

1 **Approval and Accreditation of Qualifications and Apprenticeships Handbook (AAQAH)**

2 **UK Standard for Professional Engineering Competence**

3 **Second edition**  
4 **Consultation draft**  
5 **May 2019**

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1 **Contents** (to be drafted after consultation)

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## 1 Foreword

2 Engineering is concerned with the art and practice of changing the world we live in. Driven by the  
3 needs of society and business, engineers strive to find solutions to complex challenges. They work to  
4 achieve useful and beneficial outcomes that enhance the welfare, health and safety of all whilst  
5 paying due regard to the environment.

6 Whilst the objective of engineering professionalism is the public good, students and apprentices  
7 choose engineering for a variety of reasons and a range of motivations. Students and apprentices  
8 may comprise new entrants who are developing knowledge and skills straight out of school,  
9 experienced engineers looking to progress, or career changers. Whatever their motivations and stage  
10 of their education and career, all students and apprentices deserve an engineering education that is  
11 world-class and that develops industry-relevant skills. Recognition of qualification and apprenticeship  
12 programmes through either approval or accreditation by a licensed professional engineering institution  
13 (PEI) helps to ensure that UK engineering education meets these needs as well as attracting students  
14 towards a career in the engineering profession. It demonstrates both nationally and internationally the  
15 high standard of UK engineering education and provides a basis for educational establishments to  
16 review their programmes and to develop excellence in delivery and content.

17 Such skills and behaviours are defined in the Engineering Council standards of competence and  
18 commitment that individuals must demonstrate in order to achieve professional registration. These are  
19 set out in two key documents:

- 20 • [UK Standard for Professional Engineering Competence \(UK-SPEC\)](#)
- 21 • [Information and Communications Technology Technician \(ICTTech\) Standard](#)

22 Programmes (qualifications – with a very broad definition to include employer training schemes - or  
23 apprenticeships) that meet the high standards set by the Engineering Council may be recognised as  
24 such, at the time of writing through approval or accreditation. Approval is a process to assess that a  
25 programme, subject to external quality assurance delivers learning outcomes and/or competences  
26 specified in this handbook or the ICT Technician Standard. Accreditation assesses a programme  
27 delivered in a specific location and usually involves a visit. This handbook relates to the approval and  
28 accreditation of qualifications and apprenticeships for the purpose of supporting professional  
29 registration as an Engineering Technician (EngTech), ICT Technician (ICTTech), Incorporated  
30 Engineer (IEng) or Chartered Engineer (CEng), as well as providing wider assurance that  
31 programmes are designed to meet standards set by and for the engineering profession.

32 The term qualification is broadly defined for the purpose of this handbook and may include  
33 qualifications awarded by external awarding organisations, in-house company programmes quality  
34 assured by external bodies (including PEIs), and qualifications awarded by PEIs. Degrees are  
35 addressed separately in the [Accreditation of Higher Education Programmes \(AHEP\)](#), and that  
36 document will need to be referred to if accrediting degrees that sit within degree apprenticeships (as  
37 known in England at the time of writing) or graduate apprenticeships (as known in Scotland at the  
38 time of writing).

39 In England, it is an offence to refer to anything other than a statutory apprenticeship (regulator  
40 approved apprenticeships) using the term apprenticeship. Therefore, in referring to apprenticeships  
41 we mean apprenticeships as approved by the statutory regulator for apprenticeships (at the time of  
42 writing the Institute for Apprenticeships and Technical Education in England), or equivalent work-  
43 based programmes in jurisdictions that do not have equivalent regulation. It is recognised that there  
44 may be programmes that are very similar to apprenticeships that could be approved or accredited as  
45 qualifications.

1 Apprenticeships may contain qualifications, and where they do these qualifications may be  
2 considered for approval or accreditation in their own right and/or included in the evidence presented  
3 when an apprenticeship is considered for approval or accreditation. Graduates from an  
4 apprenticeship that contains a degree can only be considered to have an accredited degree if the  
5 degree is accredited in line with AHEP for the apprenticeship mode of delivery.

6 There is an expectation that apprenticeships support professional registration. This handbook  
7 introduces the option for approval and accreditation that recognises the extent to which  
8 apprenticeships and work-based qualifications contribute towards meeting the competence standards  
9 required for professional registration. Wherever competence is mentioned in this handbook we mean  
10 professional competence, as in the competence required to register as Engineering Technician  
11 (EngTech), ICT Technician (ICTTech), Incorporated Engineer (IEng) or Chartered Engineer (CEng),  
12 and related to the competence statements in UK-SPEC or the ICTTech Standard. Occupational  
13 competence, as in competence required to work in a specific occupation, is not the focus of this  
14 handbook, nor the competences it describes, nor the approval and accreditation processes.

15 It is recognised that many work-based qualifications and apprenticeships will deliver some or all of the  
16 competences required for a registered engineer. The processes set out in this document for  
17 approving or accrediting programmes that deliver competence may be applied against either:

- 18 • The full set of competences required for registration as set out in UK-SPEC or the ICT  
19 Technician Standard.

20 OR

- 21 • A set of threshold competences set out in this handbook which allow approval or accreditation  
22 of work-based qualifications and apprenticeships that sit between EngTech and IEng.

23 This handbook is aimed at:

- 24 • PEIs that are licensed by the Engineering Council to approve and accredit qualifications and  
25 apprenticeships.
- 26 • Awarding organisations and other organisations that are responsible for the development and  
27 delivery of qualifications and apprenticeships, including educational institutions and  
28 employers.

29 This handbook sets out the process to be followed, learning outcomes and/or competences that must  
30 be demonstrated, the requirements for approval and accreditation and the evidence that PEIs should  
31 seek in order to confer approval or accreditation of a qualification or apprenticeship. It refers to  
32 approval and accreditation of qualifications and apprenticeships by PEIs on behalf of the Engineering  
33 Council in terms of how they meet the standards required for professional registration as an engineer  
34 or technician.

35 The handbook may also be useful for individuals and employers who want to assess whether they or  
36 their staff have the knowledge, understanding and competence required for registration, and if they do  
37 not, what they need to do to meet the relevant standards.

38 AAQAH has been developed collaboratively by members representing the breadth of the profession,  
39 from industry and education, and from the many different disciplines and specialisms that make up  
40 the 'Universe of Engineering'.

1 Operating under a Royal Charter, the Engineering Council is charged with regulating the engineering  
2 profession in the United Kingdom, setting the standard for the practice of engineering, and  
3 maintaining the registers of professional engineers and technicians. The Engineering Council is  
4 governed by a Board representing the PEIs in the UK, together with individuals drawn from industries  
5 and sectors with an interest in regulation of the engineering profession. UK-SPEC is an  
6 internationally recognised UK Standard, published by the Engineering Council on behalf of the UK  
7 engineering profession. The learning outcomes and competences published in this handbook are  
8 derived from UK-SPEC, with the L5 learning outcomes being common to those in AHEP. First  
9 published in 2015 as the Approval of Qualifications and Apprenticeships Handbook (AQAH),  
10 developed and maintained in collaboration with the engineering profession, this handbook was most  
11 recently reviewed in 2019.

## 12 Responding to change

13 Reforms to the education and training landscape during the first two decades of the 21st century have  
14 led to significant changes in provision, including significant growth in apprenticeships and other work-  
15 based programmes at higher levels. A shift (in England at least) towards much more employer and  
16 industry involvement in shaping provision means that qualifications and apprenticeships can now be  
17 presented in a broad range of formats and levels. The position across the four UK nations and  
18 internationally varies. This handbook is written to support approval and accreditation, by licensed  
19 PEIs on behalf of the Engineering Council, of qualifications and apprenticeships delivered in any  
20 country. The scope of this document is broader than the previous Approval of Qualifications and  
21 Apprenticeships Handbook (AQAH) to enable approval and accreditation of a wider variety of  
22 qualifications and apprenticeships. Learning outcomes and competence statements are included for  
23 assessing programmes that sit between the level of EngTech and the level of IEng and holding a  
24 qualification or apprenticeship at these levels may help individuals to achieve professional registration  
25 although they will need to demonstrate (formally or informally) further learning/competence if they  
26 wish to progress to IEng registration.

