operational activities. Contributes to change management plans and actions, focusing on the procedural execution of change. Supports implementation and engages with stakeholders under direction. |
| 4 | Conducts readiness assessments to assess the size, nature and impact of organisational change. Defines tactics to use considering the challenges to be addressed. Provides guidance and makes suggestions to support individuals responsible for operational implementation of change management activities. Gathers feedback to analyse the impact and effectiveness of the change management activities being deployed. Takes corrective action as required. Develops and communicates tailored change management plans. Establishes and builds relationships with the project sponsors and key stakeholders. |
| 5 | Develops the change management approach and a change management plan in collaboration with sponsors, users and project teams. Creates and implements action plans to ensure readiness for change before going live. Acquires change management resources and develops their capabilities to deliver the required changes. Gathers feedback to allow timely improvements to the change management plan and approach. Assesses risks and takes preventative action. Develops and communicates tailored change management plans for senior stakeholder groups. Provides guidance to support change sponsors. |
| Governance GOV | 6 | Implements the governance framework to enable governance activity to be conducted. Within a defined area of accountability, determines the requirements for appropriate governance reflecting the organisation's values, ethics, risk appetite and wider governance frameworks. Communicates delegated authority, benefits, opportunities, costs and risks. Leads reviews of governance practices with appropriate and sufficient independence from management activity. Acts as the organisation's contact for relevant regulatory authorities and ensures proper relationships between the organisation and external stakeholders. |
| Financial Management FMIT | 4 | Monitors and maintains financial records to ensure compliance and audit requirements are met. Provides general support in financial planning and budgeting by compiling and reporting on financial data. Supports decision-making by collating and summarising financial information at a high level. Collaborates with business units to gather financial data and understand operational needs. |
| 5 | Provides general advice and guidance on financial planning, budgeting and accounting using recognised practices and standards. Develops high-level financial plans and forecasts to guide organisational strategies and plans. Monitors expenditure to ensure alignment with budgetary goals. Contributes to financial control frameworks and supports strategic decision-making by summarising expenditure trends and variances. |
| Business Intelligence BINT | 3 | Sources and prepares data for analysis and performs standard business intelligence analysis activities. Checks the integrity and validity of data sources. Creates and delivers standard reports in accordance with stakeholder needs and conforming to agreed standards. Investigates the need for new or revised business intelligence analysis. Contributes to the recommendation of improvements. Engages with stakeholders under direction. |
| 4 | Supports business intelligence needs of specific management or governance processes or operational areas. Investigates the need for business intelligence reporting and analysis where there is some complexity and ambiguity. Selects and applies non-standard business intelligence tools and techniques to provide insights and aid decision-making. Selects, acquires and integrates data for analysis and verifies the data's quality and integrity. Identifies opportunities to digitise and streamline operational data handling and optimise business intelligence capabilities. |
| 5 | Plans and manages business intelligence activities. Ensures business intelligence processes, procedures and practices are robust, efficient and fit for purpose, focusing on automation, key controls and data quality. Advises on the available standards, procedures, methods, tools and techniques. Manages reviews of the benefits and value of business intelligence techniques and tools and recommends improvements. Contributes to the development of analytics policies, standards and guidelines. |
| Business Modelling BSMO | 3 | Produces models for straightforward business scenarios with clear boundaries, selecting suitable techniques to meet assigned objectives. Engages with subject matter experts to ensure models are accurate and meet business requirements. Applies established techniques to meet objectives, modelling business processes, roles and data. Collaborates with stakeholders to address issues and ensure models provide clarity and insight. Tests models and makes improvements as needed, ensuring accuracy and relevance to the business context. |
| 4 | Develops models for complex and ambiguous business scenarios. Selects appropriate techniques and approaches to ensure models capture the necessary business elements. Independently plans modelling activities, ensuring alignment with business objectives. Collaborates with operational stakeholders to validate and refine models based on feedback, and to gain agreement on modelling results and their implications. Advises stakeholders interpreting and applying models for decision-making and business improvements. |
