

## Guidance for EngTech Applicants

### Introduction

These IDGTE Guidance notes are intended to help applicants complete the EngTech Application Form.

Firstly, read these guidance notes, the Engineering Council UK-SPEC Engineering Technician Standard and IDGTE's Rules, all available from IDGTE website ([IDGTE EngTech](#)), so that you understand the process and what is required.

Engineering Technicians must be competent throughout their working life, by virtue of their education, training and experience, to achieve and maintain the skills set out in the UK-SPEC. Therefore, tell us about the training, grading and qualifications you have received and, possibly, your work.

### Routes to Registration

There are two routes to registration, both requiring the same level of competence the difference being in how that level of competence is demonstrated. The Standard Route is simpler, an applicant's competence is demonstrated by them having achieved a recognised qualification or having a grading and completed a training scheme within their employer's organisation that is recognised by IDGTE. The Individual Route is for those applicants that cannot demonstrate competence as require by the Standard Route but can do so by virtue of their extended experience.

### Which Route

Conduct your own review of your qualifications, grading, training and competences, and consider if your qualifications or company training scheme are adequate evidence of competence. Qualification must be relevant and at NVQ level 3 or higher. You can check if your company training and grading scheme is adequate with your employer and/or your qualifications on the EC web site – ([Engineering Council - Approved Qualifications Search](#)). Decide if your application will be via the Standard or Individual Route, if you are not sure contact IDGTE, we are there to support and help. You'll complete the same form and need a sponsor but for the Individual Route more information is required about your competence and experience.

### Sponsor

If you will be using a company grading and training scheme there will be a person in your company designated to act as sponsor. Alternatively, find a sponsor from amongst your professional contacts. To understand what is expected of a sponsor read the guidance for sponsors, but for the Standard Route the sponsor's input will be minimal. Agree with your sponsor that he/she will be able to support your

application. If you have any difficulty finding a sponsor consult your employer or IDGTE.

### **Application Form – Standard Route**

Complete the application form and build-up your case. Note that the completion of your application should not be daunting but straightforward. For the Standard Route, by filling out of your grading/training and qualifications in sections 3 & 4.

Ensure that you enclose copies of your qualification certificates and that they are counter-signed by your sponsor with “this is a true and fair copy of the original”.

Ensure that you enclose the correct application fees (please see our website for details of our current fees).

### **Application Form – Individual Route**

For the Individual Route, using the same form set out of your competence in a write up, structured on the basis of UK-SPEC, accompanied by your CV or you can complete the application form appendix, the attached example might be helpful.

You may find it more convenient to download and complete the form on a PC thus enabling you to expand sections of the form to suit your response, but please do not delete any sections. Remember that the people assessing your application do not know you and what you have achieved; they cannot read between the lines so you need to:

- Be clear and succinct
- Write in the first person – I not We
- Emphasise what you did and how you made a difference or had influence
- Remember that they may not know your company abbreviations; explain them, if you use them

You know that you are competent and professional, make sure that this comes through in your application

Before you submit your application ensure that you and your sponsor have read it as though you do not know you or your company and answer any unasked questions, then agree actions to complete. When you are satisfied ask your sponsor to review and “sign off”.

If you and your sponsor conclude that currently you cannot satisfy the requirements of UK-SPEC then work out a development plan, possibly with your employer that will enable you to gain the require competence. EngTech is about development so falling short of the standard should not be the end of your application it may simply mean that there is some work to be done.

Ensure that you enclose copies of any certificates (if held) and that they are counter-signed by your sponsor with “this is a true and fair copy of the original”.

Ensure that you enclose the correct application fees (please see our website for details of our current fees).

## **Assessment**

IDGTE especially recognises the value of work-based training and staff grading schemes. Therefore, these can be used for the Standard Route to demonstrate your competence if your employer's scheme is recognised by IDGTE. It's as simple as that. For the Individual Route the assessors will be looking for examples taken from your work experience to show your competences. In addition to looking for coverage of the UK-SPEC assessors will be looking for a level of competence equal to or higher than NVQ/QCF level 3.

## **Appeal**

Applicants may appeal against the assessors' decision by writing to the Director General, IDGTE who will deal fairly and openly with the contested decision and inform the appellant of the outcome. The IDGTE appeals procedure is included in the Rules.

