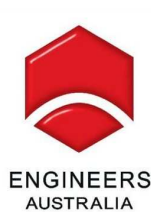


ENGINEERS AUSTRALIA

ACCREDITATION BOARD

**ACCREDITATION MANAGEMENT SYSTEM
FOR
VOCATIONAL EDUCATION AND TRAINING PROGRAMS
(COMPETENCY BASED)
IN THE OCCUPATIONAL CATEGORY OF ENGINEERING ASSOCIATE**

Document No. G06EA_Comp
Title Preparation of Submission Documentation



DOCUMENT STATUS

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Table of Contents

1. INTRODUCTION.....	3
1.1. Structure and Content	3
1.2. Standard of Presentation	4
2. GUIDELINES FOR DOCUMENTATION PREPARATION – INTRODUCTORY SECTION OF SUBMISSION.....	4
2.1. Contact Details	4
2.2. Accreditation Request	4
2.3. Programs for which Accreditation is no longer sought	5
2.4. Action Resulting from Previous Accreditation	5
3. GUIDELINES FOR DOCUMENTATION PREPARATION – REVIEW AGAINST ACCREDITATION CRITERIA.....	5
3.1. The Operating Environment	6
3.2. Learning and Assessment Programs	9
3.3. Quality Systems	11
4. SUBMISSION OF INITIAL DOCUMENTATION.....	14
5. INFORMATION TO BE AVAILABLE FOR INSPECTION DURING THE PANEL VISIT.....	15
6. ELECTRONIC TEMPLATES	16
7. REFERENCES	16
APPENDIX.....	17

1. INTRODUCTION

The key objective of the accreditation submission documentation is to provide primary evidence that a program at Australian Qualifications Framework (AQF) level 6 satisfies the accreditation criteria established for the assessment of engineering Vocational Education and Training (VET) programs in the occupational category of Engineering Associate. This guideline document has been prepared to assist with the preparation of the accreditation submission by Registered Training Organisations (RTOs).

These guidelines must be read in conjunction with the Accreditation Criteria Summary (Reference 2) and most importantly in conjunction with the Accreditation Criteria Guidelines (Reference 3).

1.1. Structure and Content

The submitted documentation will include an introductory section with primary contact information, a summary of the accreditation request and a brief report on specific actions in response to recommendations from any previous accreditation visit report. The major component of the submission will be a succinct and coherent self-analysis, reporting against the criteria for accreditation.

The accreditation process is fundamentally focussed on systems that are already in place, not to require their creation. To this end much of the documentation requested should already exist as shelf data and not require specific research or development.

A well organised submission may well provide the self-analysis against the criteria for accreditation in an overview format with pointers to attached evidence and any other material supporting the submission. It is generally preferred that this overview be published as a stand-alone volume with separate appendices providing the substantiating material in a systematically indexed fashion.

In some cases it will be more practicable to provide such substantiating material in electronic format. In these cases it is requested that the appropriate electronic file be provided in PDF or other common format on a CDROM included with each copy of the documentation.

For example it is often more appropriate to provide the full set of units of competency descriptors in electronic format, rather than as a voluminous hard copy. The overview document should always be provided in hard copy format.

In some cases accreditation submissions will involve multiple programs. In reporting against the criteria dealing with '**The Operating Environment**' and with '**Quality Systems**', a single, unified treatment may well be appropriate. This will be particularly so where a consistent operating framework is maintained for all program streams. In reporting against the criteria dealing with the '**Learning and Assessment Programs**' however, it will almost always be appropriate for the submission to analyse each individual program separately against each criterion in this category.

Engineers Australia does not want to be prescriptive about the format of the submitted documentation, but is anxious that the presentation is logically structured, easily readable and free-standing.

Each criterion must be addressed in a definitive manner and be sufficient for the evaluation panel to form a judgement on the specific requirement. In the Summary of Accreditation Criteria, (Reference 2), performance indicators are provided for each criterion. ***It is not expected that submissions will respond in detail to every individual performance indicator, nor to every element suggested in the guidelines below, rather that sufficient information is provided for an***

evaluation panel to make a holistic assessment.

The panel may at any stage request further information relevant to the criteria. It will be helpful if the initial documentation indicates, in relation to each heading, any further evidence available in addition to that provided.

The initial documentation should be as concise as effectiveness demands. Typically an overview presentation addressing criteria associated with 'The Operating Environment' and 'Quality Systems', that is common to all programs in an engineering school, would be expected to be in the range of 15 - 30 pages. The analysis of each individual 'Learning and Assessment Program' would be expected to be less than 15 pages per program. Appendices may add additional content.

1.2. Standard of Presentation

The standard of presentation is important. A key objective of accreditation is to ensure international comparability and recognition. Submissions should be of a standard appropriate to international audit, and demonstrate that Australian engineering education is equal to the best in the world.