| 5 | Manages the development of models that support strategic business objectives. Works on complex and ambiguous scenarios, applying advanced techniques and methods. Creates bespoke models for non-standard contexts and ensures their alignment with overall business strategy. Ensures the quality of business modelling work. Engages and collaborates with a wide range of stakeholders providing guidance on selecting and applying appropriate modelling techniques. Influences decision-making by presenting models that highlight key business insights. |
| Workforce Planning WFPL | 4 | Gathers, maintains and analyses organisation-wide workforce capability data. Performs gap analysis to identify workforce strengths and shortfalls with reference to business strategy and specific future needs. Contributes to the development of organisation-wide workforce plans to meet current and future demand. Coordinates and schedules ongoing workforce planning activities. Assists in maintaining a skills and capability inventory. |
| 5 | Leads the development of workforce plans to ensure the availability of appropriately skilled resources to meet organisational objectives and commitments. Contributes to the development of the strategic workforce planning approach. Oversees and reviews the implementation of workforce plans. Develops current-state assessment of workforce skills, capabilities and potential. Forecasts future workforce demand for skills based on broad organisation-wide plans and external factors. Maintains a skills and capability inventory and identifies options for closing gaps. |
| Specialist Advice TECH | 4 | Provides detailed and specific advice to support the organisation's planning and operations, typically related to the immediate area of responsibility. Actively maintains recognised expert level knowledge in one or more identifiable specialisms. Recognises and identifies the boundaries of their own specialist knowledge. Where appropriate, collaborates with other specialists to ensure advice given is professionally sound and appropriate to the organisation's needs. |
| 5 | Provides professional advice that informs operational leadership and influences the translation of strategy into operations in their specialist area. Oversees the provision of specialist advice by others. Consolidates expertise from multiple sources, including third-party experts, to provide coherent and professionally sound advice to further organisational objectives. Supports and promotes the development and sharing of specialist knowledge within the organisation. |

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| **EDUCATION AND TRAINING** |
| **SFIA Skill** | **Level** | **Description** |
| Learning and Development Management ETMG | 3 | Contributes to the maintenance of training records and the catalogue of learning and development resources. Supports the organisation of learning events by helping to coordinate logistics, schedules, and communication with attendees. Supports the collection and organisation of data on learning and development activities to assist in evaluating their effectiveness. |
| 4 | Contributes to the development and maintenance of a catalogue of learning and development resources. Uses data to analyse and evaluate the effectiveness of learning/educational activities. Books and organises learning events. Updates and controls training records, including attainment of certificates and accreditations. |
| 5 | Manages the provision of learning and development, ensuring optimum use of resources. Maintains, publicises and promotes a catalogue of learning and development activities. Ensures courses are up to date and accredited (when required). Arranges facilities and schedules with learning and development providers as appropriate. Uses data to assess and improve the effectiveness of learning or educational activities. |
| Learning Design and Development TMCR | 3 | Designs, creates, customises and maintains learning materials and resources to deliver agreed outcomes, and meet accreditation requirements when appropriate. Contributes to the design, configuration and testing of learning environments. |
| 4 | Specifies the content and structure of learning and development materials. Takes responsibility for design, creation, packaging and maintenance. Manages development to deliver agreed outcomes. Where required, designs, configures and tests learning environments. Secures external accreditations as appropriate. |
| 5 | Specifies solutions for use in learning and development programmes in the workplace or in compulsory, further or higher education. Commissions the development of learning materials, allocates resources to learning teams and defines learning outcomes. Leads learning programmes, recommends and specifies learning interventions for design, development and deployment according to agreed learning outcomes. |