**Examples of competence suitable for IDGTE via the individual route.**

The standard	Competence requirements	Examples could include
<p>A</p> <p>Use engineering knowledge and understanding to apply technical and practical skills.</p> <p>This includes the ability to:</p>	<ul style="list-style-type: none"> <li>• you are familiar with techniques, procedure and methods relevant to your discipline you are able to use basic engineering principles where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• give evidence that you have the know-how to do the job, and were able to go beyond the immediate requirements and use your initiative and experience to solve a problem or improve a process.</li> <li>• tasks where you have been responsible for selecting techniques and procedures</li> <li>• actions you have taken to gain knowledge of new techniques or procedures</li> </ul>
<p>A1</p> <p>review and select appropriate techniques, procedures and methods to undertake tasks</p>		<ul style="list-style-type: none"> <li>• describe something in your work you were involved in which didn't quite work and explain why</li> <li>• identifying problems or improvement with plant, equipment or processes</li> <li>• identifying the options available to solve the problem</li> <li>• picking the right one – explain why you picked it - legislation, environment, longevity, maintenance etc</li> <li>• is it still in use</li> <li>• has it been adopted elsewhere</li> </ul>
<p>A2</p> <p>use appropriate scientific, technical or engineering principles</p>		<ul style="list-style-type: none"> <li>• drawing from your direct experience, give an explanation of how a piece of equipment, process, system or mechanism works.</li> <li>• did you use any calculations?</li> <li>• if so, what were they?</li> <li>• did you work to any regulations or guideline?</li> <li>• if so, what were they?</li> <li>• did you look at pressures,</li> </ul>

		temperatures, flow rates? <ul style="list-style-type: none"> <li>do you analyse safe working conditions?</li> <li>if so, what analysis do you use?</li> <li>do you work in a controlled environment?</li> <li>if so, what do you need to monitor?</li> <li>how do you keep up to date and acquire new knowledge?</li> </ul>
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The standard	Competence requirements	Examples could include
<p>B</p> <p>Contribute to the design, development, manufacture, construction, commissioning, operation or maintenance of products, equipment, processes, systems or services.</p> <p>In this context, this includes the ability to:</p>	<ul style="list-style-type: none"> <li>you are able to use your own technical expertise to undertake tasks such as monitoring, diagnosis, rectification, testing and evaluating</li> <li>you have knowledge of the range of skills required to perform your work</li> <li>you know and understand the standards to be applied in your work</li> <li>you know and understand the basic engineering principles which underpin the methods you use</li> <li>you are aware of the limitations of your knowledge and responsibilities and know where to get advice when you need it.</li> </ul>	<ul style="list-style-type: none"> <li>explain how you contribute to one or more of these activities.</li> <li>the knowledge and skills you have applied in order to perform a particular task</li> <li>reference to the principles which underpin the methods used</li> <li>the technical contribution you have made to a task or project</li> <li>your experience of planning, resource allocation and implementation</li> <li>your evaluation of the task when completed</li> <li>tasks where you have applied practical skills</li> <li>the standards you have applied to cost, quality, safety and the environment.</li> </ul>
<p>B1</p> <p>identify</p>		<ul style="list-style-type: none"> <li>show an example of how you have used measurement, monitoring and assessment to</li> </ul>

<p>problems and apply diagnostic methods to identify causes and achieve satisfactory solutions</p>		<p>identify the source of a problem or to identify an opportunity.</p> <ul style="list-style-type: none"> <li>• what skills do you need to carry out your job?</li> <li>• how do you apply these skills?</li> <li>• how do you use your engineering knowledge to do your job?</li> <li>• do you monitor your own work?</li> <li>• if so, how?</li> <li>• do you collect and analyse data?</li> <li>• if so, what analysis do you use?</li> <li>• how do you diagnose faults?</li> <li>• do you tell others?</li> <li>• if so, how?</li> </ul>
<p>B2</p> <p>identify, organise and use resources effectively to complete tasks, with consideration for cost, quality, safety and environmental impact</p>		<ul style="list-style-type: none"> <li>• illustrate how you make decisions about what material, component, people or plant to use or how to introduce a new method of working.</li> <li>• how do you report and rectify problems with regards to time, cost and quality?</li> <li>• how do you identify the resources – people, tools, materials, contractors, and technical information?</li> <li>• what standards or legislation govern your work?</li> <li>• how do you make sure mistakes/problems do not happen again?</li> <li>• do you tell others?</li> <li>• do you train or coach others</li> <li>• do you sign it off?</li> </ul>

