

# Chartered Engineer

*Guidance notes for engineers in the computing sector  
Your guide to making a successful application*



*"In IBM we increasingly seek to hire people with experience in different industry sectors, as well as broader management and communications skills on top of their basic qualification. In recent years we've begun to promote the idea of personal eminence – that leading professionals should be recognised externally in their area of expertise. Qualifications like Chartered Engineer, especially with the kind of international recognition that it has, certainly have a valuable role to play."*

*Peter O'Neill, Managing Director, IBM Ireland*

*"I underwent my formation training in the Defence Forces Communications and Information Services School which promoted participation in appropriate professional bodies, initially as a student member and then through registration as a professional Engineering Technician. Through my career I have progressed my education and professional development continuously while maintaining the link with Engineers Ireland, firstly registering as an Associate Engineer, then eventually as a Chartered Engineer. I find the development discipline that professional registration demands an excellent tool to drive engineering excellence and as such I promote CPD and professional registration with all our engineering employees."*

*Diarmuid Ó Briain, CEng, FIEI, FIET*

*Chief Information Officer, Ripple Communications*

*"As a Chartered Engineer, I feel my skills and experience meet the highest professional standards. The title is a great external and trusted affirmation, and one I recommend to my team."*

*Dr Tony O'Donnell, CEng MIEI, Manager,  
Business Intelligence Research and Development ,  
SAP Ireland*

# YOUR GUIDE TO MAKING A SUCCESSFUL APPLICATION

## Why should a computing professional become a Chartered Engineer?

Beyond the specific statutory functions reserved for Chartered Engineers, achieving this professional registered title is a public statement of your competence to practice as a professional engineer. It is recognition by your peers that you have developed your ability beyond that achieved in your academic formation to that of a professional practitioner. It is also a mark of your commitment to the continuing development of your professional expertise and ethical practice. Why is this important? Because regardless of whether you are responsible for writing code for a banking system, developing a medical device, designing a windfarm interconnector or teaching our next generation of engineers, as a Chartered Engineer you are reassuring the public of your respect and consideration for their society, their safety and their security in your work. The public no longer desires this reassurance, it demands it.

We live in an age where only four of the top ten jobs today existed ten years ago and where the rate of change has fundamentally shifted so that much of the technical detail students learn today may be out of date by the time they graduate. The demand on computing professionals to adapt, innovate and deliver non-routine solutions to new and complex problems is greater than ever before. While the sector is largely unregulated, a growing understanding in the public arena of the implications of computing on their lives means the expectations for ethical conduct is increasing. Also the rate of change in the computing sector means that the professional computing engineer must remain informed on current technology and the required skills and attributes to really succeed in this market. Engineers Ireland is committed to excellence by driving the highest quality and standards within our profession: we are committed to ensuring that our members are informed on, and aligned to, an internationally benchmarked best practice competence and ethical framework that meets the needs of society and industry.

### **This guide:**

This guide has been prepared to provide support, assistance and advice to you as you prepare to submit your application for Chartered Engineer. In the guide you will find tips on your preparation plus examples of how other computing professionals have demonstrated the competences required.

This document does not in any way replace the **Regulations for Chartered Engineer** but aims to assist you in meeting the application requirements outlined in the Regulations.

It is important that you understand the current requirements for becoming a Chartered Engineer. You should be absolutely confident that you meet the education standard, have the requisite professional engineering experience and have acquired the five competences of a Chartered Engineer (Appendix 1 of the Regulations) before making your application.

Please ensure that you read the full Regulations for becoming a Chartered Engineer carefully when preparing your application. If you do have any questions or queries at any stage of the application process please contact our membership team at:

Tel. +353 1 6651334 or Email [membership@engineersireland.ie](mailto:membership@engineersireland.ie)

Good luck and we look forward to welcoming you as a Chartered Engineer – the next important goal in your engineering career!