27 The aim is to offer approval and accreditation processes that are:

- 28 • Flexible and progressive, balancing maintenance of standards with support for innovation in  
29 delivery.
- 30 • Inclusive, in so far as they can be applied across the diversity of qualifications and  
31 apprenticeships.
- 32 • Time neutral so that, as the vocational qualifications and apprenticeship landscape changes,  
33 the processes remain current.
- 34 • Valued by all stakeholders, in particularly PEIs and the engineering industry, as a useful tool in  
35 recognising qualifications and apprenticeships.
- 36 • Used more frequently and consistently so that the broad and expanding range of qualifications  
37 and apprenticeships found across industry are recorded on a central Engineering Council  
38 database, accessible by all.

39 The approval and accreditation processes should be applicable to a broad range of delivery  
40 arrangements which can be found across engineering qualifications and apprenticeships, and publicly  
41 and privately funded delivery.

42 In the case of an apprenticeship or a qualification that is delivered in multiple locations, PEIs may  
43 approve the contents of the standard/framework (or equivalent) and then go on to accredit the  
44 delivery, or review both at the same time. If one PEI has approved the content, others may consider  
45 accrediting the delivery, but this is at the discretion of the PEIs as it is expected that they may set  
46 industry contextualised requirements.

1 We have tried to minimise reference to levels in this document as qualification frameworks and  
2 associated levels vary between UK nations and internationally. Where levels are referred to, they are  
3 in line with the definitions of levels used in England, Wales and Northern Ireland at the time of writing.  
4 Annex A defines these

## 5 **Approval and accreditation**

### 6 **The purpose of approval or accreditation**

7 Approval or accreditation by PEIs that are licensed to do so is a mark of assurance that the provision  
8 meets the standards set by the UK engineering profession. As such, it provides evidence to  
9 employers, students, apprentices and others that the provision delivers some or all of the knowledge  
10 and understanding and/or competence required for professional engineers.

11 Qualifications and apprenticeships can be approved or accredited as delivering all of the underpinning  
12 knowledge and understanding required for a professional title, via PEI assessment that the curriculum  
13 is designed to deliver all of the learning outcomes specified in this handbook for EngTech, ICT*Tech*,  
14 IEng or CEng.

15 Qualifications and apprenticeships can be approved or accredited by PEIs as delivering some of the  
16 knowledge and understanding required for professional engineers when they address the threshold  
17 set of learning outcomes that contribute towards developing the underpinning knowledge and  
18 understanding for a professional title, either as or requiring further learning.

19 Programmes can be approved or accredited by a PEI as being designed to deliver all of the  
20 competences required for a professional title as set out in UK-SPEC (and presented in annex C of this  
21 handbook) or the ICT*Tech* Standard.

22 Approval or accreditation of programmes delivering some of the competence required must be  
23 against the threshold set of competence statements set out in this handbook that support but do not  
24 fully address development of the competences required IEng.

25 The approval and accreditation processes provide structured mechanisms by which PEIs assess,  
26 evaluate and improve the quality of provision through an independent peer review process, and offer  
27 the opportunity for continuing dialogue between providers and the profession.

### 28 **What does approval or accreditation mean to an individual?**

29 The Engineering Council recognises that some or all of the knowledge and understanding, and some  
30 or all of the competences required for registration may be acquired by a qualification or  
31 apprenticeship. All candidates for registration need to demonstrate their professional competence and  
32 commitment through a professional review. Individuals successfully completing an approved or  
33 accredited qualification or apprenticeship that is listed on the Engineering Council's public database  
34 will find the process for registration more straightforward.

35 Participation on an approved or accredited programme will mean that curriculum has been assessed  
36 by a PEI as being designed to develop some or all of the knowledge and understanding (and in some  
37 cases some or all of the competence) required for registration, and that the PEI is satisfied that  
38 suitable external qualification assurance is in place to give confidence in the quality of resources,  
39 delivery and assessment in all delivery locations.

1 To become registered as an Engineering Technician (EngTech), ICT Technician (ICT Tech),  
2 Incorporated Engineer (IEng) or Chartered Engineer (CEng) an individual must be a member of a PEI  
3 and have their competence and commitment assessed by the PEI.

4 Approval or accreditation confirms the quality of an individual’s experience across the whole  
5 qualification or apprenticeship, which in the case of accreditation includes a specific location of a  
6 delivery provider.

7 Individuals whose underpinning knowledge and understanding have been assessed, but who have  
8 not yet demonstrated the necessary competences for registration, may be permitted interim  
9 registration through a PEI. An approved or accredited qualification may demonstrate the knowledge  
10 and understanding required for interim registration, as well as for a professional title.

11 **Under what circumstances can approval or accreditation be sought?**

12 **Table 1** – Circumstances when approval against learning outcomes, approval against competence,  
13 accreditation against learning outcomes or accreditation against competence might be sought. Table  
14 2 provides more specific examples.

	<b><u>A1 Programme is subject to external quality assurance that attests to the quality of facilities, delivery and assessment, and recognition is sought at programme rather than provider level</u></b>	<b><u>A2 Programme is subject to external quality assurance that attests to the quality of facilities, delivery and assessment, and recognition is sought at provider level</u></b>	<b><u>A3 Programme is not subject to external quality assurance) that attests to the quality of facilities, delivery and assessment</u></b>
<b>A4 Programme delivers knowledge and understanding</b>	A5 Programme can be considered for approval against learning outcomes	A6 Programme can be considered for accreditation against learning outcomes	A7 Programme can be considered for accreditation against learning outcomes
<b>A8 Programme delivers knowledge, understanding and work-based competence</b>	A9 Programme can be considered for approval against learning outcomes and/or competences	A10 Programme can be considered for accreditation against learning outcomes and/or competences	A11 Programme can be considered for accreditation against learning outcomes and/or competences
<b>A12 Programme delivers work-based competence</b>	A13 Programme can be considered for approval against competences	A14 Programme can be considered for accreditation against competences	A15 Programme can be considered for accreditation against competences

15 **Table 2** – An illustration of a typical (but not exhaustive) range of delivery arrangements and the scale  
16 of recognition ranging from the approval of knowledge and understanding through to accreditation of  
17 delivery of competence. Knowledge and understanding may be assessed through approval or  
18 accreditation, as may delivery and assessment of competence.

<p>B1</p> <p><b>Possible delivery arrangements (note this is not intended to be an exhaustive list) and recognition that might be sought</b></p>	<p>B2 Recognition of delivering knowledge and understanding learning outcomes</p>	<p>B3 Recognition of delivering competence (threshold or full)</p>	<p>B4 Accreditation of delivery arrangements (inc resources, delivery, and assessment)</p>
<p>B5 A nationally-set vocational qualification quality assured by an awarding organisation.</p>	<p>Blue</p>	<p>Yellow</p>	<p>White</p>
<p>B6 A PEI-accredited degree used within an apprenticeship standard. <i>Note the degree must be accredited for the apprenticeship mode of delivery.</i></p>	<p>Blue</p>	<p>White</p>	<p>Green</p>
<p>B7 The knowledge and understanding element of an apprenticeship.</p>	<p>Blue</p>	<p>White</p>	<p>White</p>
<p>B8 An apprenticeship approved for delivery nationwide.</p>	<p>Blue</p>	<p>Yellow</p>	<p>White</p>
<p>B9 An approved and industry-specific apprenticeship programme delivered in a central location (and possibly with several delivery hubs).</p>	<p>Blue</p>	<p>Yellow</p>	<p>Green</p>
<p>B10 Several PEIs working together to oversee an apprenticeship standard in terms of its delivery and content.</p>	<p>Blue</p>	<p>Yellow</p>	<p>Green</p>
<p>B11 A training provider seeking accreditation for delivery of a specific qualification or apprenticeship at a specific location. <i>Where the programme has already been approved.</i></p>	<p>White</p>	<p>White</p>	<p>Green</p>
<p>B12 An in-house company training scheme, which is used to develop staff towards professional registration.</p>	<p>Blue</p>	<p>Yellow</p>	<p>Green</p>
<p>B13 A provider of specialist technical training in a specific area of engineering and technology.</p>	<p>Blue</p>	<p>White</p>	<p>Green</p>
<p>B14 An industry-specific training programme designed to establish consistency across an industry sector.</p>	<p>Blue</p>	<p>Yellow</p>	<p>Green</p>

1 **What is approval?**

2 Approval is a programme level review to confirm that a qualification or apprenticeship is designed to  
3 deliver and assess some or all of the knowledge and understanding and/or competence required for  
4 registration as an Engineering Technician (EngTech), ICT Technician (ICT Tech), Incorporated  
5 Engineer (IEng), or Chartered Engineer (CEng). For a qualification or apprenticeship to be  
6 considered for approval, an external agency (which may be a PEI) must have quality assured the  
7 resources, delivery and assessment in all delivery locations.