The Dublin Accord, (Reference 1), an agreement between signatory countries recognises comparability of accreditation systems and the standards for professional engineering programs. The Accord is maintained through an ongoing program of mutual inspection and validation.

It is possible at any time that Engineers Australia's accreditation of programs within any Australian engineering school may be subject to scrutiny and/or participation by observers from other countries which are signatories to the Dublin Accord.

If the initial documentation is not considered to meet the following guidelines, the engineering school may be asked to resubmit before a visit is scheduled.

**2. GUIDELINES FOR DOCUMENTATION PREPARATION –
INTRODUCTORY SECTION OF SUBMISSION**

The mandatory information requested in this section establishes the key parameters for the accreditation process.

2.1. Contact Details

The following data must be provided in the initial pages of the submission.

- Name of the RTO seeking accreditation.
- Name and title of the officer responsible for this submission and contact details (mailing address, phone, fax, e-mail).
- Names and contact details of other personnel who may need to be contacted concerning this submission, and nature of their responsibilities.
- Website address of the RTO and the engineering school.

2.2. Accreditation Request

For each engineering program being submitted for accreditation, the following information must be provided. A tabular format may be appropriate for the program information and a suggested proforma – Table 1 - is provided in the Appendix to this document.

- full title of the program/s;
- National registration code number;

- endorsement date;
- release date;
- review date;
- full title of the Advanced Diploma/s awarded on completion, and abbreviation/s;
- campus of delivery;
- program duration in years of study/contact hours (full time equivalent basis);
- current Engineers Australia accreditation status;
- level of accreditation sought. ie Provisional or Full;
- original accreditation date;
- year of first student cohort.

Program and qualification title must match those appearing in the program literature published by the RTO.

Clearly outline any changes to program or qualification titles since the previous accreditation (both approved and proposed changes).

2.3. Programs for which Accreditation is no longer sought

Any programs that are currently accredited by Engineers Australia and for which accreditation is no longer being sought must be listed. A tabular format, similar to that used for 2.2 above (Table 1 in the Appendix), is appropriate.

2.4. Action Resulting from Previous Accreditation

As part of the continuous quality improvement process, any significant actions taken since the previous accreditation visit should be identified and explained for the use of the visiting panel.

In particular, specific measures taken to address concerns and recommendations raised in the previous accreditation visit report should be documented.

3. GUIDELINES FOR DOCUMENTATION PREPARATION – REVIEW AGAINST ACCREDITATION CRITERIA

The following subsections provide guidance for undertaking a self-analysis against the accreditation criteria. These guidelines have been prepared to assist in assembling succinct and relevant evidence to demonstrate compliance with the criteria. ***The guidelines provide an indication of the scope and the details expected, but are not meant to be prescriptive.*** The panel will make judgements against the criteria in a holistic manner rather than testing compliance against a pre-determined checklist or a rigorous audit of the suggested responses provided in the guidelines below.

Each of the immediate sub-points listed under Sections 3.1, 3.2 and 3.3 below correlate directly with the respective criterion tabulated in Reference 2. Suggestions for response are provided for each criterion. It is acknowledged that some of the suggested responses will be unsuitable or inapplicable in particular cases. On some occasions alternative forms of substantiation may well be more appropriate and this is encouraged.

3.1. The Operating Environment

A unified response, common to all programs or a group of programs, may well be appropriate in responding to the criteria listed in this section.

3.1.1. Organisational Structure and Commitment to Engineering Education

STRUCTURE OF THE RTO.

- Describe the organisational structure of the RTO including:
 - title of chief executive officer of the RTO (e.g. CEO, Director) and name of the incumbent;
 - name of the principal teaching entity responsible for engineering education (e.g. School of Engineering), herein referred to as **the engineering school**, and names of comparable entities in other disciplines;
 - title of the head of the engineering school (e.g. Head of Engineering School) and name of incumbent;
 - title of person at corporate level to whom the head reports (e.g. Head of Department, Head of Centre) and name of incumbent.
- In relation to engineering programs, describe the level of accountability the engineering school has (subject to the RTO's approval processes) for:
 - program learning and assessment design and review,
 - program delivery,
 - management of physical resources and facilities,
 - financial management,
 - appointment and supervision of staff,
 - professional development of staff,
 - consulting and commercial activities.

RELATIVE SIZE OF THE ENGINEERING SCHOOL

- Provide a clear indication of the dimension of the engineering school in relation to the overall RTO using indicators such as teacher load expressed as Equivalent Full Time Teacher Load (EFTTL) and/or budget proportions and/or learner/staff numbers.

