SUMMARY OF MAIN CHANGES WITHIN THE UK-SPEC DRAFT

Introduction

1. The overall approach in redrafting UK-SPEC was to aim for greater clarity, making the requirements, ie the standard itself, more obvious, while providing better examples of how candidates might provide evidence of having met the standard. We also aimed to make the new edition more informative, particularly with respect to information on assessment, and tried to reduce duplication of information throughout.

2. Each competence was reviewed in detail, with a particular emphasis on A, B and C, to ensure that the standard is inclusive and achievable, particularly for earlier-career candidates, while maintaining the same level. New examples of evidence were drafted to support this aim. The main areas enhancements are shown below.

Key proposed changes

3. Add clarity.

    a. Clearer distinction is made between the requirements (the specification) and the examples that are intended as evidence of competence. The draft:
        -   Uses BSI standards language ("shall")
        -   Separates requirements and examples into different columns.
        -   Includes new examples of evidence.
        -   Provides a description for each competence, intended to amplify the title and to set the requirements in context

    b. Examples of evidence have been rewritten so that they are in a the same style irrespective of whether they refer to EngTech, IEng and CEng. As a consequence they are now more specific and consistent when referring to instructions, examples and definitions

4. Be more inclusive.

    a. Requirements are illustrated in a way that helps less experienced candidates draw out their relevant experience (many younger engineers perceive that the requirements for CEng are pitched at a level which they have difficulty matching; as a result, some struggle to provide relevant evidence). Specifically:
        -   Sub-competences are reworded; for example, C4 (CEng) from, 'bring about continuous improvement through quality management' to, 'bring about continuous improvement and promote best practice'.
        -   Generic role description for CEng is revised; for example, 'accountability for project, finance and personnel management' is replaced with, 'contributing to the financial and planning aspects of projects or tasks and of leading and developing other professional staff'.
        -   Examples of evidence are revised to reflect realistic requirements.

b. Technical specialism is as well recognised in the standard as engineering management.
   - Technical specialism is now recognised by changing, for example, C3 (CEng) from 'lead teams and develop staff' to, 'lead teams or technical specialisms'.
   - New examples of evidence are included.

c. More emphasis is placed on the Individual Route.
   - The section on 'Education' is replaced by two sections: 'Exemplifying qualifications' and 'Other routes'.
   - Avoiding emphasis on 'academic' routes by careful use of language.

5. Remove duplication. Sections have been consolidated to avoid duplication where possible. For example, the education and professional development sections in the 3rd edition that were repeated for each title (EngTech, IEng and CEng) are now consolidated in 'the purpose of UK-SPEC' section.

6. Greater clarity between IEng and CEng. The requirements for IEng and CEng have been clarified, specifically:
   - Differentiating between IEng and CEng, principally at competences A and B (for example, A2 (CEng) emphasises technical complexity and level of risk).
   - Closer alignment between the requirements for competence C, recognising that the management/leadership requirements are more similar than they are different.

7. Add definition. Reduced emphasis on technological innovation as the primary way to demonstrate the application of a high level of technical knowledge (CEng, A2). The definition of A2 has been broadened to emphasise complexity and level of risk: 'developing technology solutions to unusual or challenging problems using their knowledge and understanding and/or dealing with complex technical issues or situations with significant levels of risk'.

8. Be more accurate. Ensuring that out of date guidance is not included by providing links to latest versions of guidance documents online.

9. Provide more information, specifically on assessment and demonstrating and maintaining competence.

   a. Section on assessment is revised.
   b. A new section is included, 'Preparing for Registration'
   c. The section on maintaining and enhancing competence is extended.

10. Emphsise diversity and equality (currently only included in the requirements for EngTech, D2). This is now also included in IEng and CEng, as D3, 'demonstrate personal and social skills and awareness of diversity and inclusion issues'

11. Help candidates provide evidence on ethics.
   a. Rewording to help draw out candidates' understanding of ethical issues even if they have no clear-cut issue to describe.
      - Revised competence E5 for all levels of registration: '…understand the ethical issues that may arise in their role and carry out their responsibilities in an ethical manner'.
      - Revised examples of evidence.