Chartered Engineer  
Membership Director



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# 1 THE COMPETENCES OF A CHARTERED ENGINEER EXPLAINED

The Regulations for the professional title of Chartered Engineer detail, in full, the competences required to achieve the title. The competences are detailed in general for engineers in any discipline of the profession. This section aims to assist you to identify how you can demonstrate these competences specifically in a computing career. There are two parts to this section:

The following table details some helpful examples under each of the competences of how they may be demonstrated by those working within the computing sector. The examples are based on experiences shared by computing Chartered Engineers. You should note that this list is not exhaustive; it is meant to help you to identify examples in your own career but you may identify additional examples not listed here.

## Competence 1: Your knowledge

**Use a combination of general and specialist engineering knowledge and understanding to optimise the application of existing and emerging technology.**

*This competence involves demonstrating how you use your engineering knowledge and understanding.*

Examples that contribute to the demonstration of this competence:

- Continuing your learning by showing how you used the theory and knowledge you acquired to continue further training on courses with your employers and/or university, college or institute.
- Completing external structured training or certification such as Microsoft, Linux Professional Institute – LPI certification, Cisco, Oracle programmes.
- Deepening your knowledge in your job through project specific technical training.
- Demonstrating how you have stayed informed through participation and contribution to good practices such as knowledge sharing, workshops, lunch and learns.
- Benchmarking and discussing outcomes to your projects etc. with your peers.
- Networking in the pursuit of developing your knowledge. Do you participate in knowledge networks such as intranets, linkedin, professional bodies, technology or vendor forums, or contribute to peer review publications?
- Developing trust to allow you implement or promote innovation or new technologies. How have you become an 'expert' where you translate sector issues into IT projects?
- By being the 'architect' in developing strategic partnerships, with responsibility for the partnerships and linkages in the project work.
- Involvement in academic research.
- By introducing game changing use of new or existing technology.
- Working with non-engineering functions and understanding their points of view.
- Protecting code and networks and considering maintenance costs for the client/user.
- Demonstrating curiosity and general interest in technology outside of work projects.
- Developing a solution that's adapted from an existing solution elsewhere.
- Knowing the source code of the software you use: i.e. using Open Source software, or the source code for your business' proprietary software.
- Understanding your customers – who is going to use your solution and how. By building what a customer wants not what you want to build.

## Competence 2: Applying your knowledge

### Apply appropriate theoretical and practical methods to the analysis and solution of engineering problems.

*This competence involves demonstrating how you apply your knowledge to solve non routine engineering problems.*

Examples that contribute to the demonstration of this competence:

- Using trial and error. Showing how you have developed prototypes and experimented before making decisions to build? Can you give examples of how you have developed solutions from iterations? Can you show how you reached the best solution?
- Considering the options to either build or rework a project, and using a systemised approach to trialling options to get to the best solution. How did you measure success or rejection of an option?
- Responsibility for patents/inventions.
- Giving critical feedback for designs and conducting post project evaluation and feedback.
- By automating business processes to make them faster, cheaper and simpler. (automation implies faster and cheaper, but not always simpler)
- Building specifications for development that match product requirements.
- Analysing trends and knowing at what and where to look, e.g. which analysts, social networking, real – world engineering connections.
- Producing design models, documentation and proposals for customers/users.
- Developing solutions tailored to customer needs.
- Affirming who the customer/user really is and what they really want - their specification or needs. How and where did you get the data?
- Influencing customer selection of the optimum design through selling and visualising the solution for them.
- Planning for the future in your designs.
- Designing original solutions – being impactful.
- Including contingency in your design.
- Knowing what to test or and how to test it to complete the solution/product. Give an example of a failure that you recovered.
- Considering challenges beyond the technical challenge such as the cultural/user interface etc.
- Contributing to, or leading, a knowledge area in the 'lab'.

