

Guidance for completing the IET Accreditation of a Programme application form

The application consists of 3 parts:

- SA 1 – Programme Details and Agreement
- SA 2 – Application Information
- SA 3 – 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.

SA 3 form will be completed by the IET representative during and after the visit.

1. Overall design		<i>What information to include</i>
1.1.	Purpose of the programme(s)	<i>Why the company has chosen to deliver the programme(s)? The type of person it is designed to produce?</i>
1.2.	Programme competences and/or learning outcomes delivered	<i>Expected learning outcomes, related objectives.</i>
2. Support for routes to Professional Registration		
2.1.	Professional Registration support in the programme	<i>How is Professional Registration included in the programme? Does the organisation have named individuals to provide support? Are there mechanisms in the organisation to support Professional Registration?</i>
2.2.	Professional Registration development	<i>How is personal development of evidence for Professional Registration supported?</i>
2.3.	CPD (Progression details) 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)	<i>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.</i>
2.4.	Personal monitoring and development of Professional Registration.	<i>How is support and progression to Professional Registration managed. Are there opportunities to identify additional Professional Registration opportunities?</i>
3. The profile of trainee 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 learners on completion.	
3.3. Expected completion date for each year of the current intake?	
3.4. Available information on the success of the programme to date.	<i>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. Have previous apprentices achieved Professional Registration?</i>
4. The general environment in which the scheme operates	
4.1. The place of the programme within the company's organisation and the key people involved including their roles, relationships, responsibilities, qualifications and professional affiliations: e.g., line-manager, mentors, assessors etc.	<i>Scheme relevant company structure, department rotations and apprentice reporting lines. Who delivers work-based learning (WBL)? 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) Evidence of WBL and the company is working to deliver the competencies required. (Copies of apprenticeship handbook)</i>
4.2. Facilities for learners.	<i>Describe the scheme schedule: College – day, block or full year and ongoing attendance. Work Based – details on length and variety of placement rotations. Do apprentices have their own work space? 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</i>
4.3. List any additional locations which deliver this programme	<i>Is the scheme administered and controlled centrally? How is this monitored to ensure that apprentices 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?</i>
5. Depth and range of coverage	

<p>5.1. The integration and relevance of the programme to the business</p>	<p><i>If a formal apprenticeship, how does it match with job specific occupational competence? Is the apprenticeship integrated into the company development programme? How does it fit into the business plan strategy?</i></p>
<p>5.2. Size of the programme(s) e.g.: Number of units, minimum duration etc</p>	<p><i>If a formal qualification is set, state the qualifications and pathways. If based on in-house training, refer to the company documentation and attach examples. If no NVQ/BTEC is being undertaken, provide detailed information on syllabus, curriculum materials and learning resources.</i></p>
<p>5.3. Programme structure</p>	<p><i>Examples: Syllabuses and module descriptors, Project list and handbook (if applicable), Programme logbook (if applicable) Is Career Manager being used? 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.</i></p>
<p>5.4. Induction into the working environment and to the culture of the industry.</p>	<p><i>Describe the induction process. Include topics delivered. (Copies of presentations and apprentice handbooks are useful). Include details on assessment and development. How long is the induction period? Is UK-SPEC taken into account?</i></p>
<p>5.5. Instruction in safe systems of work and in the duties and responsibilities as employees.</p>	
<p>5.6. Involvement of the learners in the assessment of risk with respect to H&S, the environment or data loss and the implementation of safeguard measures.</p>	<p><i>The apprentices should understand and be able to contribute to risk assessments. (They do not have to be responsible for risk assessments.)</i></p>
<p>5.7. Personal development of participants both as independent professional practitioners and as members of a business team.</p>	<p><i>Team building activities – ‘Outward Bound’ running events such as schools’ events and external project work.</i></p>

<p>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)</p>	<p><i>Newsletters, Intranet, Town Hall meetings etc. Can refer to company policy documents and induction.</i></p>
<p>6. Details of the provision of content and support</p>	
<p>6.1. The identification of any FE or HE programmes or institutions formally linked to the programme inclusive of 'sandwich' course and 'work experience' placements.</p>	
<p>6.2. The academic links of company staff associated with the programme e.g., visiting professors and lecturers, industrial tutors and/or examiners.</p>	<p><i>For Level 6 programmes – intergration with university</i></p>
<p>6.3. Placement of trainees with supplier and customer business and with other parts of the company group (including non-UK) or with industrial Training Schemes.</p>	
<p>6.4. Learning Delivery and Assessment capability of staff.</p>	<p><i>If Work Based Learning is delivered by employer, 'in-house', how is the content controlled and standardised? Are there 'in-house' assessment strategies?</i></p>
<p>7. Validity of assessment</p>	
<p>7.1. Strategy and method of assessment employed.</p>	<p><i>State formal qualifications. State number of apprentices following each qualification listed. The means by which trainees are assessed against scheme objectives and required outcomes, including national standards. (Example: Apprentice Framework or Apprenticeship Standard) If no formal qualifications are delivered how is the performance of the apprentice assessed?</i></p>
<p>7.2. Additional training and support delivered as part of the programme to enrich the candidates learning experience.</p>	<p><i>Enrichment course, short courses (H&S, Manual Handling etc.) (Copies of apprenticeship logbooks are useful)</i></p>

7.3. The arrangements for formative assessment and counselling of learners, whether or not linked to a company appraisal system.	<i>Company appraisal system, if additional to the apprenticeship appraisals. Provide evidence of mapping to UK-SPEC and how it is included in the delivery of the programme. How does it deliver the requirements expected to gain professional registration?</i>
7.4. What records do learners and programme administrators maintain?	<i>Portfolios of evidence, company skills matrix, formal qualification records system. Evidence of internal programme review reports</i>

8. Reliability of assessment

8.1 Internal Review System	<i>Examples: Internal programme review reports (If applicable) Incorporation of the programme 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)</i>
8.2 External Review System	<i>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.</i>

9. Other Accreditation Programmes

Accrediting Institution	Programme Title	Registration Number	Type of Registrant	Duration and Expiry

Supplementary Information for College and Provider Applications

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

Employer	Apprenticeship Subject	Numbers per Subject	Job Role Rotation	Expected Final Position

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
- The profile of trainee entrants and their target roles and occupations
- Learner support, mentoring and monitoring
- The general environment in which the programme 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