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| Pre-application Competence Checklist for  Validation as a Chartered Geologist |  |

**To all Applicants for Chartered Geologist (CGeol)**

It is recommended that you assess yourself, preferably with your mentor or sponsor, against the Competency Criteria below ***before you start the application process***, because this will help you to establish whether you are likely to meet the requirements for CGeol. The table below contains a condensed breakdown of the Society’s requirements, with check boxes, to help you in your assessment. You must be able to meet each of the criteria at **‘Competence’** level before you complete your application. You may wish to gain further experience in areas where you feel you have only **‘Experience’**. If you tick more than one box as **‘Appreciation’** or **‘Knowledge’**, you should undertake further study or gain additional experience before submitting your application.

***Definitions***

**Appreciation:** Little or no experience and knowledge

**Knowledge:** Passing knowledge but little experience, working under close supervision

**Experience:** Experience and able to work alone under indirect supervision

**Competence:** fully competent to work alone and to supervise others

**Chartered Geologists must be competent throughout their working life, by virtue of their education, training and experience, in each of the following seven criteria**

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| **Competency Criterion** | **Supporting evidence could include:** | **Appreciation** | **Knowledge** | **Experience** | **Competence** |
| **i) Understand the complexities of geology & geological processes in space & time relative to your speciality.**  Applicants meeting this criterion will be able to demonstrate **competence** in the recognition and determination of basic geological processes in three and four dimensions, diagnosis of geological conditions, fundamentals of the Earth’s history, understanding of geological problems and their interpretation, creation and interpretation of geological maps and cross sections, compilation and testing of ground models | * examples of the Applicant’s work illustrating the maintenance of a sound theoretical approach to the application of geology in practice; * the use of a sound evidence-based approach to problem solving; * the identification and selection of procedures and methods to undertake geological tasks; * conducting or engaging in appropriate study and research to improve technical practices and solutions; and * evaluating the effectiveness and relevance of approaches and solutions in use in the Applicant’s area of specialism. |  |  |  |  |
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| **Competency Criterion** | **Supporting evidence could include:** | **Appreciation** | **Knowledge** | **Experience** | | **Competence** |
| **ii) Critical evaluation of geoscience information to generate predictive models.**  Applicants meeting this criterion will be able to demonstrate competence in the acquisition, observation and description of geological data, appreciation of the limitations of and conditions under which the data were collected or how they arrived in their present state, and an assessment of certainty/uncertainty. The geological data may be acquired in the field in one or more of the following ways: at outcrop, by intrusive investigations (boreholes, pits, etc), by geophysical or geotechnical surveys or other remote sensing. It may also be experimental data (including laboratory-based investigations or computer modelling) | Supporting evidence could include:   * examples of work carried out and interpretations made, including the reasoning used; * contribution to the development of solutions; * the level of decisions undertaken in the workplace; * output reports and publications; and * contribution to evaluation of the outputs. |  |  | |  |  |
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| **Competency Criterion** | **Supporting evidence could include:** | **Appreciation** | **Knowledge** | **Experience** | **Competence** |
| **iii) Effective communication in writing and orally.**  Applicants meeting this criterion will be able to demonstrate competence through the material presented in the professional report and the supporting documents that accompany the application, together with the impact the applicant makes at interview. Written Reports are the primary evidence of written communication skills. Thus, template reports should be used here sparingly, if at all. | Supporting evidence could include:   * materials which demonstrate communication skills both within the workplace and also socially and outside the workplace. |  |  |  |  |
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| **Competency Criterion** | **Supporting evidence could include:** | | **Appreciation** | **Knowledge** | **Experience** | **Competence** |
| **iv) Competence in the management of Health and Safety issues and Environmental issues, and in the observance of all other statutory obligations applicable to the discipline or area of work.**  The evidence should also demonstrate sound knowledge of sustainable development best practice and implementation and management of such practices. | | Supporting evidence of satisfactory attainment could include:   * records showing how H&S issues are managed as part of day to day work for the applicant and others; * a summary of the Applicant’s H&S responsibilities; * non-generic risk assessments made by the Applicant * examples of implementation of H&S policies; * responses to incidents (including near misses) and subsequent investigations and * knowledge of Environmental legislation and environmental protection practice. |  |  |  |  |
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| **Competency Criterion** | **Supporting evidence could include:** | **Appreciation** | **Knowledge** | **Experience** | **Competence** |
| **v) Clear understanding of the meaning and needs of professionalism including a clear understanding of the Code of Conduct and commitment to its implementation.**  Applicants meeting this criterion will be able to demonstrate an understanding of the need to meet deadlines, to behave professionally and ethically at all times in accordance with the Society’s Codes of Conduct and must fully understand the requirements of the Code, giving relevant examples of its application in their professional actions, activities and decisions. | This will be tested at interview and the Applicant must be prepared to provide examples of compliance with the Codes and discuss professionally ethical behaviour  (see the Society’s Regulation R/FP/07) |  |  |  |  |
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| **Competency Criterion** | **Supporting evidence could include:** | **Appreciation** | **Knowledge** | **Experience** | **Competence** |
| **vi) Commitment to Continuing Professional Development throughout their professional career.**  Applicants meeting this criterion will be able to demonstrate that they are committed to a programme of development of technical and professional skills for the work they undertake in order to enhance the skills available in pursuance of their career. In addition to providing an existing CPD record, Applicants are asked to describe their CPD aims and objectives and to give examples of specific CPD activities enabling them to meet these objectives. | Supporting evidence of satisfactory attainment could include:   * a 3 to 5-year Career Aspiration Plan, using an annual plan – act – reflect cycle * records of CPD\* through a formal reporting scheme supported by evidence of analysis of scientific and professional development needs; and * actions taken to satisfy these needs, including critical review of how successful these actions were.   \* Applicants are required to submit at least three years’ CPD records) as part of their application (see Section 5.8 of the Society’s Regulation R/FP/02). |  |  |  |  |
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| **Competency Criterion** | **Supporting evidence could include:** | **Appreciation** | **Knowledge** | **Experience** | | **Competence** |
| **vii) Competence in their area of expertise.** Applicants meeting this criterion will clearly define the areas of professional practice for which they claim competence at the level appropriate to their level of seniority. A clear understanding of the limits of their expertise is expected. | Supporting evidence of satisfactory attainment could include:   * relevant sections from job description and written examples of contributions to key tasks; * examples of the Applicant’s role in project planning, organisation of tasks, use of people and resources, managing changing technical and project needs; * written examples of personal contributions to key tasks; * examples of preparing and implementing quality-related processes; and * examples of projects for which they had responsibility for design, Implementation, interpretation of data collected and presentation of conclusions. |  |  | |  |  |
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