The standard	Competence requirements	Examples could include
<p>C</p> <p>Accept and exercise personal responsibility.</p>	<ul style="list-style-type: none"> <li>• you are able to manage your own work in terms of time, resource, finance and quality</li> <li>• you are capable of supervising others</li> <li>• you are capable of</li> </ul>	<ul style="list-style-type: none"> <li>• describe an experience or instance where you have had to accept personal responsibility for seeing an outage, trial or project through to completion within agreed targets.</li> <li>• tasks where you have personally been accountable for doing</li> </ul>

<p>This may include the ability to:</p>	<p>performing your work to a benchmarked standard.</p>	<p>work to a benchmarked standard</p> <ul style="list-style-type: none"> <li>• job specifications showing principal accountabilities and your place in a larger team</li> <li>• any 'licence to practise' held whether arising from statutory, professional or 'in company' competence regulation</li> <li>• reference to any codes, national or company standards which define best practise</li> <li>• a case study of a technical task, illustrating how you have identified and agreed what had to be done and to what standard</li> <li>• details of how you have allocated work, devolved authority to others, whilst retaining overall accountability</li> <li>• examples of defect reports and recommendations for change</li> <li>• how you manage your own work in terms of time, resource, finance and quality.</li> </ul>
<p>C1 work reliably and effectively without close supervision, to the appropriate codes of practice</p>		<ul style="list-style-type: none"> <li>• how you personally identified and agreed with what had to be done and to what standards on a typical project, outage, plant commissioning, or operation.</li> <li>• do you make your own decisions?</li> <li>• how often does your line manager have to check your work?</li> <li>• how do people know when your task is complete?</li> <li>• what standards do you work to?</li> <li>• what happens if you get it wrong?</li> <li>• if you did, what recommendations did you make?</li> </ul>

<p>C2</p> <p>accept responsibility for work of self and others</p>		<ul style="list-style-type: none"> <li>• minutes of meetings; site notes and instructions; defect reports, maintenance reports, programmes of work; specifications, drawing and reports; appraisals. Activity not associated with your job can contribute evidence.</li> <li>• what do you sign off?</li> <li>• do you attend meetings and feedback progress?</li> <li>• if so, how?</li> <li>• how do you know people are safe?</li> <li>• how many people do you have in your team?</li> <li>• how many of these are in your care?</li> </ul>
<p>C3</p> <p>accept, allocate and supervise technical and other tasks</p>		<ul style="list-style-type: none"> <li>• do you use planning sheets?</li> <li>• do you follow preventative maintenance?</li> <li>• how do you prioritise your work and the work of others?</li> <li>• how do you pick the right person for the job?</li> </ul>

The standard	Competence requirements	Examples could include
<p>D</p> <p>Use effective communication and interpersonal skills.</p> <p>This includes the</p>	<ul style="list-style-type: none"> <li>• you are able to discuss and agree task objectives and methods with others</li> <li>• you are able to produce written and oral task progress reports</li> <li>• you are able to provide technical and management information in a variety of formats</li> <li>• you are able to work</li> </ul>	<ul style="list-style-type: none"> <li>• show that you can: contribute to discussions; make a presentation; read and synthesise information; write different types of documents.</li> <li>• the attainment of key skills or NVQ/SVQ level 3 qualifications</li> <li>• written reports</li> <li>• records of discussions held and decisions made</li> <li>• roles you have performed within different teams and on different tasks</li> </ul>