1 Approval is completed to provide assurance that a qualification or apprenticeship delivers some or all  
2 of the knowledge and understanding and/or competence required for professional engineers.

3 Approval confirms that a qualification or apprenticeship meets some or all of the knowledge and  
4 understanding requirements and/or some or all of the competences commensurate with a level of  
5 professional registration. For example, many qualifications in engineering may demonstrate the  
6 knowledge and understanding required for Engineering Technician registration and be subject to  
7 external quality assurance processes that PEIs are satisfied ensure the quality of delivery, resources  
8 and assessment.

9 Where qualifications are subject to external quality assurance, the range of evidence considered is  
10 narrower in scope than that required for accreditation and a visit by a PEI is not necessarily required.

11 Degrees cannot be approved, as learning outcomes and assessment are set by an individual higher  
12 education institution (HEI), and therefore degrees are not subject to programme level external quality  
13 assurance that assures quality of resources, delivery and assessment. In the case of apprenticeships  
14 that incorporate degrees, it is highly likely that the recognition process will include the established  
15 degree accreditation process set out in AHEP, as well as approval or accreditation of competences  
16 delivered in the workplace.

17 Each PEI undertakes the approval process within the Engineering Council requirements, applying  
18 these for its own sector. Each PEI must publish details of its own criteria (or confirmation that its  
19 criteria are as set out in this document) and procedures for the approval process, in line with the  
20 requirements of the Engineering Council's Registration Code of Practice, and ensure that:

- 21 • The technical content is appropriate, which is demonstrated by mapping to the Engineering  
22 Council's learning outcomes and/or competences and/or the PEIs' own competence and  
23 commitment statements (which must address the Engineering Council's learning outcomes  
24 and/or competences as specified in this handbook, UK-SPEC or the ICT *Tech* Standard).
- 25 • There are clearly defined outcomes, and candidates will be provided with an award that  
26 enables easy identification of individuals who have achieved the qualification or  
27 apprenticeship.
- 28 • The provision under consideration meets or exceeds the relevant learning outcomes and/or  
29 competence (full or threshold) standard set by the Engineering Council.
- 30 • The provision under consideration meets or exceeds the appropriate threshold level in the  
31 UK's frameworks for qualifications and credits, or if it lies outside these frameworks, is  
32 demonstrably at a comparable level (see Annex A).
- 33 • The quality assurance arrangements are satisfactory, and provide assurance of delivery,  
34 resources and assessment for all locations in which the programme is delivered.
- 35 • If approval is conferred it is clear, including on the Engineering Council database:
  - 36 ○ For which intake cohorts this applies.
  - 37 ○ Whether approval relates to knowledge and understanding only, knowledge,  
38 understanding and competence, or competence only.
  - 39 ○ If approval addresses competence, whether the programmes has been approved in  
40 relation to full (UK-SPEC or ICT *Tech* Standard) or threshold competences.

#### 41 **What is accreditation?**

42 Accreditation by a PEI involves a programme level review (unless the programme is already  
43 approved) with a visit to review the quality of resources, delivery and assessment of a qualification or  
44 apprenticeship delivered in a specified location. Accreditation implies approval and a programme can  
45 be accredited without being subject to other external quality assurance processes.

1 In the case of a qualification or apprenticeship that is not quality assured externally, an accreditation  
2 visit would usually be required. This would confirm that the qualification or apprenticeship meets some  
3 or all of the knowledge and understanding requirements and/or some or all of the competences  
4 commensurate with a level of professional registration with appropriate delivery, resource and  
5 assessment arrangements. For example, many employer-specific qualifications (sometimes known as  
6 company or in-house training schemes) in engineering may demonstrate the knowledge,  
7 understanding and competence required for Incorporated Engineer registration but not be subject to  
8 external quality assurance.

9 In some cases, a provider (eg college or employer) may agree with a PEI to accredit delivery in a  
10 specific location for a qualification or apprenticeship that is or has the potential to be approved. For  
11 example, to enable confirmation that provision in a specific location delivers competence where  
12 approval of an apprenticeship delivered in multiple locations has only assessed knowledge and  
13 understanding.

14 The range of evidence considered during accreditation is wider in scope than that required for  
15 approval and a visit is usually required. If a programme is already approved, a PEI may consider  
16 evidence from that approval when they are assessing the learning outcomes or competence being  
17 delivered.

18 Each PEI undertakes the accreditation process within the Engineering Council requirements, applying  
19 these for its own sector. Each PEI must publish details of its own criteria (or confirmation that its  
20 criteria are as set out in this document) and procedures for accreditation processes in line with the  
21 requirements of the Engineering Council's Registration Code of Practice, and ensure that:

- 22 • The technical content is appropriate, which is demonstrated by mapping to the Engineering  
23 Council's learning outcomes or competences or the PEIs' own competence and commitment  
24 statements (which must address the Engineering Council's learning outcomes and/or  
25 competences as specified in this handbook).
- 26 • There are clearly defined outcomes, and candidates will be provided with an award that  
27 enables easy identification of individuals who have achieved the qualification or  
28 apprenticeship.
- 29 • The provision under consideration meets or exceeds the learning outcomes and/or  
30 competence (full or threshold) standard set by the Engineering Council.
- 31 • The provision under consideration meets or exceeds the appropriate threshold level in the  
32 UK's frameworks for qualifications and credits, or if it lies outside these frameworks, is  
33 demonstrably at a comparable level (see Annex A).
- 34 • The delivery, resources, assessment and quality assurance arrangements are satisfactory.
- 35 • Any requirements or recommendations following previous approval or accreditation have been  
36 satisfactorily dealt with.
- 37 • Any published information about the approval or accreditation status or the programme, and  
38 its relationship to registration, is accurate.
- 39 • If accreditation is conferred, it is clear, including on the Engineering Council database:
  - 40 ○ For which intake cohorts and deliver location(s) this applies.
  - 41 ○ Whether accreditation relates to knowledge and understanding only, knowledge,  
42 understanding and competence, or competence only.
  - 43 ○ If accreditation addresses competence, whether the programme has been approved in  
44 relation to full (UK-SPEC or ICT *Tech* Standard) or threshold competences.

## 1 Accreditation of structured Initial Professional Development schemes

2 Initial Professional Development (IPD) refers to the period when an individual is developing the  
3 knowledge, understanding and skill, and professional attitude required for professional registration. It  
4 may take place through structured graduate or new entrant schemes, or it may be self-managed.  
5 However it is undertaken, IPD should offer opportunities for engineering professionals to put their  
6 underpinning knowledge into practice in the workplace, and to gain experience in a variety of settings.  
7 IPD is distinct from dedicated 'further learning' training schemes that focus on building underpinning  
8 knowledge, though IPD and further learning may be integrated in some schemes.

9 PEIs provide support for individuals undertaking self-managed IPD. This may include arranging  
10 mentoring, or providing applicants for registration with the tools to record IPD.

11 Structured IPD schemes enable an individual to develop the competences in UK-SPEC and the  
12 ICT*Tech* standard, and encourage the planning and recording of professional development, leading to  
13 lifelong CPD. They may include mentoring, placements with an employer, career development  
14 frameworks, and recording systems.