### Competence 3: Demonstrating your leadership

#### Provide technical, commercial and managerial leadership.

*This competence involves demonstrating how you have developed as a leader in a technical, commercial and managerial sense.*

Examples that contribute to the demonstration of this competence:

- Managing your company to accreditation to national or international standards such as the Engineers Ireland CPD Accredited Employer standard or ISO processes.
- Coaching and mentoring other engineers.
- Completing project management training and implementing IT projects against rapid development. Using, for instance, agile or SCRUM approach to meeting project deadlines.
- Managing budgets, deadlines and input from technical and non technical team members. What are your planning tools/styles?
- Managing a distributed or virtual? team, e.g. a team with members in China, US, UK etc.
- Managing a multidisciplinary team.
- Understanding the difference between managing a technical project as opposed to managing people.
- Responsibility for or contributing to a start up company requiring skills over and above just the technical/engineering, such as entrepreneurial leadership, business model innovation, business case management or venture capital negotiation.
- Working in a technical role in teams with sales and marketing – e.g. a team of sales representatives and engineers preparing for a customer visit.
- Creating dialogue and consensus amongst experts with fixed ideas.
- Identifying and managing risks.
- Identifying goals, future state visioning and managing and prioritising objectives.
- Completing management training.
- Being the architect on a project.
- Giving feedback to a team/customer.
- Using intuition and experience to assign tasks and delegate.
- Stretching goals for team players.
- Influencing and shaping customer requirements.
- How do you keep CPD (continuing professional development) current – do you know what is new?
- Have you led a project team?
- Applying industry standards.
- Managing a project with legacy systems. What problems did you encounter?
- Have you said no to a project rollout or deadline? Explain why?
- What was the most difficult thing you told a customer?
- Describe your best planning decision?
- Ensuring a failure in a project does not reoccur. How have you planned for failure?
- How did you express upon your business the need for a disaster recovery plan?
- Implementing continuous process improvements.
- Aligning documentation with implementation.
- Sharing knowledge/best practice.
- Supporting open forums/open source.
- Contributing to global standards or standards in your company.



## Competence 4: How you communicate

### Use effective communication and interpersonal skills.

*This competence involves demonstrating how you communicate and interact effectively with all stakeholders.*

Examples that contribute to the demonstration of this competence:

- Identifying and using appropriate communications tools for different audiences.
- Using professional as opposed to colloquial language.
- Managing communications across timezones/cultures/domains (tech/sales).
- Communicating complex ideas to a non-technical audience. Breaking out of the 'geek speak'.
- When developing a product/design describe how you resolved having opposing views to a colleague, superior or customer.
- Using your power of persuasion. Explaining context and broadening perspectives.
- Using collaboration/crowd sourcing/social media.
- Knowing when not to communicate.
- Producing a 'plain English' guide for a project/product. Using concise, un-ambivalent language.
- Listening to issues and responding to those issues.
- Distilling real objectives.
- Managing change successfully. Explaining/ Knowing the impact of change.
- Understanding needs/issues/concerns – one to one meetings.
- Producing interactive prototypes – visualisation.
- Avoiding text heavy presentations.
- Connecting people and teams (e.g. a 'Boundary Spanner' – acting as a catalyst to bring experts together to deliver projects).
- Setting up communities of practice.
- Delivering pitches for new business or venture capital funding.
- Communicating clearly at cross-functional team meetings and client briefings.

## Competence 5: Professional standards

**Make a personal commitment to abide by the appropriate code of professional conduct, recognising obligations to society, the profession and the environment.**

*This competence involves demonstrating how you practice professionally abiding by a code of conduct.*

Examples that contribute to the demonstration of this competence:

