

Be supportive

Supporting candidates towards
Professional Registration



Contents

This guide provides an overview of the requirements for professional registration. It will define what candidates will need to achieve, describe the ways in which you can help and support them and outline what assistance is available from the IET and how to access it. It has been written specifically for those actively supporting candidates working towards professional registration as:

- Chartered Engineer (CEng)
- Incorporated Engineer (IEng)
- Engineering Technician (EngTech)
- ICT Technician (ICT *Tech*)

■ Supporting Candidates towards Professional Registration

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■ Professional Registration

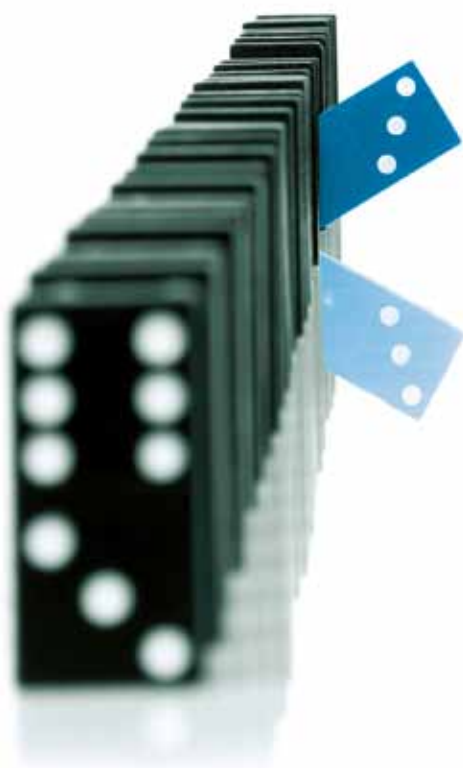
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Supporting Candidates towards Professional Registration

Skilled people are a valuable and important asset to any business. In order to attract and retain competent and committed people it is important to encourage employees to access professional development at all stages of their careers. Those who regularly undertake structured professional development maintain a higher level of skill and competence that benefits both themselves and their employers.

As professionals, we understand that help and support from experienced colleagues is invaluable. Whether that be in our everyday activities, when we need to understand new technologies or when we must practise skills of which we have little previous experience. The assistance we receive gives us the confidence to undertake new tasks and to develop the skills we need to expand our knowledge and competence.

Supporting others in their personal and professional development is one of the most rewarding activities that we can undertake and the benefits are not just one-sided. It allows us to gain and learn just as much from the experience as our colleagues and we find our own motivation and enthusiasm growing. The methods and processes involved when we undertake professional development are the same no matter what our goal – either to achieve professional registration, or just to maintain competence.

For those working towards a professional qualification the objectives are clearer but candidates may require a little more help and guidance than those who are continuing their development within existing careers.



What is Professional Registration?

The IET is granted a licence by the Engineering Council (EngC) to assess candidates for inclusion on its register of professional engineers and technicians. Candidates must demonstrate competence to the relevant standards governed by EngC in order to be awarded one of the following:

- Chartered Engineer (CEng)
- Incorporated Engineer (IEng)
- Engineering Technician (EngTech)
- Information and Communications Technology Technician (ICT *Tech*).

Roles and Responsibilities of Professional Engineers and Technicians

The following general definition statements outline the roles and responsibilities relating to each of the four sections of the register and provide the basis for the setting of standards and programmes for initial professional development and for the demonstration of professional competence.

Chartered Engineer (CEng)

Chartered Engineers are characterised by their ability to develop appropriate solutions to engineering problems, using new or existing technologies, through innovation, creativity and change. They may develop and apply new technologies, promote advanced designs and design methods, introduce new and more efficient production techniques and marketing and construction concepts and pioneer new engineering services and management methods. They may be involved with the leadership and direction of high-risk and resource-intensive projects.

Professional judgement is a key feature of their role, allied to the assumption of responsibility for the direction of important tasks, including the profitable management of industrial and commercial enterprises.

Incorporated Engineer (IEng)

Incorporated Engineers are specialists in the development and application of today's technology, managing and maintaining applications of current and developing technology at the highest efficiency. With their detailed knowledge and understanding of current engineering applications, they possess the skills and know-how to make things happen and often have key operational management roles. They have detailed understanding of a recognised field of technology and exercise independent judgement and management within that area. They add substantial value, independently and as managers, to any organisation where technology is a core activity or supports the business.

Engineering Technician (EngTech)

Engineering Technicians are creative and skilled engineering practitioners, often with responsibility for operational engineering and other staff. They apply knowledge and proven techniques and procedures to the solution of practical problems in a wide variety of contexts. They carry a measure of supervisory and technical responsibility and are competent to exercise creative aptitudes and skills within defined fields of technology. They make a key contribution to a range of functions, including design, development, manufacture, commissioning, operation and maintenance of products, equipment, processes and services.