15 The PEIs may hold a licence from the Engineering Council to approve or accredit learning and  
16 development of different types, including structured IPD schemes. IPD schemes differ greatly, as  
17 each is designed to meet the needs of the employer. However, all accredited IPD schemes will have  
18 clear objectives which satisfy the standards of competence and commitment set out in UK-SPEC and  
19 the ICT*Tech* Standard. Accredited IPD must provide assessment and certification of achievement and  
20 have the support of senior and line management. The value of accredited IPD is in how it offers  
21 individuals opportunities to develop towards professional registration and encourages recording of  
22 evidence for Professional Review.

23 Accreditation assessors visit one or more locations where the scheme is delivered or administered.  
24 Where the same scheme is delivered at multiple sites, copies of examples of assessment and  
25 certification materials shall be examined as part of the process. Locations visited should be  
26 representative of an individual's experience. Conversations with assessors and candidates should  
27 form part of the accreditation process; these may be conducted remotely if the scheme is delivered at  
28 multiple sites. The employer should demonstrate that systems are in place to ensure individuals  
29 receive consistent support if they are moving between sites.

30 Joint visits are appropriate where an employer is seeking accreditation from more than one PEI.  
31 However, accreditation shall not be jointly granted; each PEI shall make a decision to grant or renew  
32 accreditation on its own.

33 The duration of accreditation is decided by the PEI but shall be no longer than five years. Where re-  
34 accreditation is undertaken jointly, the participating PEIs may agree to delegate the visit among  
35 themselves. However, PEIs delegating visits must ensure they obtain evidence remotely from  
36 candidates each time through online or paper-based communications. A visit to re-accredit a  
37 particular IPD scheme may not be delegated to another PEI twice successively.

38 Accreditation of IPD schemes may not be an exclusive agreement and must not preclude the  
39 employer or its employees from working with other PEIs for implementation and assessment of IPD.

40 The Engineering Council supports IPD accreditation by sharing good practice among the PEIs holding  
41 appropriate licences, including an annual Professional Development Forum for the PEIs.

## 1 The approval or accreditation process and decision making

2 Programmes may be approved or accredited as fully or partially meeting the knowledge and  
3 understanding and/or competence requirement for registration as an Engineering Technician  
4 (EngTech), ICT Technician (ICT *Tech*), Incorporated Engineer (IEng), or Chartered Engineer (CEng).  
5 Qualifying phrases such as 'provisional approval' and 'partial accreditation' are not used.

6 Where the PEI is itself the awarding organisation, an application for approval or accreditation must be  
7 submitted to the Engineering Council's Registration Standards Committee, this may impact upon  
8 timing.

9 Following approval or accreditation, the provider must notify the PEI about any major changes made  
10 to an approved or accredited programme.

11 The approval and accreditation processes are designed to be flexible so that they can be used under  
12 each of the following circumstances:

- 13 • Assessment of knowledge and understanding learning outcomes only.
- 14 • Assessment of the delivery of competences only.
- 15 • Assessment of both knowledge and understanding learning outcomes, and the delivery of  
16 competences (in which case the processes in both diagrams may need to be completed, or  
17 the PEI may specify a combined process).

18 Figure 1 summarises the process for approving or accrediting a qualification or apprenticeship which  
19 meets specified knowledge and understanding learning outcomes. Figure 2 summarises the process  
20 for approving or accrediting a qualification or apprenticeship that delivers competence. The diagrams  
21 are indicative of overarching processes and PEIs will confirm their requirements in more detail.

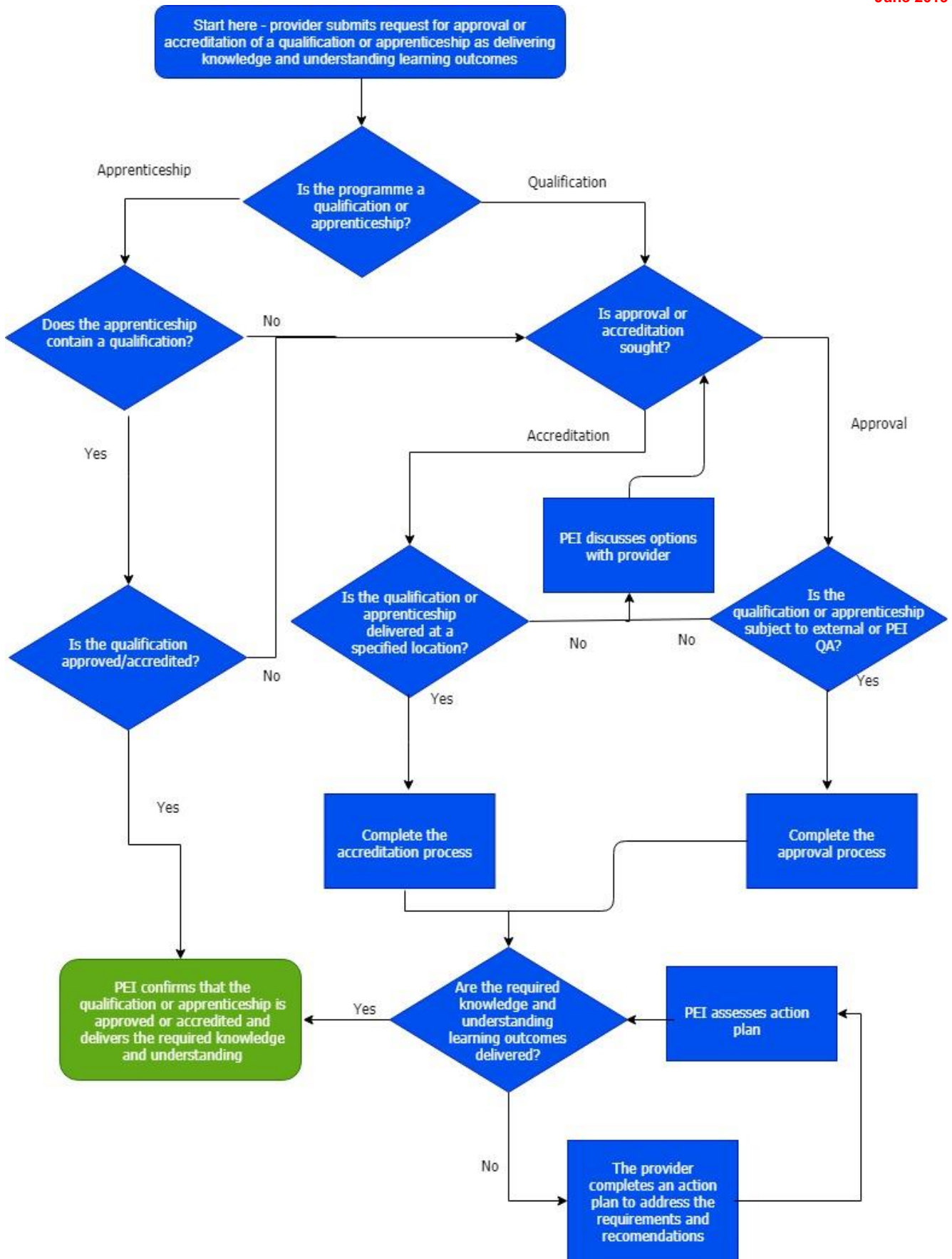
22 Given the breadth and level of qualifications and apprenticeships covered by the approval and  
23 accreditation processes, it should be noted that there may be a range of outcomes. These may  
24 include assessments that conclude that qualifications or apprenticeships cannot be approved or  
25 accredited without changes being made.

26 As these processes develop, a range of examples may be provided in guidance to illustrate how  
27 these processes should be applied.

### 28 **Figure 1 – Assessing Knowledge and Understanding Learning Outcomes**

#### 29 ***Learning outcomes are shown in Annex B***

30 Approval and accreditation against knowledge and understanding learning outcomes refers to the  
31 process of approval or accreditation of qualifications or apprenticeships as exemplifying qualifications  
32 for registration.



