# Guidance for completing the IET Accreditation of Programme(s) application form

The application consists of 3 parts:

- SA 1 – Programme(s) Details and Agreement

- SA 2 – Application Information

- SA3 - Learning Outcomes Map to; and coverage of, the Registration Standard

The application has been designed to conform with the Approval and Accreditation of Qualifications and Apprenticeships (AAQA) First Edition, Engineering Council publication

An IET representative will go through the SA 2 form, in detail when they visit your site. The objective of the exercise is for the IET representative to gather enough information to fully complete the application form on your behalf, together with a report for the programme assessment panel.

However, it will be of great help, and make the meeting more efficient, if you could produce a first draft and return it to either the Accreditation Coordinator or IET representative, prior to the visit. This will then give the IET representative a good baseline to work from during the site visit.

The supplementary information for colleges and learning providers should include a representative cross section of the roles and disciplines of the apprentices at a number of different employers.

SA3 form will be completed by the IET representative during and after the visit.

| 1. | Overall design | | *What information to include* |
|---|---|---|---|
| 1.1. | Purpose of the programme(s) | | *Why the company has chosen to deliver the programme(s)?*<br>*The type of person it is designed to produce?* |
| 1.2. | Programme(s) competences and/or learning outcomes delivered | | *Expected learning outcomes, related objectives.* |
| **2.** | **Support for routes to Professional Registration** | | |
| 2.1. | Professional Registration support in the programme(s) | | *How is Professional Registration included in the programme(s)? Does the organisation have named individuals to provided support? Are there mechanisms in the organisation to support Professional Registration? How is personal development of evidence for Professional Registration supported? (eg EngTech, ICTTech, IEng and CEng)* |
| 2.2. | CPD (Progression details)<br>In order for the scheme to be recognised by the IET, please provide details of how professional engineering competencies are recorded and tracked. (For example, use of IET Career Manager) | | *Provision of a method for the planning and recording of Initial Professional Development (IPD) whilst on the apprenticeship and ongoing support of Continuing Professional Development (CPD) post apprenticeship - towards gaining the standard required for professional registration. Please note: The recording of CPD is now a requirement of UK-SPEC for registrants and for members of the IET.* |
| 2.3. | Personal monitoring and development of Professional Registration. | | *How is support and progression to Professional Registration managed. Are there opportunities to identify additional Professional Registration activities?* |
| 2.4. | Is IET Career Manager used? | | *Identify use of IET Career Manager or provide evidence of internal career development monitoring.* |
| **3.** | **The profile of programme entrants and their target occupations** | | |

| 3.1. | The selection and entry criteria and an overview of the process by programme. | |
|---|---|---|
| 3.2. | The intended roles of the scheme participants on completion. | |
| 3.3. | Expected completion date for each year of the current intake? | |
| 3.4. | Available information on the success of the programme(s) to date. | *How long the scheme has been running?  Do many fail to complete? If the success rate is high, briefly describe the reasons. Include retention rate. What proportion of previous scheme participants have achieved Professional Registration?* |
| **4.** | **The general environment in which the scheme operates** | |
| 4.1. | The place of the programme(s) within the company's organisation and the key people involved including their roles, relationships, responsibilities, qualifications and professional affiliations: eg line-manager, mentors, assessors etc. | *Scheme relevant company structure, department rotations and apprentice reporting lines. Who delivers work-based learning (WBL)?*<br>*Who assesses the WBL? This could relate to a qualification assessor or in-house defined competence / skills matrix assessment or both. (Copies of 12 weekly reports / skills matrix are useful)*<br>*Evidence of WBL and the company is working to deliver the competencies required. (Copies of handbook)* |
| 4.2. | Facilities for participants. | *Describe the scheme schedule:*<br>*College – day, block or full year and ongoing attendance.*<br>*Work Based – details on length and variety of placement rotations.*<br>*Do apprentices have their own work space?*<br><br>*Describe, for example, the physical environment and resources for professional development, both on and off the job, inclusive of learning resources, computer-aided training, simulators, management training etc* |
| 4.3. | List any additional locations which deliver this programme. | *Is the scheme administered and controlled centrally? How is this monitored to ensure that participants at other sites follow the same scheme and to the same standard?   Please state any localised support. Is it possible to provide evidence of how activities are conducted elsewhere?* |