Information and Communications Technology Technician (ICTTech)

ICT practitioners are involved in supporting or facilitating the use of ICT equipment and applications by others. *ICTTech* provides recognition for the proven technical and professional skills and the key contribution of staff to the operation of any business information technology and communications infrastructural enterprises.



How is Professional Registration Achieved?

The key to registration is demonstration of competence against the Engineering Council (EngC) standards for engineers and technicians. These are outlined in the UK Standard for Professional Engineering Competence (UK-SPEC) and the *ICT Tech* Standard.

The candidate will be required to demonstrate competence against the relevant standard to achieve professional registration. Competence is a combination of knowledge, skills and attitudes and behaviours required to undertake a task in a particular area.

For professional registration these competences broadly fall into five main categories:

- Knowledge and understanding
- Application of knowledge
- Leadership, management, supervisory and personal responsibility
- Interpersonal skills
- Professional conduct.

Professional registration requires a level of underpinning knowledge and understanding appropriate to the category of registration. This knowledge may be gained through work and other experience or academic study. This may include accredited or non-accredited academic qualifications, vendor-accredited qualifications (e.g. Cisco or Microsoft) or other forms of work-based learning.

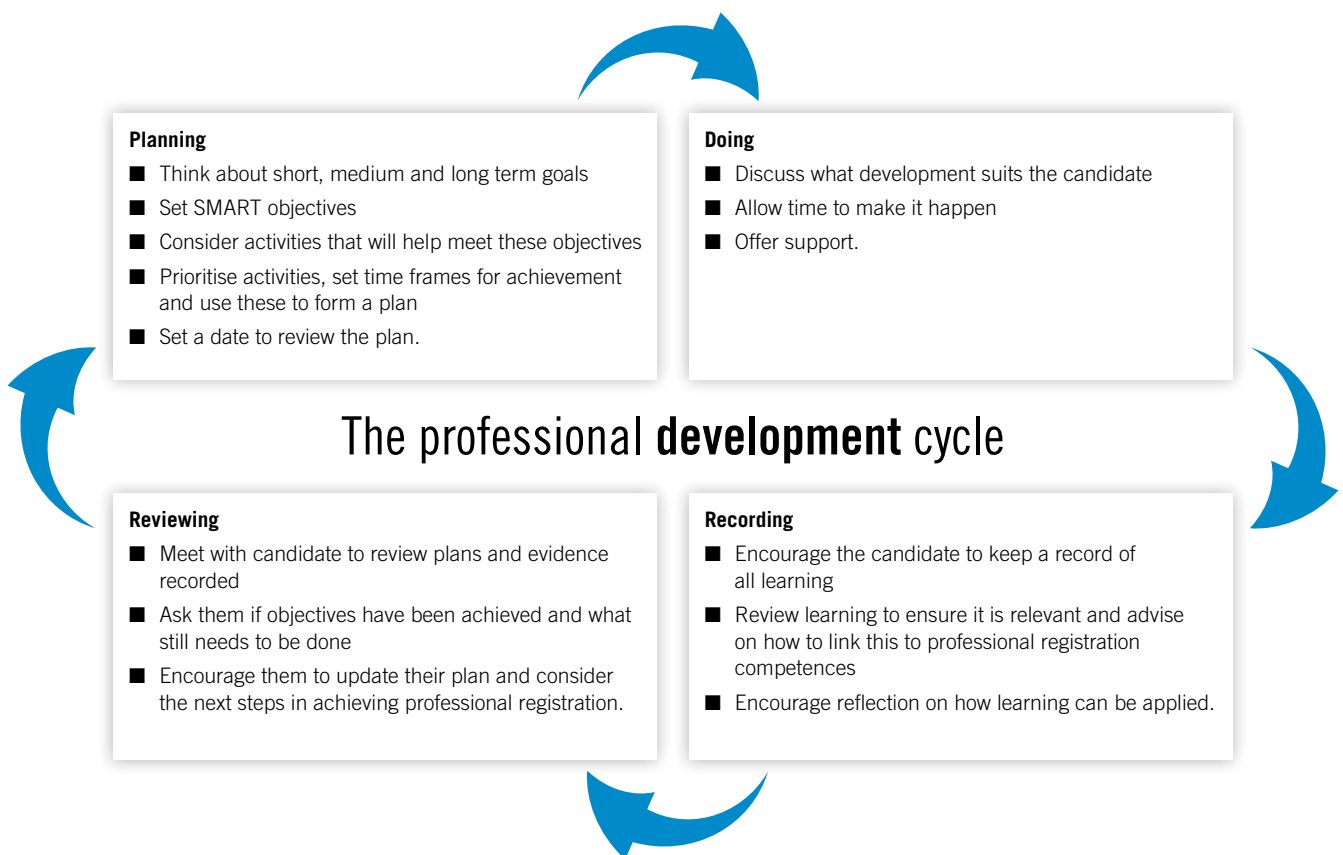
Gaining the right type of experience depends on the opportunities available within the candidate's role. In order to gain professional registration an individual must be working in a job and at a level that is appropriate to that registration category. It is unlikely that a candidate working towards professional registration will develop the required level of competence in less than two years for EngTech or *ICT Tech*; three years for IEng and four years for CEng.