| Learning Delivery ETDL | 3 | Delivers learning activities to various audiences using prepared materials aligned with established learning objectives. Follows established guidelines to prepare the learning environment. Assists in developing and maintaining relevant examples and case studies. Uses a range of delivery techniques to develop learner skills and knowledge. Observes learners performing practical activities and work. Advises and assists where necessary. Provides detailed instruction where necessary and responds to questions, seeking advice in exceptional conditions beyond own experience. |
| 4 | Prepares and delivers learning activities tailored to various audiences and specific learning objectives. Contributes to the design and selection of appropriate environments. Uses a broad range of learning delivery techniques to build learner skills and knowledge. Develops and updates examples and case study materials. Observes and evaluates learner performance, offering guidance and tailored instruction. Adjusts delivery approaches and materials to enhance learner experience, responding to specialised queries and ensuring objectives are met. |
| 5 | Manages the delivery of programmes of learning to ensure learning objectives are met. Plans and schedules the delivery of learning activities. Leads the design and selection of appropriate environments to support and enhance the learning experience. Customises learning activities incorporating relevant scenarios and case studies. Delivers learning activities to specialist audiences requiring the application of advanced technical and professional principles to unpredictable situations. Advises others in learning delivery techniques and options. Evaluates and monitors the performance of learning delivery activities. |
| Competency Assessment LEDA | 3 | Performs routine assessments of knowledge, skills, competencies, or behaviours using specified tools and methods. Supports the collection, organisation, and review of assessment data to maintain accurate records. |
| 4 | Performs routine and non-routine assessments of knowledge, skill, competency or behaviour using specified methods. Provides advice and guidance to support the adoption of assessment methods and tools. Moderates assessments conducted by other assessors. Reviews and improves usage and application of assessment methods and tools. |
| 5 | Provides advice and guidance on selecting, adopting and adapting assessment methods, tools and techniques. Plans assessments based on the context of the assessment and how assessment results will be used. Manages execution of assessments to ensure they deliver the required outcomes with acceptable quality. Monitors and moderates reviews performed by other assessors. Manages reviews of the benefits and value of assessment methods and tools. Identifies and recommends improvements to assessment methods and tools. |
| Certification Scheme Operation CSOP | 3 | Issues certifications or credentials and maintains and retains certification records. Maintains information on the certification scheme and a general description of the certification process. Designs, creates, develops, customises and maintains credentials or certificates. Responds to public information requests. Analyses and acts on complaints or issues. |
| 4 | Documents instructions for all personnel involved in certification, including legally enforceable agreements with any third parties involved in the process. Identifies threats to impartiality by analysing, mitigating or eliminating potential conflict of interests arising from certification activities. Implements the procedures for certification of individuals for the delivery of training. Determines the merits of complaints and any remedial actions required. |
| 5 | Defines a certification or accreditation scheme, including organisation structure, duties, responsibilities and authorities. Determines necessary competence to perform certification functions. Designs and implements the examiner or assessor selection and approval process. Monitors performance and judgements, and agrees corrective actions. Plans and provides adequate premises, equipment and resources. Documents policies and procedures for maintenance and release of information, including consideration of any legal agreements for confidentiality. |
| Teaching TEAC | 3 | Delivers the majority of a curriculum. Applies good practice in learning content design, development and delivery. Maintains awareness of relevant pedagogical and domain research. Assesses student performance across a curriculum. Provides feedback and support to help students improve their understanding. |
| 4 | Delivers a curriculum. Applies good practice supported by pedagogical research to learning content design, development and delivery. Assesses student performance and reviews cohort performance. Advises and assists students to enable the achievement of learning objectives. |
| 5 | Leads the teaching and assessment of a curriculum or learning pathway.&nbsp; Implements enhancement strategies for teaching and assessment. Reviews pedagogical research and practices relevant to topics in the curricula. Applies good teaching practices in learning content design, development and delivery. Contributes to the development and implementation of specialist teaching practices needed by the curriculum. Evaluates and monitors student achievements and the effectiveness of teaching activities across the curriculum.&nbsp; Advises on the use of appropriate pedagogies and assessment approaches. |