- Abiding by Engineers Ireland code of ethics and company specific codes.
- Defending and upholding professional decisions against pressures to compromise.
- Setting realistic deadlines for projects and project teams.
- Writing secure code.
- Undertaking proper testing of products.
- Using and/or influencing company core values/ethics when designing and delivering products.
- Contributing and leading open source development – open to community.
- Writing maintainable code – avoiding ‘no job security without obscurity’.
- Designing with an ethos of trust, honesty and integrity with a vision to get it right first time.
- Taking responsibility for your actions and balancing tasks amongst the team.
- Modelling security threats and honestly pointing out possible flaws/issues to the customer.
- Designing in a sustainable manner – e.g. assessing energy use.
- Coaching and mentoring of junior engineers and technicians in ethical behaviour.
- Delivering user centric designs.
- Understanding organisation mission, vision, values.
- Proactively approaching personal development and goal setting including five year planning.
- Evaluating personal development and training regularly; identifying gaps for development and training to meet these gaps - (CPD).
- Participating in professional body and Engineers Ireland activities to promote the profession and grow and advance engineering science.
- Participating in increasing the profile of the profession and creating awareness of engineering as a career – corporate responsibility.

## 2 YOUR EXAMPLES OF COMPETENCE DEVELOPMENT

- Having read the examples in Section 1 and using your copy of the five competences from the Regulations for Chartered Engineer this part of the guidelines affords you the opportunity to detail some examples from your own career that demonstrate the competences required.
- Make comparisons with the examples given in Section 1 and the questions asked below; then see where they fit in to YOUR professional career and how YOU can demonstrate how you satisfy each element.
- **This is NOT a layout** for your report but a useful tool when drafting your ideas in advance of preparing your report.

COMPETENCE 1 – YOUR KNOWLEDGE	
Use a combination of general and specialist engineering <b>knowledge and understanding</b> to optimise the application of existing and emerging technology	My examples
Includes <b>but not restricted to</b> :	
<ul style="list-style-type: none"> <li>• How YOU use the engineering theory you learned through your qualification and apply it to your practical experience.</li> </ul>	
<ul style="list-style-type: none"> <li>• How YOU keep aware of, and improve your knowledge, of technological advances and innovations.</li> </ul>	
<ul style="list-style-type: none"> <li>• How YOU implement innovation and knowledge gained in order to approach problem solving.</li> </ul>	
<ul style="list-style-type: none"> <li>• How YOU successfully pass this knowledge on to improve the advantage to your project and company.</li> </ul>	

**This is NOT a layout** for your report but a useful tool when drafting your ideas in advance of preparing your report.

## COMPETENCE 2 – APPLYING YOUR KNOWLEDGE

**Apply** appropriate theoretical and practical methods to the analysis and solution of engineering problems

My examples

Includes **but not restricted to**:

- How YOU apply your engineering knowledge and experience to improve and innovate.
- How YOU continually review and take the initiative for the enhancement of products and processes.
- How YOU plan, cost, analyse, correct and modify.
- How YOU actively participate in consultation.

This is **NOT** a layout for your report but a useful tool when drafting your ideas in advance of preparing your report.

## COMPETENCE 3 – DEMONSTRATING YOUR LEADERSHIP

Provide **technical, commercial and managerial** leadership

My examples

Includes **but not restricted to:**

- How YOU prepare, structure and agree the development and improvement of a project.
- How YOU project manage resources, processes and technical and non-technical teams.
- How YOU develop and improve the capabilities and skills of your staff.
- How YOU promote, apply and improve quality standards and control.

**This is NOT a layout** for your report but a useful tool when drafting your ideas in advance of preparing your report.

## COMPETENCE 4 – HOW YOU COMMUNICATE

Use effective <b>communication and interpersonal</b> skills	My examples
<p>Includes <b>but not restricted to:</b></p> <ul style="list-style-type: none"><li>• How YOU develop, maintain and promote effective working relationships.</li></ul>	
<ul style="list-style-type: none"><li>• How YOU present, clarify, discuss and identify plans, proposals and common goals.</li></ul>	
<ul style="list-style-type: none"><li>• How YOU continuously improve your written and spoken communication skills.</li></ul>	
<ul style="list-style-type: none"><li>• How YOU resolve conflicts, promote confidence and effectively negotiate with all project participants.</li></ul>	

This is **NOT** a layout for your report but a useful tool when drafting your ideas in advance of preparing your report.