Initial Professional Development (IPD)

Candidates working toward professional registration should undertake structured professional development (PD) to ensure they get the appropriate exposure and

experience to gain competence. The professional development cycle provides a recognised structure for this development.



Candidates will collect evidence of competence throughout their period of initial professional development. As they gain more experience, some of their earlier evidence will be superseded by newer evidence this will show improved performance and attainment and serve as a demonstration of their progression.

Candidates should undertake competence assessment and record evidence of competence for professional registration and career development within the IET's online system 'Career Manager' – www.theiet.org/career-manager.

Once the candidate and their supporter feels that he or she has sufficient evidence of competence at the right level for the registration category sought, the candidate should apply for registration. The application gives the candidate a chance to promote themselves and they should summarise their career history with a focus on competence. The application is assessed through a holistic review of the candidate's qualifications, experience and any additional evidence of competence. CEng and IEng candidates will subsequently be required to attend a professional review interview.

How can Employers Support Candidates?

Ultimately, the professional development of an individual is their own responsibility. Everyone will have different professional goals and ambitions and if they have chosen to pursue professional registration then it is up to each candidate to ensure that they can demonstrate their competence.

It is very difficult to undertake professional development without support and employers can play a major role by providing the motivation to succeed and giving practical help to their employees, both in the workplace and through the provision of off-the-job learning opportunities.

The candidate should:

- be familiar with the route to their target registration category
- understand where they are in that process
- understand what they need to do next
- drive their own development
- ensure that their records and evidence are assessed
- meet regularly with their mentor
- keep development action plans up-to-date.

Employers can help by:

- identifying competences or particular skills for development
- providing regular assessments of competence
- linking professional development into current appraisal systems
- providing planning and recording documents
- encouraging individuals to keep development action plans and evidence of professional development
- identifying learning opportunities to maintain and enhance appropriate skills and competences
- providing mentoring support, either through designated individuals, peer groups or networking opportunities
- identifying a supporter who can facilitate their development.

Most of all, it is important to take an interest in a candidate's progress, it will seem all the more worthwhile to them. This does not mean the employer is expected to know all the answers. The IET is here to help with any aspect of the registration process with specialist guidance from trained staff, or through a Professional Registration Advisor.



Supporting Learning Activities

Many activities can provide learning opportunities including research, on-the-job experience, secondments, courses and events, and networking with other engineering professionals. No matter how new knowledge is gained, it is important that opportunities are created to apply the learning – only through practical application of the theory is competence created and improved.

What learning is available to or appropriate for each candidate will depend on the individual's job and ambitions, but in simple terms anything that adds to a candidate's relevant skills, knowledge or experience can support their wider professional development.

During early professional formation the candidate should look to:

- Develop technical knowledge and skills in their current field
- Develop and maintain any relevant vendor or other related qualifications relevant to their role
- Broaden their technical knowledge and skills into other related fields, and to gain a wider appreciation of their field
- Acquire non-technical knowledge and skills, such as leadership and management techniques, communication skills, health & safety and environmental awareness, and commercial understanding.

Furthermore, gaining a mixture of technical and non-technical competence and an overview of different business functions will ensure graduates and apprentices are able to explore their strengths and weaknesses, in preparation for more senior or specialised roles.

Approved apprenticeship schemes

Delivering an IET approved apprenticeship scheme means that you can be sure your technicians are gaining a standard of engineering competence to allow them to register as an Engineering Technician (EngTech) or an ICT Technician (ICTech) when they successfully finish. The IET will have judged the content and quality of delivery to be of a sufficiently high standard to allow the qualified apprentices to register via this route.

For further information please visit
www.theiet.org/apprentices

Accreditation of company Professional Development schemes

Companies which have a structured professional development scheme or graduate development scheme will already know how important and valuable this can be as a tool for recruiting and retaining high-calibre engineers. If you support the professional development of engineers towards professional registration, you may wish to invite the IET to accredit your scheme.