| Subject Formation SUBF | 4 | Contributes to curriculum development by selecting or specifying curriculum content or assessment approaches for one or more specialist areas. |
| 5 | Contributes to the specification and development of curricula and assessment in an educational context or for an independent examination body. |

**Appendix B - CITP Assessment Rubric**

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| **Assessment Question** | **Poor Evidence** | **Adequate Evidence** | **Strong Evidence** | **Excellent Evidence** |
| **SECTION 1 – TECHNICAL EXPERTISE** |
| **A.1 Technical knowledge and Skill**Applicants need to demonstrate they have technical knowledge and skills for a minimum of 4 SFIA skills. Two must be at minimum level 5 and two at minimum level 3. | The applicant has provided very limited evidence against the required number of SFIA skills, failing to demonstrate that they hold the technical expertise. | The applicant has provided sufficient evidence through examples of qualifications and/or experience that meet the required 4 skills at the appropriate minimum levels. | The applicant has provided a range of evidence demonstrating that they meet the minimum requirements of 4 skills with some evidence being above the level required. | The applicant has provided a wide range of evidence against 4 skills, much of which exceeds the level requirements as defined within the standard. |
| **A.2 Breadth of knowledge**Applicants need to demonstrate they have knowledge for a minimum of five SFIA skills at minimum level 3. | The applicant has provided very limited evidence against the required number of SFIA skills, failing to demonstrate that they hold the relevant breadth of knowledge. | The applicant has provided sufficient evidence through examples of qualifications and/or experience that meet the required 5 skills at the appropriate minimum levels | The applicant has provided a range of evidence demonstrating that they meet the minimum requirements of 5 skills with some evidence being above the level required. | The applicant has provided a wide range of evidence against 5 skills, much of which exceeds the level requirements as defined within the standard. |
| **SECTION 2 – TECHNICAL COMPETENCE AND PROFESSIONAL BEHAVIOURS** |
| **B. Leadership**This relates to having an appropriate level of autonomy and influence within your field of work. You must evidence how you assign tasks and responsibilities and influence organisations, customers, suppliers, partners and/or peers. | Limited responsibility for meeting objectives and the assignment of tasks to others. Limited or no evidence of establishing milestones. Limited or no evidence of building relationships, drawing on effective communication skills.Limited evidence of ethical considerations being addressed | Evidence of responsibility for meeting allocated objectives, establishing milestones and assigning of tasks/ responsibilities to meet milestones. Evidence of building business relationships, employing effective communication skills to influence stakeholders.Evidence of ethical considerations and actions taken to address at least one sustainability, inclusivity, professional, social or legal issues. | Clear evidence of having significant responsibility for determining and meeting objectives, assigning tasks and responsibilities and of a clear plan with relevant milestones agreed with stakeholders.Building business relationships, evidenced by appropriate stakeholder management practices. Influencing stakeholders through effective communication skills employing a range of techniques.Evidence of ethical considerations, covering at least 2 of Sustainability, Inclusivity, professional, social and legal issues. | Evidence of significant accountability and responsibility. Assignment of tasks and responsibilities, managed through a clear plan and milestones agreed with senior stakeholders.Strong business relationships built through effective stakeholder management, employing appropriate influencing skills.Very effective communicator, employing a wide range of communication techniques.Thorough consideration of ethical issues covering at least 3 of Sustainability, Inclusivity, professional, social and legal issues. |
| **C. Decision Making**This relates to demonstrating the ability to make effective decisions that have been appropriately identified, considered and analysed. | Limited evidence of decisions having significant impact on assigned work. Limited evidence of analysing, executing or evaluating the work, with lack of consideration for requirements and scoping of options.Fails to recognise when they have needed to draw on other expertise or specialists to inform the work.Limited evidence of ethical considerations being addressed | Evidence displays impact on assigned tasks/objectives and delivering results. Evidence of analysis of requirements and proposal of options. Work is planned and executed within agreed timeframes and budgets. Applicant has drawn on experts from other specialisms where necessary to inform decision.Evidence of ethical considerations and actions taken to address at least one of Sustainability, Inclusivity, professional, social and legal issues. | Clear evidence of decisions having significant impact on assigned tasks/objectives and delivering results. Decision determined through analysis of the requirements and evaluation of options.Work is planned and executed within agreed timeframes and budgets.Applicant has drawn on specific experts from other specialisms to inform decision and deliver results against requirements.Evidence of ethical considerations, covering at least 2 of Sustainability, Inclusivity, professional, social and legal issues. | Clear evidence of decisions having significant impact on assigned tasks/objectives and the wider business.Thorough analysis of requirements and evaluation of options.Work is planned and executed within agreed timeframes and budgetsThorough consideration of ethical issues covering at least 3 of Sustainability, Inclusivity, professional, social and legal issues. |