1 Approval and accreditation may be against learning outcomes set at the following threshold levels:

- 2 • Level 3 – EngTech
- 3 • Level 4 – Exceeds EngTech threshold
- 4 • Level 5 – Towards meeting IEng threshold
- 5 • Level 6 – IEng
- 6 • Level 7 – CEng

7 Qualifications that are approved or accredited as exceeding the EngTech threshold or towards  
8 meeting the IEng threshold may be treated as either exemplifying qualifications for EngTech or  
9 partially fulfilling the requirements for IEng with further learning required.

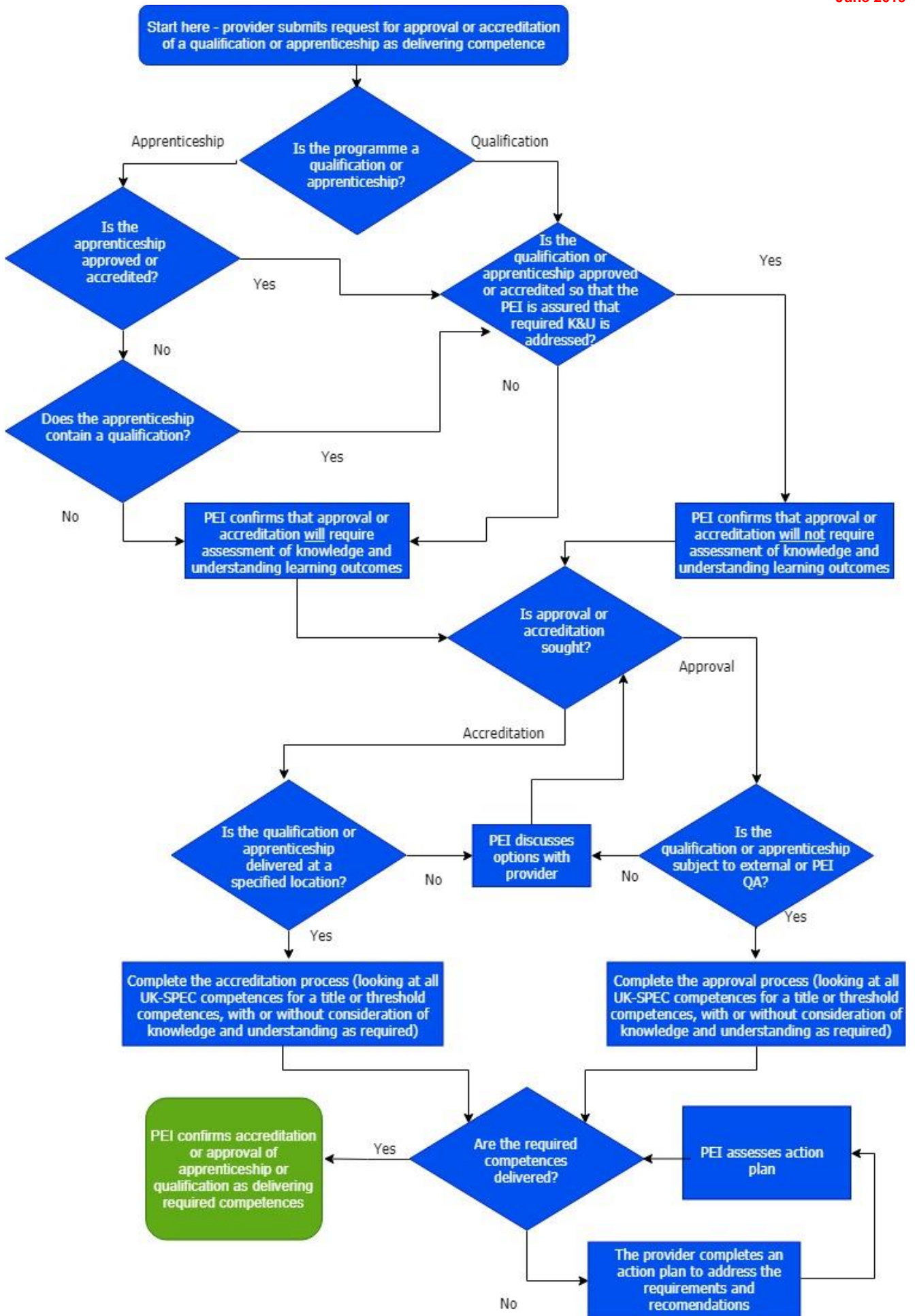
10 This approval or accreditation will support candidates' further learning and development needs,  
11 identifying the professional development needed to reach the relevant full title for registration.

12 Alternatively, if a work-based qualification or apprenticeship is designed to prepare candidates for  
13 registration without a further period of initial professional development, consideration may be given to  
14 approval or accreditation against all the competences specified for a professional title in UK-SPEC or  
15 the ICT Technician Standard.

## 16 **Figure 2 - Assessing the delivery of competences**

17 Approval and accreditation against competences refers to the process of approval or accreditation of  
18 qualifications or apprenticeships as developing and assessing some or all of the competences  
19 required for registration. A provider may request approval or accreditation of a programme against the  
20 full set of competences required for EngTech, ICTTech, IEng or CEng registration (as set out in UK-  
21 SPEC), the full set of competences required for ICTTech (as set out in the ICTTech Standard) or the  
22 threshold set of competences set out in this handbook. Threshold competences are specified  
23 because it is recognised that many work-based qualifications and apprenticeships that sit between the  
24 level of EngTech and IEng. If approval or accreditation is confirmed, the PEI and provider must make  
25 clear in communications as to whether approval or accreditation is against the full UK-SPEC  
26 (EngTech, IEng or CEng), or ICTTech competences, or the threshold.

27 ***Competence statements for the various levels are shown in annex C. Full competence***  
28 ***statements for EngTech, IEng and CEng with examples are shown in [UK-SPEC](#) with the***  
29 ***statements shown in annex C, and for ICTTech in the [ICTTech Standard](#) Threshold***  
30 ***competence statements are shown in annex C for programmes at a level above that at which it***  
31 ***might be anticipated that EngTech competences may be demonstrated and below that as***  
32 ***which is it anticipated that full IEng competences may be demonstrated.***



1 The nature of provision covered in this handbook is likely to recognise the delivery of competence  
2 against a range of UK-SPEC competences. In some cases, the delivery of competences will be  
3 clearly matched for a title (such as EngTech, ICT*Tech*, IEng or CEng) as defined in UK-SPEC.  
4 However, there are likely to be work based qualifications and apprenticeships that deliver competence  
5 between EngTech and IEng. Therefore approval and accreditation processes have been designed to  
6 support approval or accreditation of competence against:

- 7 • Competences as presented in Annex C (with more information in UK-SPEC for full EngTech,  
8 IEng or CEng):
  - 9 ○ Level 3 – EngTech OR
  - 10 ○ Level 4 – Exceeds EngTech threshold OR
  - 11 ○ Level 5 – Towards meeting IEng threshold OR
  - 12 ○ Level 6 – IEng OR
  - 13 ○ Level 7 – CEng

14 OR

- 15 • The full ICT*Tech* competences, as presented in the ICT*Tech* Standard

16 It is anticipated that many qualifications and apprenticeships will be approved or accredited against  
17 the level 4 or level 5 threshold standards. This approval or accreditation will support candidates'  
18 further learning and development needs, identifying the professional development needed to reach  
19 the relevant full title for registration.

## 20 **How to apply**

21 PEIs will set their own requirements for a submission for the approval or accreditation of a  
22 qualification or apprenticeship, and may split submissions into an initial and full document, but these  
23 will include:

- 24 • Name, and where available, unique identifier for the qualification or apprenticeship.
- 25 • Name and contact details for the provider applying for approval or accreditation.
- 26 • Confirmation of whether the qualification or apprenticeship has already been approved or  
27 accredited, and if it has the record number on the Engineering Council database.
- 28 • The level it is placed on the appropriate qualifications framework (if not on a framework, the  
29 PEI must determine the level) and the title or threshold approval or accreditation is against.
- 30 • Whether approval or accreditation is sought.
- 31 • Whether the approval or accreditation is sought for knowledge and understanding only;  
32 knowledge, understanding and competence; or competence only.
- 33 • The learning outcomes of the qualification or apprenticeship.
- 34 • Evidence to support appropriate technical depth and range of coverage.
- 35 • Evidence of mapping to appropriate learning outcomes and/or competences.
- 36 • The assessment methods employed.
- 37 • Quality Assurance arrangements, such as third party or PEI accreditation and regulation.