For further information please visit
www.theiet.org/employeraccreditation
or email employeraccreditation@theiet.org

Key Supporting Roles

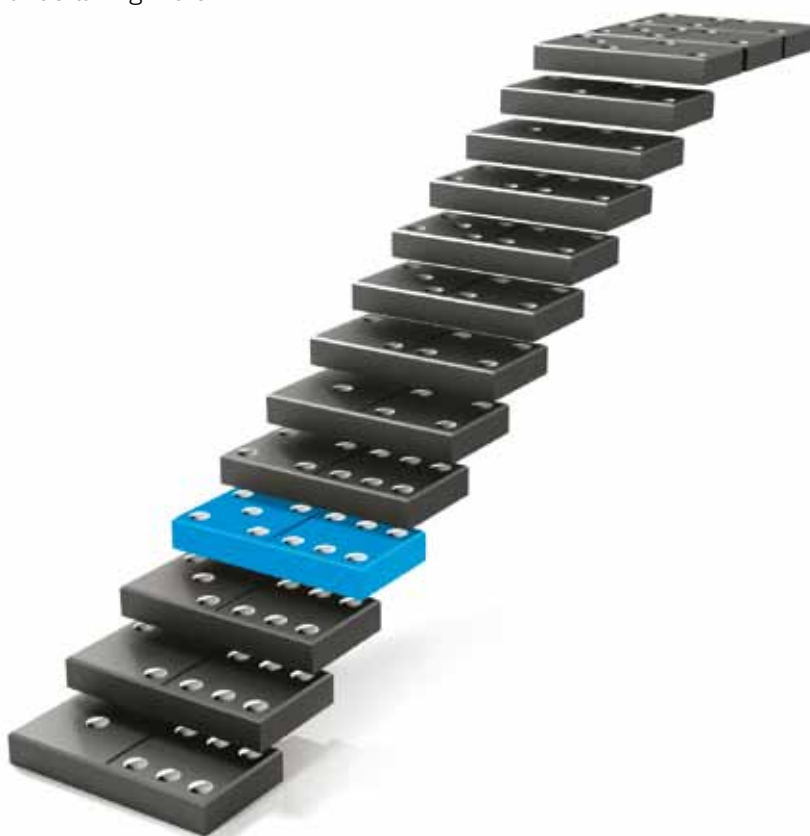
The IET suggests three key roles in the support of the development of professional engineers and technicians. Here we explain each role and what form of help they can provide. Even if you are already clear on what role you will play for your candidate, you will find it useful to understand the other supporting roles and how each contributes to meeting the candidate's needs.

Candidates can register the start of a period of professional development with the IET, this allows the IET to support the candidate by providing information and guidance at each stage of their development.

Over the course of their development it is beneficial for a candidate to have a variety of supporters to call upon and a supporter may find themselves undertaking more than one role.

Scheme Administrator/Scheme Co-ordinator

In larger companies or those with an accredited scheme there is likely to be a key contact who is responsible for the day-to-day operation of the professional development scheme, or for advising candidates on their individual professional development programme. He or she may be able to ensure that the candidate works on a variety of projects and tasks and has access to the guidance and support necessary to build the competences for professional registration.



Mentor

The role of the mentor is to guide the candidate towards becoming a competent professional, able to contribute to the company and the engineering profession. By developing a close rapport with the candidate through regular confidential meetings, the mentor can challenge the candidate to enhance their performance and provide valuable guidance and motivation. The mentor should not be in a direct supervisory relationship with the candidate and need not be in the same department, the same company or even the same discipline. If a candidate is unable to find a mentor within their own workplace, the IET provide a mentoring service which will pair them with a volunteer mentor in their local area.

A mentor will help the candidate review his or her overall development toward professional registration and ensure that action plans progress in the right direction to achieve their learning outcomes. The candidate may also ask their mentor to assist with the task of self-assessment against the competence and commitment statements.



Further information and advice on the role of mentor can be found on our website www.theiet.org/mentoring

Supporter

A supporter is someone with the ultimate responsibility for endorsing the evidence of competence that a candidate puts forward in their application for professional registration. For this reason, he or she must be familiar with the individual and their work. Their role is to verify the information that the candidate has provided about his or her work role and confirm the candidate's professionalism.

The task of the supporter is a delicate balance of:

- Confirming the accuracy of the individual's evidence as required by IET and in the context of the workplace
- Judging whether the candidate behaves as a professional engineer or technician in their role within the employing organisation.

If the supporter is familiar with the competence and commitment statements for the desired level of registration, then they may also advise the candidate on making the best possible case for professional registration.

The IET is interested in the personal contribution of the candidate to the work undertaken and the opportunities to apply knowledge, experience and demonstration of professional competence. A supporter can help a candidate by ensuring that the presentation of their application is to his or her best advantage and provides adequate information to enable the IET to reach a decision.

Candidates are encouraged to send their application to a Professional Registration Advisor (PRA) prior to submitting it.