## COMPETENCE 5 – PROFESSIONAL STANDARD

Make a personal commitment to abide by the appropriate code of **professional conduct**, recognising **obligations** to society, the profession and the environment.

My examples

Includes **but not restricted to**:

- How YOU place responsibility for the welfare, health and safety of the community at all times before responsibility to the profession, to sectional interests, or to other engineers.

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- How YOU comply with the Code of Ethics of Engineers Ireland.

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- How YOU maintain adequate knowledge in order to implement appropriate safe systems of work.

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- How YOU take precautions when dealing with hazards.

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- How YOU approach issues which impact on the environment.

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- How YOU set personal goals to achieve personal and professional objectives.

This is **NOT** a layout for your report but a useful tool when drafting your ideas in advance of preparing your report.

### 3. TIPS FOR WRITING YOUR PROFESSIONAL REPORT

1. Write it in the first person
2. Write about your **personal** contribution and responsibilities
3. Tell us about the problems **you** faced
4. Let us know the solution(s) **you** found
5. What were the engineering judgements **you** made?
6. Emphasise what impact **your** solutions(s) and judgements generated.
7. Link each block of experience to the competence or sub-competence you believe that experience represents.
8. Ensure that your essays are a clear articulation of your opinions, arguments, conclusions and analysis. We would expect to see phrases such as, "I think", "In my opinion" and "I have found".
9. Although we ask for all your experience from date of graduation, concentrate the content of your IPD on your experience or projects which best demonstrates the competences.
10. Make sure you include all the elements required. If any element is omitted **it will delay you progressing to interview!**
11. **Be absolutely certain of the closing date** and ensure that you submit your report and payment to us on time.
12. We recommend you ask a colleague, who has successfully completed the CEng process, to read your report and offer comments and advice.
13. **CHECK, CHECK and RE-CHECK**, especially spelling, grammar and syntax. Your report is a perfect example of your achievement of Competence 4!





## 5. A SAMPLE REPORT LAYOUT

The sample report on the following pages simply shows how we would expect to see your report collated. The style, format and layout are entirely up to you, as long as it adheres to 5.1 of the Regulations for Chartered Engineer.

# Application for the Title of Chartered Engineer

*Engineering Practice Report*

BRIAN MURPHY, BEng MIEI  
Membership Number: 123456

**Submission date: 28 January 2013**

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# 1. SUMMARY OF CAREER DETAILS

Employment/Project Dates		Company	Position	Responsibilities	Supervisor	Duration claimed for:	
From	To					Training	Responsible Experience
Sept 03	Oct 04	ABC Group	Graduate Software Engineer	Writing code for	Brendan Aherne Department Manager	3 months	9 months

## 2. CPD AND TRAINING TABLE

CPD Type	No.	Description	Training provider	Date	CPD days
E.G. Internal or External Training Course, Conference or Lecture, structured reading, post-grad studies, etc.					
External training	1	An introduction to Project Management	Engineers Ireland	November 2004	8
Internal training	2	Java	ABC Group	December 2004	2
Etc...	3				
	4				
	5				
	6				
	7				
	8				
	9				
	10				
				<b>Total</b>	<b>10</b>

**3. DESCRIPTION OF INITIAL PROFESSIONAL DEVELOPMENT  
[3,900 WORDS]**

**3.1 ABC Group – Sept 2003 – Oct 2004**

**Graduate Software Developer**

In September 2003, I began a Graduate Training Programme with ABC Group.....etc.

*BO'D* [supporter signature]

[competences claimed – 1a, 1b]

**3.2 Zing Lite – Oct 2004 – May 2005**

**Software Developer**

I was successful in gaining the post of Software developer Oct 2005 where.....etc.

*BA* [supporter signature]

[competences claimed – 2a, 2b]

## 4.1 ESSAY 1

Ethics and meeting customer needs [500 words]

I believe that accountability and ethical practice...etc.