| **D. Problem Solving**Undertakes appropriate analysis of problems to deliver an effective solution to meet organisation, client or customer needs | Limited evidence of analysing the problem and consideration for appropriate techniques.Lack of creativity or innovation in selecting and applying a solution. Lack of consideration for organisation, customer of stakeholder benefit.Limited evidence of applying fundamental principles in analysing or resolving the problem.Limited evidence of ethical considerations being addressed | Evidence of analysing the problem using known principles and techniques to identify a solution.Evidence of creativity and innovation in selecting the appropriate solution.Evidence of considerations of benefits to either the organisation, customer or stakeholders.Evidence of ethical considerations and actions taken to address at least one of Sustainability, Inclusivity, professional, social and legal issues. | Clear evidence of analysing the problem using known principles and a range of techniques to deliver desired outcome. Solutions identified demonstrate innovative and creative thinking, with obvious consideration of the benefits to the organisation, customers and stakeholders.Evidence of ethical considerations, covering at least 2 of Sustainability, Inclusivity, professional, social and legal issues. | Clear evidence of analysing the problem using a combination of known and new principles and a range of techniques to deliver desired outcome.Solutions identified are unique and innovative and aligned with organisational, customer and stakeholder objectives, demonstrating clear benefits. Thorough consideration of ethical issues covering at least 3 of Sustainability, Inclusivity, professional, social and legal issues. |
| **E. Values**These are the values and commitments that would be expected of a Chartered IT Professional. |
| E.1 Maintains an awareness of developments in the industry, takes initiative to keep their skills up to date. | Applicant has provided limited evidence of undertaking continuous professional development (CPD), with no/limited evince of impact.Applicant has not provided a plan for future CPD. | Applicant has provided evidence of a minimum of 3 CPD activities, with statements of impact or an accredited qualification/certification for E1.Applicant has provided evidence of a plan for their next 12 months planned CPD (not required if evidence of accredited HE qualifications has been provided). | Applicant has provided evidence of a minimum of 4 CPD activities undertaken, with clear statements of impact.Applicant has provided a clear plan for the next 12 months with SMART goals.  | Applicant has provided evidence of a minimum of 5 CPD activities undertaken, with clear statements of impact.Applicant has provided a clear plan for the next 12 months with SMART goals and identifying purpose and anticipated outcomes. |
| E.2 Acts as a role model, supporting and encouraging development of others. | Applicant has provided very limited evidence in supporting the development of others. | Applicant has provided evidence of supporting development others, with some evidence of coaching team or colleagues in developing capability. | Applicant has demonstrated clear evidence of supporting others, acting as a coach or mentor helping them identify development opportunities to support them in developing capability  | Applicant has provided evidence demonstrating that they are officially recognised as a coach and/or mentor within the organisation. Supporting others in developing capability and also taking an active role in coaching/mentoring across the organisation. |
| E.3 Considers the ethical implications with all their professional undertakings and manages issues appropriately. Examples of ethical issues to be considered are:* Sustainability
* Equality, Diversity and Inclusion (EDI)
* Legal, social and/or professional issues.
 | Limited evidence of ethical considerations within the E aspect of STARE. | Evidence of consideration for at least 3 of the ethical issues relating to:* Sustainability
* Equality, Diversity and Inclusion (EDI)
* Legal, social and/or professional issues.

With related actions to addressing the issues. | Evidence of consideration for at least 4 of the ethical issues relating to:* Sustainability
* Equality, Diversity and Inclusion (EDI)
* Legal, social and/or professional issues.

With related actions to addressing the issues. | Evidence of consideration for at least 5 of the ethical issues relating to:* Sustainability
* Equality, Diversity and Inclusion (EDI)
* Legal, social and/or professional issues.

With related actions to addressing the issues. |