Typical Pathways to Registration

Please note that this information is given only as a guide for candidates and their supporters. Every person will have different experiences, and progress at different rates. There are some general areas where supporters can provide support and opportunities which can be provided for all candidates.

Supporters are reminded that because professional qualifications are competence-based, the time taken to reach the appropriate level of competence and commitment can vary significantly between candidates.

ICT*Tech* Candidates

Professional training and development can be gained in numerous ways for ICT*Tech*. For example, a candidate may have undertaken his or her professional training and development through an apprenticeship scheme, or completed vendor qualifications while working in an IT and communications systems support role. Others may have completed a relevant degree and find themselves in a supporting role, co-ordinating the activities of others in addition to providing technical support.

Using Skills Framework for the Information Age (SFIA) as a reference may be helpful in determining the appropriate level of competence or responsibility that a candidate might have.

Skills Framework for the Information Age (SFIA)

SFIA assists IT practitioners to develop the right skills and deploy them to the best effect by showing appropriate development and career progression.

It is expected that the ICT Technician candidate will demonstrate competence and responsibility at SFIA level 3 and above.

For more information about SFIA visit www.sfia.org.uk

FIRST SIX MONTHS TO ONE YEAR

What the candidate might be doing:

- Performing routine activities in a structured environment under close supervision
- Using basic information systems and technology functions, applications and processes to undertake basic tasks
- Contributing ideas towards their own development opportunities and learning about their employing organisation through induction and/or training.

What the candidate should be thinking about:

- Keeping a log of activities to help them reflect on what they are learning
- Recording the solutions to problems they encounter and resolve in order to develop their own technical knowledge and experience
- Using Career Manager to plan and review their development.

SECOND YEAR

What the candidate might be doing:

- They will now be well established in the workplace and may be contributing as part of a team, and may have some responsibility for particular routine tasks which they can undertake without direct supervision
- They may be helping a new practitioner to find their way in the organisation.

What the candidate should be thinking about:

- They need to continue keeping a log of their activities and thinking about their learning in terms of their development

For example:

- What task-specific procedures have they learned?
- What transferable skills are they developing?
- What technical knowledge are they acquiring?
- What is considered good practice?
- Recording the evidence of their learning and skills development for both their professional registration and personal development in Career Manager.

Mentors or supporters can:

- Encourage candidates to take control of their professional development and actively seek development opportunities

For example:

- Encourage them to join relevant IET communities, read journals or attend events which are relevant to their job role
- Challenge them to see whether they are keeping up-to-date with changes in IT and communications technology
- Encourage them to write a plan for the activities they intend to undertake and review it periodically with them

- Encourage them to keep evidence of their activities from the work they are doing and assess this via Career Manager.

THIRD YEAR ONWARDS

What the candidate might be doing:

- Looking to take responsibility for their own work, working with less supervision and possibly working on small projects of their own
- Interacting with and influencing immediate colleagues and having some external contact with customers and suppliers
- Absorbing technical information when it is presented systematically and applying it effectively to meet business requirements
- Taking opportunities to improve their communication and interpersonal skills
- Reviewing their performance regularly and keeping action plans up-to-date
- Considering long-term goals, such as moving on to a new role.

Mentors or supporters can:

- Encourage them to continue to grow and develop technical knowledge by reading or studying for relevant vendor qualifications
- Encourage them to identify any gaps in their knowledge and experience that they need to overcome
- Ensure that they can demonstrate their commitment to the profession and encourage them to share their skills and knowledge with others through mentoring or supporting colleagues
- Give them opportunities to assess and manage risk and understand the wider context of external influences over which they have little or no control.

EngTech Candidates

Engineering Technician candidates will undergo their education and professional training and development in many different formats. For example, some may study full-time and satisfy the educational requirements prior to starting work and undertaking their professional training and development, while many will be studying part-time as well as working.

FIRST SIX MONTHS TO ONE YEAR

What the candidate might be doing:

- Learning about their employing organisation through an induction
- Familiarising themselves with the necessary health and safety requirements
- On-the-job or other local training to develop initial skills
- Basic tasks under direct supervision and learning how to use tools, test equipment and safe working practices.

What the candidate should be thinking about:

- Keeping a log of activities to help them reflect on what they are learning
- Trying to apply their college learning to work situations
- Taking an interest in, and building a deeper understanding of, the work of others and the organisation's products
- Using Career Manager to plan and review their development
- Preparing for regular performance appraisals, reviewing progress towards objectives and competences set in their job-related training and development plan.

SECOND YEAR

What they might be doing:

- They will now be well established in their studies and in the workplace
- They may be contributing as an accepted part of a team, and may have some responsibility for particular routine tasks which they can undertake without direct supervision
- They may be helping a new apprentice or technician to find their way in the organisation
- In a large organisation they may have opportunities to work for short periods in different areas to learn a variety of skills and contexts.