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## 4.2 ESSAY 2

Project Management and its Role Today [560 words]

It is my opinion that Project Management is a problem scheduled for solution...etc



## 5. STATEMENT OF AUTHENTICITY

I hereby certify that the Engineering Practice Report and Essays have been prepared in their entirety by me and that all statements and claims made therein are true and accurate.

**Signed**

**Date**

*Brian Murphy*

*24/01/13*

\_\_\_\_\_  
**Brian Murphy, BEng MIEI**

\_\_\_\_\_  
**24 January 2013**

## 6. APPENDIX 1 – GLOSSARY OF TERMS

CEng MIEI Chartered Engineer and Member of Engineers Ireland

CPD Continuing Professional Development

IPD Initial Professional Development

MIEI Member of Engineers Ireland

## 6. TIPS FOR YOUR PROFESSIONAL INTERVIEW

1. Prepare your ten minute presentation in advance of your interview. This is your ten minutes to impress so **make sure that it's not just a summary of your report** – your interviewers have already read this and made notes on it.

For example, the Panel will want to know about significant engineering work you have undertaken, perhaps additional projects which were not included in your report or an update on a project which was incomplete at the time of submitting your report.

You may use hand notes or drawings. No other visual aids are permitted so you will be relying on your own presentation and articulation skills.

Consider practising your presentation in front of a family member or colleague.

**Remember, this is your opportunity to partly demonstrate your achievement of Competence 4 – Communication!!**

2. Study your report and familiarise yourself with it before your interview.
3. Re-visit the Regulations and make sure you are familiar with the five competences. These are what your interviewers will be investigating and assessing you on throughout the interview.
4. Do your research. If you are giving statistics make sure that they are correct and up to date.
5. Double check the date, time and venue of your interview and ensure that you arrive **at least ten minutes before** the start time.
6. Know your venue. How long does it take to get there? Is it easy to get parking? Do you need to pay for parking and if so, do you have change?
7. Bring your photographic identification.
8. Nervousness can make people race through their interview so concentrate on speaking slowly and pause appropriately.
9. If you disagree with your panel, be persuasive rather than aggressive. Convince them of your point of view. Say that you accept their point of view but that you feel differently and explain why.
10. Finally, if you want to give a successful interview just think of the three R's – **Research, Reconnoitre and Relax!**

## 7. WHAT CONSTITUTES CPD

Many people are unsure as to what counts as CPD. There is a misconception that CPD only means formal courses, seminars and training days. In fact, there's a lot more CPD that you might be doing without actually realising it!

### Types of CPD and corresponding time credits

#### 1. Types of formal CPD i.e. excluding on-the-job general learning and development.

##### 1.1. In-company training courses or lectures.

Time credit

- classroom training – actual duration
- lectures – actual duration
- computer based course – actual duration
- formal induction training – actual duration

Senior Staff:

- Teaching classes / Tutoring – actual class time plus materials preparation time

##### 1.2. Postgraduate academic courses.

Time credit

- relevant Masters degrees from an institution recognised by Engineers Ireland – up to 50 days (25 days University or equivalent p.a. over 2 years)
- Degree in engineering related subjects – up to 60 days (20 days University or equivalent p.a. over 3 years)
- Diploma in engineering related subjects – up to 20 days
- Certificate in engineering related subjects – up to 15 days
- Other relevant academic courses with qualifications - actual lecture time

##### 1.3. External training courses.

Time credit

- courses run by a recognised institution or training provider covering specific technical subjects, sector specific subjects or generic training (management, law, finance, accounting, health and safety, human resources, environmental issues, computer applications etc) – actual lecture time

Senior Staff:

- Courses such as Conflict Resolution, Management, Influencing Skills, PR & Media Training, Advanced-level training, Systems Thinking training etc – actual lecture time

##### 1.4. Professional Institution Activities.

Time credit

- attending a relevant lecture – actual lecture time
- organising a technical conference or lecture series – up to 3 days per annum
- participating in a committee, council or special task force – actual meeting time (up to 3 days per annum)

Senior Staff:

- preparing and delivering a paper - up to 3 days per annum

##### 1.5. Special study leave, including exam time.

This is covered by the allowances for Masters, Degrees, Diplomas and Certificates shown above under 1.2.