| 5. | Depth and range of coverage | |
|---|---|---|
| 5.1. | The integration and relevance of the programme(s) to the business | *How does the programme fit into the business plan and workforce strategy? If a formal apprenticeship, how does it match with job specific occupational competence and how is it integrated into the company development programme?* |
| 5.2. | Size of the programme(s) eg: Number of units, minimum duration etc | *If a formal qualification is set, state the qualifications and pathways.*<br>*If based on in-house training, refer to the company documentation and attach examples.*<br>*If no NVQ/BTEC is being undertaken, provide detailed information on syllabus, curriculum materials and learning resources.* |
| 5.3. | Programme(s) structure | *Examples:*<br>*Syllabuses and module descriptors, Project list and handbook (if applicable), Programme logbook (if applicable)*<br>*Also, outline the general requirements of the mentor/mentee relationship. Stated how many mentors are currently involved with the scheme and their location/s / position/s.* |
| 5.4. | Induction into the working environment and to the culture of the industry. | *Describe the induction process. Include topics delivered. (Copies of presentations and handbooks are useful).*<br>*Include details on assessment and development.*<br>*How long is the induction period?*<br>*Is UK-SPEC taken into account?* |
| 5.5. | Instruction in safe systems of work and in the duties and responsibilities as employees. | *Identify the onboarding process, e.g. company policies and procedures relevant to the participant.* |
| 5.6. | Involvement of the participants in the assessment of risk with respect to H&S, the environment or data loss, cyber security and the implementation of safeguard measures. | *The participants should understand and be able to contribute to risk assessments. (They do not have to be responsible for risk assessments.)* |
| 5.7. | Personal development of participants both as independent professional practitioners and as members of a business team. | *Identify team building and leadership activities – 'Outward Bound' running events such as schools' events (STEM), career fairs and external project work etc.* |

| | | |
|---|---|---|
| 5.8. | An understanding of the functioning of the business process in its world-wide competitive environment and the company's relationship to its customers, suppliers, shareholders and employees. (Include equality and diversity awareness) | *Newsletters, Intranet, Town Hall meetings etc.* <br> *Can refer to company policy documents and induction.* |

## 6. Details of the provision of content and support

| | | |
|---|---|---|
| 6.1. | The identification of any FE or HE programmes or institutions formally linked to the programme(s) inclusive of 'sandwich' course and 'work experience' placements. | |
| 6.2. | The academic links of company staff associated with the programme(s) eg visiting professors and lecturers, industrial tutors and/or examiners. | *For Level 6 programmes – intergration with university* |
| 6.3. | Placement of participants with supplier and customer business and with other parts of the company group (including non-UK) or with industrial Training Schemes. | |
| 6.4. | Additional training and support delivered as part of the programme(s) to enrich the participant's learning experience. | *Enrichment course, short courses (H&S, Manual Handling etc.) (Copies of logbooks are useful)* |
| 6.5. | Learning Delivery and Assessment capability of staff. | *If Work Based Learning is delivered by employer, 'in-house', how is the content controlled and standardised? Are there 'in-house' assessment strategies?* |

## 7. Validity of assessment

| | | |
|---|---|---|
| 7.1. | Strategy and method of assessment employed. | *State formal qualifications. State number of participants following each qualification listed.* |

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|---|---|---|
| | | *The means by which participants are assessed against scheme objectives and required outcomes, including national standards. (Example: Apprentice Framework or Apprenticeship Standard)* |
| 7.2. | The arrangements for formative assessment and counselling of participants, whether or not linked to a company appraisal system. | *Company appraisal system, if additional to the programme appraisals. Provide evidence of mapping to UK-SPEC and how it is included in the delivery of the programme(s). How does it deliver the requirements expected to gain professional registration?* |
| 7.3. | What records do participants, programme administrators and the company maintain? | *Portfolios of evidence, company skills matrix, formal qualification records system. Evidence of internal programme review reports* |

## 8.     Reliability of assessment

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|---|---|---|
| 8.1 | Internal Review System | *Examples: Internal programme review reports (If applicable) Incorporation of the programme(s) into the company's main stream quality management systems. Apprenticeship regulatory compliance by a statutory regulator e.g. Institute for Apprenticeships and Technical Education (IfATE) requirements (if applicable)* |
| 8.2 | External Review System | *Example: Reports from regulatory agencies (OFQUAL, OFSTED etc), Methods of awarding organisation accreditation method, Reports and related responses from external examiners or verifiers (if applicable), Internal and external quality assurance applied to the scheme Example Awarding body external verification.* |