What the candidate should be thinking about:

- They need to continue keeping the weekly log of their activities and start to think about their learning in terms of the competences they are developing.

For example:

- What task-specific procedures have they learned?
- What transferable skills are they developing?
- What technical knowledge are they acquiring?
- What is considered good practice?
- Recording the evidence of their learning and skills development for both their professional registration and personal development in Career Manager and consider how this relates to the UKSPEC competence requirements.

Mentors or supporters can:

- Check that the candidate understands the organisation of which they are part of. Encourage them to look for opportunities to get a real understanding of the wider engineering context

For example:

- Do they understand the requirements of other departments?
- Have they learnt about the equipment and materials they are using?
- Have they learnt about other parts of the organisation that have different functions?

- Help them take control of their professional development

For example:

- Encourage them to consider where there are things that they should know that are not covered in their studies. It might be useful for them to attend one of the workshops on managing different aspects of their professional development
- Challenge them to see whether they are keeping up to date with changes in their own and other fields
- Encourage them to write a plan for the activities they intend to undertake and review it periodically
- Encourage them to keep evidence of their activities from the work they are doing and assess this against UKSPEC competences via Career Manager.

THIRD YEAR ONWARDS**What the candidate might be doing:**

- Looking to take responsibility for their own work, working unsupervised, and maybe working on small projects of their own
- Considering any health and safety implications, and thinking about environmental impact. Having opportunities to learn how to assess and control risk
- Taking opportunities to improve their communication and interpersonal skills
- Reviewing their performance against UKSPEC and starting to achieve the required level of competence for a technician
- Thinking about medium and long term goals as part of their wider professional development.

Mentors or assessors can:

- Help them review their own performance and encourage them to seek the opinions of colleagues on their performance
- Encourage them to consider a first level management course if this is relevant to their role or future aspirations
- Encourage them to check that they can demonstrate their commitment to the profession and provide evidence to show that they are competent and/or identify any gaps in their knowledge and experience that they need to overcome.

IEng and CEng Candidates

(Note: Due to the similarity of approach between these two qualifications, the professional development approach has not been differentiated here.

The candidate's type of work, depth of understanding and application of knowledge will vary).

For those seeking Chartered Engineer registration, it is important that early development opportunities have a strong technical emphasis. The application of deep technical knowledge in non-standard situations should be prominent.

Incorporated Engineers are expected to understand and manage more established technologies. Opportunities to become familiar with the products and processes which form established practice are important. An understanding of the practical approach of technicians and crafts people is also valuable. Technical decisions should be grounded more in proven solutions and referenced to appropriate standards.

FIRST SIX MONTHS OR PLACEMENT YEAR

What the candidate might be doing:

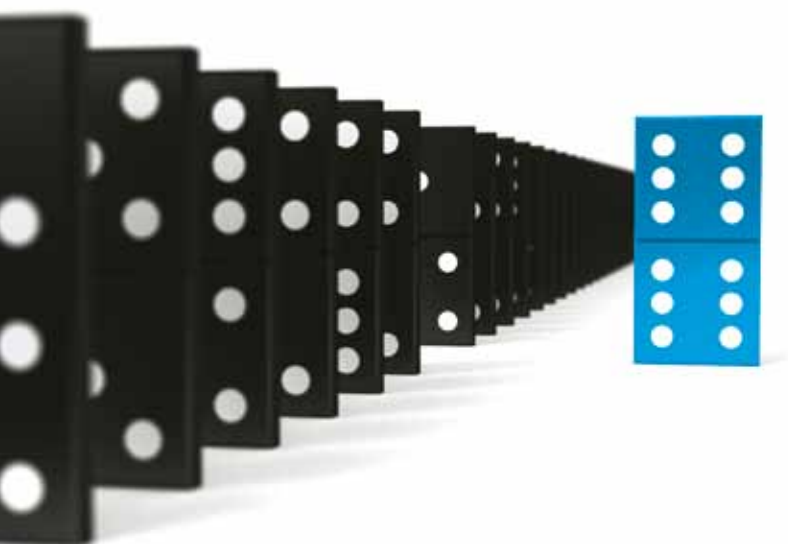
- Working as part of a team, and will probably be supervised by more senior engineers and staff
- Planning opportunities to work in different areas, or work on different projects and with different clients.

What the candidate should be thinking about:

- Keeping a log of their activities week-by-week to help them reflect on what they are learning
- In particular, they should note activities that are actively helpful in developing their experience, and try to accumulate hard evidence that they have done them

For example:

- Areas of work where they carry more responsibility
- Visits to clients and on-site work
- Increasing responsibility
- Contributing at meetings and giving presentations
- Attending conferences and meeting influential people
- Starting to use Career Manager to plan and review their development and record evidence against the UKSPEC competence requirements.