For those sitting other formal examinations not covered by 1.2, actual exam time is allowable as an additional CPD time.

#### **1.6 Special visits or assignments**

- Targeted visits of a learning nature or active attendance at a work-related conference/seminar when the cost is borne by the company or individual as an expense (i.e. not chargeable to a client). Credit – actual time.
- Visits to an overseas company or installation would fall into this category where planned as a developmental activity.  
Credit – actual time at venue or site

#### **1.7 Professional Titles**

Where candidates successfully achieve a registered professional title (e.g. CEng, AEng, Eng Tech), one day's CPD credit can be allocated for the application and professional interview process.

#### **1.8 Structured Reading**

Where structured reading is identified as part of a developmental plan (e.g. familiarisation with new legislation or new technology) a maximum of 1 day's CPD credit per annum can be claimed.

#### **1.9 Knowledge Management**

Where formal knowledge sharing activities are planned and run in-house, the actual session times are allowable for CPD purposes, up to a maximum of 2 days per annum.

#### **1.10 Technical Blogs**

Staff who host a Technical Blog, deemed to be beneficial as a knowledge source to other technical staff, can claim 1 day's CPD per annum

#### **1.11 Mentoring**

Staff who have completed formal training in mentoring skills and upkeep these skills by meeting with a designated Mentee, at minimum four times per annum, can claim 1 day's CPD per annum as a Mentor

#### **1.12 Volunteer work for a charitable organisation**

Engineers/technicians who volunteer to assist with the work of a registered charitable organisation, at home or abroad, can claim up to a maximum of 3 day's CPD per annum, provided the volunteer work is of a technical nature and involves imparting technical skills and know-how to aid workers, local citizens etc

#### **Important Note:**

In considering a broad approach to CPD, we recommend that individual engineers / technicians should ensure that a minimum of 3 days of CPD per annum is achieved under headings 1.1 to 1.3 inclusive. This is particularly relevant where individuals are pursuing professional titles, such as Chartered Engineer, or inclusion on the International Register of Professional Engineers, where specific requirements relating to training activity apply.

## 8. THE ENGINEERS IRELAND CODE OF ETHICS

The backbone of our professional organisation is our Code of Ethics. Every member pledges to adhere to these and should at all times in their professional practice, be cognisant of their meaning and content.

Membership of Engineers Ireland gives you rights and privileges. In return, you must meet the standards of ethics and conduct set by Engineers Ireland in its Code of Ethics. The Code applies to all categories of Members of Engineers Ireland. It is the duty of each Member to comply with the provisions of the Code.

**Download the Code of Ethics booklet from our website:**  
<http://www.engineersireland.ie>



## 9. FUTURE PROFESSIONALS PROGRAMME

Irrespective of your training environment, the primary concern of Engineers Ireland is that training should enable the engineering graduate to learn how to apply engineering principles to solving problems in the work place.

The Engineers Ireland “Future Professionals Series” offers structured training and advancement to graduates through two strands of intense and challenging professional development.

CPD Certificate in Professional Engineering (NFQ Level 9, 5 ECTS): Designed in tandem with leading employers to assist graduate engineers transition from college to the place of work.

CPD Diploma in Professional Engineering (NFQ Level 9, 30 ECTS): Designed to enable engineers with a minimum of three years professional practice to make a major step-up in their competence and capability.

Both the Certificate course and the Diploma course are fully accredited by Dublin Institute of Technology (DIT), resulting in postgraduate awards at Level 9 on the Irish national framework of qualifications.

For further details see our website.





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