## 9.     Other Accreditation Programmes

| Accrediting Institution | Programme Title | Registration Number | Type of Registrant | Duration and Expiry |
|---|---|---|---|---|
| | | | | |
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**Supplementary Information for College and Provider Applications**

Please provide examples of the experience delivered to the participants at their place of work. A representative cross section is sufficient rather than a full listing.

| Employer | Subject | Numbers per Subject | Job Role Rotation | Expected Final Position |
|---|---|---|---|---|
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Additional Information

What systems are in place to ensure Work Based Learning (WBL) is delivered effectively?
(Copies of review forms and assessment documents are useful)

# Typical Evidence

Training and Development Accreditation

There is no intention to impose wasteful "repackaging" of information already presented for other purposes. Your submission should refer to, and summarise, evidence from existing sources that may be attached as supporting documentation if appropriate and practical.

The IET needs sufficient information in seven categories for an accreditation panel to verify that the scheme merits accreditation. These categories are:

- The identity and aims of the programme(s)

- The profile of participants and their target roles and occupations

- Participant support, mentoring and monitoring

- The general environment in which the programme(s) operates

- The scheme contents

- Details of any partners in the provision of content

- How the programme is to be assessed

- How the programme is to be quality assured

# Form SA 3

# Learning Outcomes Map to; and coverage of, the Registration Standard

This form allows for an overview of the extent to which the programme(s) can be expected to prepare participants to meet the standards for registration with the Engineering Council by mapping learning outcomes and objectives against the competence and commitment categories. Please indicate in the columns provided the extent to which the competence category should be covered (ie Fully, Partially or Not covered) and the main references in your supporting documentation where this is mentioned.

| | Competence and Commitment | Coverage | References to Supporting Documents |
|---|---|---|---|
| A | Knowledge and Understanding | | Engineering Technicians shall use engineering knowledge and understanding to apply technical and practical skills. *This competence is about having knowledge of the technologies, standards and practices relevant to the applicant's area of work and having evidence of maintaining and applying this knowledge.* |
| B | Design, development and solving engineering problems | | Engineering Technicians shall contribute to the design, development, manufacture, construction, commissioning, decommissioning, operation or maintenance of products, equipment, processes, systems or services. *This competence is about the ability to apply engineering knowledge effectively and efficiently to the individual tasks which need to be undertaken in the applicant's role.* |
| C | Responsibility, management and leadership | | Engineering Technicians shall accept and exercise personal responsibility. *This competence is about the ability to plan and manage the applicant's own work effectively and efficiently. It is also about the ability to consider and identify improvements to maintain quality in their work.* |
| D | Communication and interpersonal skills | | Engineering Technicians shall use effective communication and interpersonal skills. *This is the ability to work with others constructively, to explain ideas and proposals clearly and to discuss issues objectively and constructively.* |
| E | Personal and professional commitment | **Fully** | **Membership of the IET** Engineering Technicians shall demonstrate commitment to an appropriate code of professional conduct, recognising obligations to society, the profession and the environment. *This competence is about ensuring that the applicant is acting in a professional manner in their work and in their dealings with others. An Engineering Technician should set a standard and example to others with regard to professionalism.* |

NOTE:

The Engineering Council has outlined the competence and commitment categories the UK Standard for Professional Engineering v4 (UK-SPEC v4) that set the standards for registration as a professional engineer or technician. These categories can be broken down if needed into their component elements and mapped against other standards eg S/NVQs. A copy of the categories required for registration is available on the Engineering Council Website. These are outlined in the evidence reference section above.

Engineering Technicians apply proven techniques and procedures to the solution of practical engineering problems.

Engineering Technicians shall demonstrate:

- Engineering knowledge and understanding to apply technical and practical skills
- Evidence of their contribution to the design, development, manufacture, commissioning, decommissioning, operation or maintenance of products, equipment, processes or services
- Supervisory or technical responsibility
- Effective interpersonal skills in communicating technical matters
- The ability to operate in accordance with safe systems of work and to demonstrate appropriate understanding of the principles of sustainability
- Commitment to professional engineering values