SECOND AND THIRD YEARS

What the candidate might be doing:

- They may now be in their first substantive post
- They will be contributing as an accepted part of the team, and may have responsibility for particular aspects of a project
- They may be helping someone new to find their way in the organisation.

What the candidate should be thinking about:

- Continuing to keep a week-by-week log of their activities and start to think about their learning in terms of the competences they are developing

For example:

- What organisation-specific procedures have they learned?
- What transferable skills do they have?
- What technical knowledge are they acquiring?
- Consider how these points relate to the UKSPEC competence statements.

Mentors or supporters can:

- Check that they understand the business or organisation of which they are a part. Encourage them to look for opportunities to get a real understanding of the 'bigger picture'

For example are they:

- Trying to understand their clients' and end-users' requirements
- Learning about suppliers or providers and the problems they face
- Learning about other parts of the organisation that have different functions

- Help them take control of their professional development

For example:

- Encourage them to consider how they have broadened and deepened their knowledge since leaving formal education
- Ask if they have joined IET Communities to keep aware of news and developments in their field outside their own organisation and if they have attended local network events to widen their understanding
- Ask them whether there are important technological advances that might influence their work, and whether they know as much about them as they should
- Challenge them to see whether they have kept up with advances being made in other fields, and have retained and extended the knowledge they had when they first graduated
- Suggest they consider doing some work in schools or undertake other volunteering opportunities to widen their experience and develop interpersonal skills
- Encourage them to write a plan for the activities they intend to undertake. Remind them to review it periodically and use Career Manager to assess against UK-SPEC competence statements.


FOURTH YEAR ONWARDS

What the candidate should be doing:

- Looking for substantial responsibilities to develop during the next year or so
- Considering any health and safety implications, and thinking about environmental impact and sustainability
- Taking opportunities to improve their management skills and take responsibility for budgets.

Mentors or supporters can:

- Provide opportunities to learn how to assess and manage risk
- Help them review their performance as a manager. Encourage them to seek the opinions of colleagues and subordinates on their performance
- Provide some budget responsibility, encourage them to think about how their budget contributes to the whole project. Encourage them to be aware of external influences, over which they have little or no control, that may be affecting their budget
- Ensure candidates are working without close supervision. They should be making decisions and other people will be relying on their judgement
- Offer them opportunities to exercise or extend leadership and management skills.

 Further information can be found on the website www.theiet.org/professionalregistration



Summary of Initial Professional Development Process

1. The candidate registers their intention to start their period of initial professional development (IPD) with the IET. It is good practice to seek the support of a mentor but this is not essential.

2. A development action plan should be produced to cover the period immediately ahead and, if appropriate, agreed with the line manager. The duration will vary with circumstances, but is likely to cover a period from three to six months. A review date should be set. This should tie in with company procedures where applicable. Development action plans should be maintained throughout the candidate's career, with regular reviews and updates. Old development action plans should be kept – the 'track record' of development established in successive action plans demonstrates commitment over a period of time. Candidates can use Career Manager to record their development and create a development action plan.

3. Records of learning and competence should be managed within the IET's online system Career Manager (www.theiet.org/career-manager). PD How2 (www.pd-how2.org) also contains guidance on how to structure and undertake development.

4. Evidence of development and work activities that may be suitable to demonstrate the competence and commitment statements should be completed and updated in Career Manager.

5. Eventually the candidate will be working autonomously at the appropriate level and will have gathered enough evidence to cover all the competence requirements. Discussions with the supporter(s) will confirm that the candidate is ready to apply.

6. Once competence has been clearly demonstrated, the candidate should complete an application for professional registration. Candidates are strongly encouraged to discuss their application with a Professional Registration Advisor (PRA) prior to submission. Details of PRAs can be found at www.theiet.org/advice.



For further information on the IPD process contact us at: profdev@theiet.org or join the Professional Development Community at: www.theiet.org/pd-community

Continuing Professional Development

What happens after Professional Registration?

Once Professional Registration has been achieved, it's important for members to continue their professional development (CPD) to maintain and further develop their competence.

CPD is the process by which individuals keep up-to-date with current practice, it drives them to improve their skills and progress into new roles and keeps them employable throughout their working life. Furthermore, CPD is a professional obligation for members of the IET and registrants of the Engineering Council.

CPD will help individuals to:

- Achieve their goals efficiently
- Keep pace with changing technology
- Achieve recognition
- Stay in the job market
- Develop leadership skills and help to influence others
- Provide evidence of competence when it is required
- Demonstrate commitment to the profession.

How should CPD be managed?