38 The PEI may request an initial brief submission covering basic details that it will use to determine if  
39 the provision being put forward is likely to meet its requirements for approval or accreditation, and  
40 whether this could cover knowledge and understanding only; knowledge, understanding and  
41 competence; or competence only. Once satisfied of this, the PEI will agree timing and appoint an  
42 assessor panel.

43 The standards that must be met for an educational programme to be approved or accredited are set  
44 out in the following sections of this handbook and are derived from UK-SPEC.



1 UK-SPEC and the ICT Technician Standard describe the competence and commitment requirements  
2 that have to be met for professional registration; accredited programmes provide some or all of the  
3 educational element for eventual EngTech, ICT *Tech* or IEng or CEng registration.

4 The decision about whether or not to approve or accredit a qualification or apprenticeship will be  
5 made on the basis of the programme delivering the learning outcomes and/or competences which the  
6 PEI has specified. These are derived from the generic learning outcomes that apply to all approved or  
7 accredited qualifications and apprenticeships set out in this handbook.

8 Providers are encouraged to talk to PEIs early, including to seek guidance when proposing a new  
9 qualification or apprenticeship, and to maintain dialogue up to and beyond approval or accreditation.  
10 Dialogue prior to or after a submission for approval or accreditation may result in agreement to delay,  
11 withdraw or amend the approval or accreditation sought, although this is not shown in Figures 1 and 2  
12 for ease of presentation. Providers must notify PEIs of any significant changes to approved or  
13 accredited qualifications or apprenticeships and are encouraged to discuss proposed changes in  
14 advance.

15 A provider (e.g. college, employer or awarding organisation) that believes it has a programme that  
16 would benefit from approval or accreditation on behalf of the Engineering Council should approach  
17 the relevant PEI holding a licence to approve or accredit. A summary of licensed PEIs is at:  
18 [www.engc.org.uk/about-us/our-partners/](http://www.engc.org.uk/about-us/our-partners/)

19 The decision about which PEI to contact will normally be straightforward and obvious, dictated by the  
20 programme's specialism or underlying content. In some cases a provider may request approval or  
21 accreditation from more than one PEI.

## 22 **What happens once approval or accreditation is granted?**

23 Once approved or accredited, a qualification or apprenticeship is added by the PEI to the full list of  
24 approved and accredited programmes, available at: [www.engc.org.uk/quad](http://www.engc.org.uk/quad)

25 Approval or accreditation confirm that a qualification or apprenticeship meets the standards set by the  
26 Engineering Council, as well as any industry contextual requirements set by the PEI. PEIs make their  
27 own decisions as to whether and how to recognise approval or accreditation conferred by another  
28 PEI.

29 Once a programme is approved or accredited, it normally retains approval or accreditation for five  
30 years. However, approval or accreditation may be for a shorter period, especially in the case of new  
31 programmes where it is necessary to monitor outputs. Re-accreditation is normally undertaken using  
32 the same processes as the original approval or accreditation, but the process may be adapted if the  
33 Engineering Council's Standards or regulations have changed in the intervening time.

34 It is the responsibility of individual PEIs to provide feedback to providers on the outcome of the  
35 approval or accreditation process.

36 Providers must ensure that the information they provide about the approval or accreditation status of  
37 their qualifications and apprenticeships and the relationship to registration is accurate.

38 Providers of approved and accredited qualifications and apprenticeships are eligible to use the  
39 Engineering Council's logos alongside the associated statement and the names of approved and  
40 accredited qualifications and apprenticeships. English and Welsh versions are available.

1 Logos to be developed and inserted. It is anticipated that there may be different  
2 logos, perhaps to distinguish between:

- 3 • approved programmes and accredited programmes
- 4 • knowledge and understanding; threshold competence; full competence
- 5 • tiles (with variants between programmes that fully meet, are further  
6 learning or require further learning)

## 7 Programmes approved or accredited as threshold and/or requiring further learning

8 Further or prior learning and/or competence will be required to demonstrate the knowledge and  
9 understanding and/or competence required for registration in the following circumstances:

- 10 • Approval or accreditation is against threshold rather than full UK-SPEC competences for a  
11 professional title.
- 12 • Approval or accreditation is against learning outcomes and/or competence statements at a  
13 level lower than the professional title sought.
- 14 • Approval or accreditation is as further learning or competence.

15 The registration process may be easier if any required further or prior learning or competence is  
16 approved or accredited. However other learning and evidence of competence, whether formal or  
17 informal, can be assessed by PEIs who can guide individuals on their registration processes.

## 18 International recognition

19 The Engineering Council is a signatory to the EUR-ACE, Washington, Sydney and Dublin Accords.  
20 The EUR-ACE, Washington and Sydney Accords provide a mechanism for mutual recognition by  
21 signatory countries of accredited degrees. The Dublin Accord supports mutual recognition of  
22 approved or accredited qualifications and programmes.

23 In an increasingly global market for engineering education, the opportunity of having a programme  
24 recognised under an international accord offers potential benefits to providers including:

- 25 • They are more attractive to students who value an internationally recognised qualification,  
26 particularly those who may want to work in countries where 'engineer' is a legally protected  
27 title.
- 28 • Assurance that a degree meets international standards.
- 29 • Graduates may be more employable, helping with league tables.

30 The EUR-ACE® Accord, administered by the European Network for Accreditation of Engineering  
31 Education (ENAE), allows educational institutions with accredited degrees delivering the equivalent  
32 of at least 180 ECTS to demonstrate the international standing of these awards. Programmes that  
33 carry the EUR-ACE® label are recognised within the Qualifications Framework of the European  
34 Higher Education Area (QF-EHEA). Award of the EUR-ACE® label shows that a programme is  
35 recognised by ENAE as a first cycle degree (Bachelors degrees) or second cycle degree (Integrated  
36 Masters (MEng), MSc, etc). For further details see: [www.engc.org.uk/eurace](http://www.engc.org.uk/eurace)

37 The Washington Accord was first signed in 1989. It recognises that professional engineering  
38 education programmes accredited by the signatories deliver outcomes that meet or exceed the  
39 Washington Accord Graduate Attributes (learning outcomes). In the UK, Washington Accord  
40 programmes are degrees accredited for the purpose of Chartered Engineer (CEng) registration.  
41 The Sydney Accord was first signed in 2001. It recognises that engineering technologist education  
42 programmes accredited by the signatories deliver outcomes that meet or exceed the Sydney Accord

- 1 Graduate Attributes (learning outcomes). In the UK, Sydney Accord programmes are degrees  
2 accredited for the purpose of Incorporated Engineer (IEng) registration.
- 3 The Dublin Accord was first signed in 2002. It recognises that the educational base for Engineering  
4 Technicians approved or accredited by the signatories delivers outcomes that meet or exceed the  
5 Dublin Accord Graduate Attributes. In the UK, Dublin Accord programmes are ones approved for the  
6 purpose of Engineering Technician (EngTech) or ICT Technician (ICTTech) registration.
- 7 The Washington, Sydney and Dublin Accords apply to accreditation or approval by a signatory of  
8 programmes delivered by education institutions within the national or territorial jurisdiction of that  
9 signatory. In the case of the Engineering Council, this recognition applies to programmes approved or  
10 accredited for providers in England, Scotland, Wales and Northern Ireland only.
- 11 Note that international recognition only applies to programmes (or combinations of programmes) that  
12 are approved or accredited against all the learning outcomes or full (UK-SPEC or ICTTech)  
13 competences for a relevant professional title.
- 14 For further details, including links to lists of current signatories, see: [www.engc.org.uk/international](http://www.engc.org.uk/international)

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1 **Annex A Qualification and apprenticeship levels**

2 Where levels are referred to they are in line with the definitions of levels used in England, Wales and  
3 Northern Ireland at the time of writing.