ability to:	effectively as a team member or team leader.	
<p>D1</p> <p>use oral, written and electronic methods for the communication in English of technical and other information</p>		<ul style="list-style-type: none"> <li>• letters, reports, drawings, advice, minutes, including progress meetings, appraisals, work instructions, and other task planning and organising documents certificated by colleagues, clients, customers or management. Your application itself will be relevant.</li> <li>• do you write reports?</li> <li>• do you make recommendations?</li> <li>• if so, how?</li> <li>• do you attend or supply information for meetings?</li> <li>• what do you do if you know something is wrong?</li> <li>• what do you do if you know something is working well?</li> <li>• do you issue job sheets?</li> <li>• do you have a relevant NVQ/SVQ that covers aspects of communication?</li> </ul>
<p>D2</p> <p>work effectively with colleagues, clients, suppliers and the public</p>		<ul style="list-style-type: none"> <li>• examples of how this has occurred, and your role at the time.</li> <li>• are you part of a team?</li> <li>• if so how many people and what is your role?</li> <li>• how many people rely on you and your data?</li> <li>• how do you communicate the need to get the job done on time and to budget?</li> <li>• do you issue work instructions and specifications to colleagues, contractors or suppliers?</li> <li>• who is your customer and how do you tell them the job has been done?</li> </ul>

The standard	Competence requirements	Examples could include
<p>E</p> <p>Make a personal commitment to an appropriate code of professional conduct, recognising obligations to society, the profession and the environment.</p> <p>In order to satisfy this commitment you must.</p>	<ul style="list-style-type: none"> <li>• you understand and comply with the IDGTE and EC codes of conduct at all times</li> <li>• you are able to identify and resolve potential conflicts of interest</li> <li>• you plan and maintain a record of your professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• explain your commitment to become part of the profession and uphold the standards to which all members subscribe. You need to show that you have read and understood IDGTE's Code of Conduct.</li> <li>• situations where you have identified and accounted for health and safety issues in planning and implementing solutions</li> <li>• how you have ensured that the systems, for which you are responsible, are safe at all times</li> <li>• actions you have taken to ensure that safe working practises are observed</li> <li>• how you routinely analyse any safety, health and environmental implications of your work</li> <li>• your development action plan</li> <li>• records of your continuing professional development, including any contribution to the profession such as involvement in institution activities, work in schools, acting as a mentor etc.</li> </ul>
<p>E1</p> <p>comply with the IDGTE Rules of Conduct</p>		<ul style="list-style-type: none"> <li>• will you sign a personal undertaking. The professional review involves demonstration of, or discussion of, your position on typical ethical challenges.</li> <li>• have you read the IDGTE Rules and will you abide by them?</li> <li>• do you have a training plan?</li> <li>• do you have a personal development plan?</li> <li>• are you doing anything to promote engineering to others?</li> <li>• if so, what?</li> <li>• do you work with the local</li> </ul>

		<p>community?</p> <ul style="list-style-type: none"> <li>• if so, in what way?</li> <li>• would you mentor or coach other technicians?</li> </ul>
<p>E2</p> <p>manage and apply safe systems of work</p>		<ul style="list-style-type: none"> <li>• show evidence of applying current safety requirements, such as examples of good practice you adopt in your work. You will need to show that you have received a formal safety instruction relating to your workplace, such as a permit to work system authorisation, or an update on statutory regulations such as COSHH requirements.</li> <li>• how do you know that the work you do is safe at all times?</li> <li>• what standards or regulations are in place?</li> <li>• how do you keep up to date with them?</li> <li>• how do you know that your contractors or suppliers are competent?</li> <li>• how do you know that your contractors or suppliers are safe when your site is in your care?</li> </ul>
<p>E3</p> <p>undertake your engineering work making and utilising risk assessments and observing good practise with regard to the environment</p>		<ul style="list-style-type: none"> <li>• give examples of methodical assessment of risk in planning testing, maintenance, construction or commissioning work, specific projects; actions taken to minimise risk to health, safety, society or the environment.</li> <li>• do you utilise risk assessment for colleagues, contractors or suppliers?</li> <li>• do you write risk assessments?</li> <li>• how do you report any discrepancies?</li> <li>• is safety part of your everyday job?</li> <li>• if so, what do you do?</li> </ul>

<p>E4</p> <p>carry out continuing professional development, including opportunities offered by IDGTE, to ensure competence in areas and at future intended practice</p>		<ul style="list-style-type: none"><li>• demonstrate that you have actively sought to keep yourself up to date, perhaps by studying new operating or testing standards or techniques, attending OEM courses or made use of magazines, Institution meetings and other opportunities to network in order to keep abreast of change.</li><li>• do you have a training plan?</li><li>• do you have a personal development plan?</li><li>• do you know where your career is going?</li></ul>
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