Structuring CPD will help members achieve their career goals faster as it is likely to target their development needs more effectively. However, it is also important to take advantage of ad hoc CPD opportunities that come along too, as these can also be valuable.

Maintaining a CPD record requires little effort, but some self-discipline. The IET's online professional development recording tool, Career Manager, provides a quick and easy way to plan and record development activities, work experience and training.

Career Manager enables members to assess competence levels against UK-SPEC so that they can further develop or

maintain their capability. Members can also assess against other frameworks such as SFIA and plan CPD activities that are not targeted against a specific competence framework.

What counts as CPD?

Valid CPD activities can take many forms including:

- Training courses
- Work experience
- Academic study
- Volunteering
- Events and seminars
- Self-study.

The IET provide a wide variety of products and services to support professional development, many of which are discounted or free to members. Although content from any source is equally acceptable.

The IET doesn't specify how much CPD should be undertaken, but suggests that a minimum of 30 hours per annum is an appropriate guide. The 30 hours could be divided into three parts of 10 hours, covering technology/processes in a job role, technology in a specialised field and finally interpersonal/management skills.

Have you considered volunteering?

Volunteering is an excellent way to apply knowledge and expertise to IET activities; members will provide immense benefit to others as well as gain CPD.

The IET are actively recruiting volunteer mentors for the IET Mentoring Service. If you are interested in mentoring someone working towards professional registration or to support in their wider career development, please visit our website www.theiet.org/mentor.



For more information about CPD please visit our website www.theiet.org/cpd

Professional Development Training Courses

Preparing for Professional Registration

This one day course will take candidates through the process of becoming professionally registered. They will learn how to plan, record and review professional development activities, maintain a portfolio of evidence and assess skill levels as they work toward professional registration. Candidates will also have the opportunity to discuss their specific needs with a professional registration advisor (PRA). A pre-course questionnaire will help the trainer to tailor the course to delegates' needs and skill level.

Mentor Training

A one day course consisting of two modules covering what it means to be an effective mentor and a detailed overview of mentoring for the purpose of professional registration. Whether you are a new or experienced mentor, this course is suitable for anyone wanting to learn more about the key skills of mentoring, the essential steps needed to ensure that mentorship has a lasting effect.

In-company Training Courses

The IET offer a portfolio of professional skills courses covering a range of topics including management, presentation and communication skills as well as the mentor and preparing for professional registration courses outlined above. These courses can be conducted in company as well as the public dates that we offer.



For further information about our range of professional development courses or how they can be adapted to suit your company's needs visit:

www.theiet.org/pd-courses



Sources of Help and Advice

The following resources should assist you in supporting candidates working towards professional registration.

Professional Development

The IET supports the professional development of those working in the fields of engineering and technology – to raise the standards and recognition of those professions.

T: +44 (0)1438 765619

E: profdev@theiet.org

W: www.theiet.org/pd-community

Registration and Standards

Information about registration applications.

T: +44 (0)1438 767333

E: profreg@theiet.org

Professional Development How 2

Information on professional development policy and process across the engineering sector.

W: www.pd-how2.org

Career Manager

Structure and plan professional development.

T: +44 (0)1438 767661

E: career-manager@theiet.org

W: www.theiet.org/career-manager

Mentoring

The IET mentoring service provides a range of support and information to its members and to companies interested in engineering and technology.

T: +44 (0)1438 767647

E: mentoring@theiet.org

W: www.theiet.org/mentoring

Professional Development Training Courses

The IET offer a range of professional development courses.

T: +44 (0)1438 765616

E: pdcourses@theiet.org

W: www.theiet.org/pd-courses

Communities

IET communities connect in local areas and technical sectors.

W: www.theiet.org/communities

Volunteering

The IET offer a number of volunteer opportunities to raise the profile of engineers.

W: www.theiet.org/volunteers

Membership

Information on joining the IET.

T: +44 (0)1438 765678

W: www.theiet.org/join

IET Offices

London*

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E: postmaster@theiet.org
www.theiet.org

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www.theiet.in

New Jersey

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F: +1 (732) 321 5702

IET Venues

IET London: Savoy Place*

London
T: +44 (0) 207 344 5479
www.ietvenues.co.uk/savoyplace

IET Birmingham: Austin Court

Birmingham
T: +44 (0)121 600 7500
www.ietvenues.co.uk/austincourt

IET Glasgow: Teacher Building

Glasgow
T: +44 (0)141 566 1871
www.ietvenues.co.uk/teacherbuilding

*Savoy Place will be closed for refurbishment from summer 2013 until autumn 2015. During this time IET's London home will be within the Institution of Mechanical Engineers building at:

1 Birdcage Walk
Westminster
London
SW1H 9JJ

If you are attending an event during this period, please check the venue details carefully.

www.theiet.org