4 The following is based upon definitions from [gov.uk](http://gov.uk) and the [Scottish Credit and Qualifications](#)  
5 [Framework](#) (SCQF) at in April 2019.

Levels in England, Wales and Northern Ireland	Example qualifications and apprenticeships- England, Wales and Northern Ireland	Example qualifications – UK wide	Example qualifications and apprenticeships- Scotland	SCQF levels
8		Doctoral degree (eg PhD, MPhil)	Professional apprenticeship	12
7	Degree apprenticeship, higher apprenticeship	Masters degree (eg MEng), integrated masters degree	Professional apprenticeship, graduate apprenticeship	11
6	Degree apprenticeship, higher apprenticeship	Honours degree	Professional apprenticeship, graduate apprenticeship	10
		Bachelors degree without honours	Graduate apprenticeship, technical apprenticeship	9
5	Foundation degree, higher apprenticeship	Higher national diploma	Higher apprenticeship, technical apprenticeship	8
4	Higher apprenticeship	Higher national certificate	Modern apprenticeship, advanced higher	7
3	Apprenticeship, T level, A level		Modern apprenticeship, foundation apprenticeship, higher	6

6 Comparison of international qualifications depends upon the jurisdiction and there is not always a  
7 perfect alignment.

8 Details of European qualification levels are available via <https://ec.europa.eu/ploteus/en/compare>

9 Some jurisdictions have mapped qualifications to the International Standard Classification of  
10 Education (ISCED) <http://uis.unesco.org/en/topic/international-standard-classification-education-isced>

## 1 **Annex B Learning Outcomes for approved and accredited programmes delivering knowledge** 2 **and understanding**

3 Approved or accredited qualifications and apprenticeships exemplify some or all of the underpinning  
4 knowledge and understanding for Engineering Technician (EngTech), ICT Technician (ICT *Tech*),  
5 Incorporated Engineer (IEng) and Chartered Engineer (CEng) registration.

6 The learning outcomes set out here need to be read in the context of the generic statements of  
7 competence and commitment for Engineering Technicians, Incorporated Engineers and Chartered  
8 Engineers in UK-SPEC: [www.engc.org.uk/ukspec](http://www.engc.org.uk/ukspec) and for ICT Technicians in the [ICT \*Tech\* Standard](#)

9 It is important to note that the listing of different learning outcomes does not imply a  
10 compartmentalised or linear approach to learning and teaching. Throughout each programme,  
11 different learning outcomes are likely to be delivered concurrently, through, for example, project work.  
12 The process of approval or accreditation will include an assessment of whether learners are achieving  
13 these outcomes.

14 Each approved or accredited qualification or apprenticeship provides a solid foundation in the  
15 principles of engineering relevant to the discipline specialism. What were previously referred to as  
16 'additional general skills' (in AQAH 1<sup>st</sup> edition) have been integrated within the five engineering-  
17 specific areas of learning. The five key areas of learning are:

- 18 ● Science and mathematics
- 19 ● Engineering analysis
- 20 ● Design and innovation
- 21 ● The Engineer and society
- 22 ● Engineering practice

23 A glossary of terms is included as Annex E.

24 **Learning outcomes will be inserted here but are presented as a separate table for**  
25 **consultation. Note that the versions included in the consultation are informed by the current**  
26 **UK-SPEC 3<sup>rd</sup> edition and draft AHEP 4<sup>th</sup> edition learning outcomes, so changes are likely to**  
27 **reflect changes to UK-SPEC, and consideration may be given to specifying further learning.**

## 28 **Annex C Competence statements for approved and accredited programmes delivering** 29 **competence**

30 Qualifications and apprenticeships may be approved or accredited as delivering all of the required  
31 competence for Engineering Technician (EngTech), ICT Technician (ICT *Tech*), Incorporated Engineer  
32 (IEng) and Chartered Engineer (CEng) registration, or threshold competences between EngTech and  
33 IEng. If approval or accreditation is confirmed the PEI and provider must make clear in  
34 communications as to whether approval or accreditation is against the full UK-SPEC competences,  
35 the ICT *Tech* competences, or the threshold.

36 The threshold competence statements set out here therefore need to be read in the context of the  
37 generic statements of competence and commitment for Engineering Technicians, Incorporated  
38 Engineers and Chartered Engineers in UK-SPEC: [www.engc.org.uk/ukspec](http://www.engc.org.uk/ukspec)

39 A glossary of terms is included as Annex E.

1 **Competence statements will be inserted here but are presented as a separate table for**  
2 **consultation. Note that the versions included in the consultation are informed by UK-SPEC 3<sup>rd</sup>**  
3 **edition and draft AHEP learning outcomes, so changes are likely to reflect changes to UK-**  
4 **SPEC, and consideration may be given to specifying further competences to meet the gap**  
5 **between threshold and full UK-SPEC competences.**

6 Note these may be a useful reference for PEIs looking to approve or accredit IPD schemes.

## 7 **Annex D: Securing evidence during approval or accreditation**

8 When considering approval or accreditation PEIs will look for evidence in line with the requirements  
9 set out in the Registration Code of Practice, their own PEI's requirements and Engineering Council  
10 guidance. Such evidence is likely to include the components listed below:

### 11 Overall design

- 12 • Title of qualification or apprenticeship.
- 13 • Purpose of the qualification or apprenticeship.
- 14 • Qualification or apprenticeship learning outcomes and/or competences delivered.

### 15 Depth and Range of Coverage

- 16 • Size of the qualification or apprenticeship e.g. Total Qualification Time (TQT), Guided  
17 Learning Hours (GLH), number of units or credits, minimum duration.
- 18 • Qualification or apprenticeship specification and structure.
- 19 • The level of the qualification or apprenticeship.
- 20 • Syllabuses and module descriptors.
- 21 • Project list and project handbook (if applicable)
- 22 • Apprenticeship logbook (if applicable)

### 23 Validity of Assessment

- 24 • Methods of assessment .
- 25 • How student/apprentice work is assessed and moderated.
- 26 • How students/apprentices work is examined, assessed and moderated.
- 27 • Progression details .
- 28 • Classification of Award/Programme e.g. Pass, Merit, Distinction.

### 29 Reliability of Assessment

- 30 • Reports from regulatory agencies
- 31 • Awarding Organisation Accreditation Method.
- 32 • Apprenticeship Regulatory Compliance e.g. Institute for Apprenticeships and Technical  
33 Education (IfATE) requirements (if applicable)
- 34 • External examiners'/verifiers' reports and related responses (if applicable)
- 35 • Internal Programme Review Reports (if applicable).

36 Other supporting evidence may be available from the applicant organisation such as:

- 37 • Its own accreditation process for delivery.
- 38 • Information related to assessment of providers and staff competence
- 39 • How samples of student/apprentice work are assessed and moderated
- 40 • How examination papers and module solutions are assessed and moderated
- 41 • Internal Programme Review Reports

- 1 • Facilities for students
- 2 • Future plans and intentions

### 3 Annex E Glossary of Terms

<p><b>Apprenticeship</b></p> <p><b>C1</b></p>	<p>A work-based learning programme with elements of learning outcomes from the workplace, approved as an apprenticeship by the statutory regulator for apprenticeships (at the time of writing the Institute for Apprenticeships and Technical Education in England), or equivalent work-based programmes in jurisdictions that do not have equivalent regulation.</p>
<p><b>Apprenticeship Standard</b></p> <p><b>C2</b></p>	<p>An apprenticeship standard is a definition of requirements for an apprenticeship programme in England at a specified level. It is used by training providers, colleges and employers to ensure that all apprenticeship programmes are delivered consistently and to agreed standards. Each standard includes details of the knowledge, skills and behaviours to be demonstrated by the end of the apprenticeship and may include formal qualifications and any other requirements of the apprenticeship. A standard may also include information on job roles, entry routes, length of apprenticeships and career paths available upon completion. Each standard is developed and owned by an employer-led consortium and approved by IfATE.</p>
<p><b>Accreditation</b></p> <p><b>C3</b></p>	<p>A process of peer review of a programme against published learning outcomes and/or competences, including a review of delivery, assessment and facilities. This usually applies to programmes that are not externally assured externally. This usually involves a visit from a team of professional engineers nominated by PEIs.</p>
<p><b>Accreditation of Higher Education Programmes (AHEP)</b></p> <p><b>C4</b></p>	<p>The Accreditation of Higher Education Programmes (AHEP) manual, which specifies the requirements for accredited engineering degrees.</p>
<p><b>Approval</b></p> <p><b>C5</b></p>	<p>A process of peer review of a qualification or apprenticeship against published learning outcomes and/or competences, for which an external body (which may be a PEI) quality assures delivery, assessment and facilities. Approval does not require a visit.</p>
<p><b>Chartered Engineer (CEng)</b></p> <p><b>C6</b></p>	<p>Professional title available to engineers who demonstrate the required standard of competence and commitment</p> <p><a href="http://www.engc.org.uk/ceng">www.engc.org.uk/ceng</a></p>
<p><b>Competence</b></p> <p><b>C7</b></p>	<p>The ability to carry out a task to an effective standard. Its achievement requires the right level of knowledge, understanding and skill, as well as a professional attitude. It is part of the requirement (along with commitment) that must be demonstrated in order for an individual to be admitted to the Engineering Council's register at the relevant level. This handbook and associated documentation focus upon professional competence as set out in UK-SPEC, not specific occupational competence. Competences are also specified in the ICT Technician Standard and programmes may be approved or accredited against the competences within that Standard.</p>

<b>Degree apprenticeship C8</b>	A higher apprenticeship that contains a degree.
<b>Engineering Council C9</b>	The UK regulatory body for the engineering profession that sets and maintains internationally recognised standards of professional competence and ethics, and holds the UK register of professional engineers and technicians <a href="http://www.engc.org.uk">www.engc.org.uk</a>
<b>Engineering Technician (EngTech) C10</b>	One of the professional titles available to individuals who meet the required standard of competence and commitment <a href="http://www.engc.org.uk/engtech">www.engc.org.uk/engtech</a>
<b>Exemplifying qualification C11</b>	An educational or vocational qualification that demonstrates the knowledge, understanding and skills to meet or partially meet the requirement for registration in a particular category. Other qualifications may be permitted if they achieve (or exceed) the same level.
<b>External quality assurance C12</b>	External quality assurance refers to quality assurance conducted by a body which is independent of the provider. This will often be conducted by an awarding organisation but there may be circumstances when it is completed by a PEI. To consider an apprenticeship or qualification for approval a PEI must satisfy itself that there are suitable independent quality assurance arrangements in place to be confident about the quality of resources, delivery and assessment across all providers. Note this definition does not mean external quality assurance in the sense of IfATE EQA of apprenticeship End Point Assessors.
<b>Graduate Apprenticeship C13</b>	An apprenticeship the contains a degree, in Scotland.
<b>Guided Learning Hours (GLH) C14</b>	Hours expected to be spent learning through both contact time and independent study. Total GLH is often measured as 10 times the credit value of the module or programme.
<b>Higher Apprenticeship C15</b>	Apprenticeship at level 4 or above (In England, Wales or Northern Ireland).
<b>Higher education institution(s) (HEI(s)) C16</b>	Higher education institution(s) i.e. universities and other providers of higher education
<b>Information and Communications Technology Technician (ICTTech) C17</b>	A professional title available to ICT technicians who demonstrate the required standard of competence and commitment <a href="http://www.engc.org.uk/icttech">www.engc.org.uk/icttech</a>
<b>ICT Technician Standard (ICTTech Standard) C18</b>	The UK Standard which sets out the competence and commitment requirements for registration with the Engineering Council as an ICT Technician. <a href="https://www.engc.org.uk/standards-guidance/standards/icttech-standard/">https://www.engc.org.uk/standards-guidance/standards/icttech-standard/</a>
<b>Incorporated Engineer (IEng)</b>	A professional title available to engineers who demonstrate the required standard of competence and commitment



<b>C19</b>	<a href="http://www.engc.org.uk/ieng">www.engc.org.uk/ieng</a>
<b>Institute for Apprenticeships and Technical Education (IfATE)</b>	The Institute for Apprenticeships and Technical Education is an employer-led Crown Non-Departmental Public Body in England. It oversees the development, approval and publication of apprenticeship standards and assessment plans as well as the occupational maps for apprenticeships. It works with employer groups called trailblazers to develop apprenticeship standards and assessment plans, as well as, making recommendations on funding bands to the Department for Education (DfE) for each apprenticeship standard. The Institute has a role overseeing External Quality Assurance (EQA) across all EQA providers to ensure quality, consistency and credibility. <a href="http://www.instituteforapprenticeships.org">www.instituteforapprenticeships.org</a>
<b>C20</b>	
<b>International Accords C21</b>	Mutual recognition of qualifications, both in and outside of Europe. Includes EUR-ACE, Washington, Sydney and Dublin Accords
<b>Learning Outcome C22</b>	A statement of learning expected from someone who has completed a qualification or apprenticeship.
<b>Programme C23</b>	A qualification or apprenticeship.
<b>Professional engineering institution (PEI) C24</b>	Membership organisation which is licensed by the Engineering Council to assess candidates for professional registration. Some institutions also have a licence to approve or accreditation qualifications and apprenticeships. <a href="http://www.engc.org.uk/institutions">www.engc.org.uk/institutions</a>
<b>Professional registration</b>	The process whereby an individual is admitted to the Engineering Council's Register based on the individual demonstrating, via a peer review process by a licensed PEI, that they have met the profession's standards of commitment and competence. Depending on the type of recognition an approved or accredited programme delivers some or all of the underpinning knowledge and understanding and/or competence required for EngTech, IEng or CEng. Award of the title permits use of the relevant post-nominal.
<b>C25</b>	
<b>Recognition</b>	Programmes may be recognised by PEIs as delivering some or all of the knowledge and understanding required for professional registration and/or competence either in line with the full requirements for a professional title or at the threshold level set out in AQA. At the time of writing recognition is through approval or accreditation.
<b>C26</b>	
<b>Registration Code of Practice</b>	The Registration Code of Practice sets out the requirements for licensed PEIs in registering individuals as Engineering Technicians, ICT <i>Technicians</i> , Incorporated Engineering and Chartered Engineers; and accreditation and approval of programmes.
<b>C27</b>	
<b>Registration Standards Committee (RSC) C28</b>	The Registration Standards Committee is the Engineering Council committee responsible for standards related to registration of professional engineers, including those set out in this document.
<b>Teaching Excellence and Student Outcomes Framework (TEF) C29</b>	Teaching Excellence and Student Outcomes Framework attempts to measure higher education teaching quality and student outcomes.

<b>Total Qualification Time (TQT) C30</b>	Total Qualification Time is an indication of how long a learner might take to study a qualification, including the time spent on their individual study and on assessment. It includes Guided Learning Hours.
<b>Threshold C31</b>	The minimum standard that a programme must meet to be recognised. Work-based programmes delivering professional competence may be recognised either against the full set of UK-SPEC or ICT Technician competences for a title, or a set of threshold competences between EngTech and IEng as set out in this handbook.
<b>The UK Standard for Professional Engineering Competence (UK-SPEC) C32</b>	The UK Standard which sets out the competence and commitment requirements for registration with the Engineering Council as an Engineering Technician, Incorporated Engineer or Chartered Engineer. <a href="http://www.engc.org.uk/ukspec">www.engc.org.uk/ukspec</a>
<b>Unique Identifier C32</b>	At the time of writing, regulated qualifications in the UK possess a unique identifier (typically an alphanumeric code) by which they are identified on the regulator's register.

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