ENGINEERING SCHOOL STRUCTURE

- Describe the organisational structure of the engineering school, including:
 - titles and names of officers having responsibility across the engineering school (e.g. head of school, department manager, business manager, executive officer, etc), and names of incumbents;
 - names of any sub-entities (e.g. Department of Mechanical Engineering) and scope of their responsibilities;
 - titles and names of the heads of any sub-entities, and names of incumbents;
 - titles and names of those accountable for program administration and coordination;
 - titles and names of those appointed as leaders of teaching staff teams accountable for the learning and assessment design, delivery, assessment and quality management of each individual program.
 - accountabilities for line management of teaching and support staff.

COMMITTEE STRUCTURES

- With reference to engineering program design, review, continuous quality improvement and approval, provide a brief overview of committee structures at RTO, school and at sub-entity levels.

STRATEGIC STATEMENT OF THE RTO's SUPPORT

- Provide evidence of the institution's long-term commitment to engineering as a discipline, for example through corporate mission statements and strategic plans, or otherwise.
- Provide any available evidence of the engineering school's engagement in long-term planning processes (excerpts from the engineering school's strategic plan may for example be appropriate in an appendix).

3.1.2. Teaching and Support Staff Profile

STAFF STRENGTH

- Provide information to demonstrate the strength of the teaching staff profile in each of the program disciplines as well as that of the support staff team. The following suggestions are made.
 - In a tabular format list the names and any role titles of engineering teaching staff appointed to the school, grouped against the school's organisational sub-entities.
 - Where appropriate, list the key program(s) each incumbent contributes teaching input to. Indicate the gender of each staff member and level of teaching appointment.
 - Show also EFT fraction of appointment and EFT distribution of workload against: engineering teaching and learning development, consulting, management, administration and governance, other activities.

Table 2 in the Appendix provides a suggested format.

- Provide details of numbers and seniority of administrative, technical and professional staff within each organisational sub-entity of the school.
- For each program provide an estimate of the percentage or time fraction of formal teaching contact provided from the following sources:
 - engineering teaching staff appointed to the school,
 - teaching staff from within the RTO but external to the engineering school,
 - sessional and expert guest teaching from industry professionals.
- For each member of the engineering teaching staff appointed to the school, provide a 1-2 page CV summarising teaching appointment record, qualifications, experience in professional practice, teaching experience, professional contributions to learning and assessment development, engineering and consulting and any other professional development activity. A suggested proforma for staff CV's is provided in the Appendix.
- Provide a self appraisal of the capacity and competency of the current teaching staff to cover all areas of the learning and assessment program, and indicate any strategies for reinforcing areas of weakness, staffing new areas of specialisation, and succession planning for teaching and organisational leadership. Critically assess the range and depth of staff expertise underpinning each technical specialisation.

- Provide an estimate of learner to staff ratio using a basis of engineering taught EFT to appointed engineering teaching staff EFTTL - on a school, organisational sub-entity or program basis.

WORKLOAD MANAGEMENT

- Describe the engineering school's arrangements for managing staff workloads.

3.1.3. Teaching Leadership and the Learning Culture

- Describe the mechanisms for formal leadership and management of the teaching team at the individual program level. Define the level of autonomy and accountability of the program teaching team in the tasks of learning and assessment innovation, design, review and continuous quality improvement. Describe the formal linkages the program teaching team has with external stakeholders, the learner body and program management committees within the RTO, school and sub-entity levels.
- Describe any specific initiatives that:
 - encourage and enable staff to role model the Engineers Australia Stage 1 Competency Standard in the occupational category of Engineering Associate (Reference 4) ;
 - promote awareness and adoption of current learning and assessment thinking and best practices;
 - internationalise the learning and assessment program and promote awareness of cross cultural issues;
 - promote community outreach;
 - provide an inclusive operating environment.

3.1.4. Facilities and Physical Resources

- Briefly describe the classrooms, laboratories, library and information resources, and computing and communication facilities and services available to learners and staff, and comment on their adequacy to meet the objectives of the school and the program/s to be accredited. In particular, give:
 - details of learning-support centres or special facilities;
 - titles of laboratories in active use for teaching;
 - facilities available to learners for project work, including workshops and technical staff support;
 - details of IT support available to learners and staff.
- Discuss any strategic directions for future capital investment and facilities development.

3.1.5. Funding

- Describe the RTO's arrangements for funding the engineering school and/or engineering programs. Indicate the factors used in determining the allocation, and how they are weighted.
- Discuss the adequacy of the resources available to meet the objectives of the school, and of the program/s to be accredited. Comment on any recent or prospective trends in the school's financial situation, and their impact on program effectiveness. Indicate what steps are being taken to address any perceived gaps or inadequacies.

3.1.6. Strategic Management of the Learner Profile

ENROLMENT DATA

- Provide statistical data for the current and past two years to show trends for commencing enrolment numbers and completion rates. Table 3 in the Appendix provides a suggested format. The data needs to be dis-aggregated, where possible, for each program that has been submitted for accreditation.

REQUIREMENTS

- Specify entry requirements for applicants in categories such as:
 - Australian citizen and permanent resident school leavers;
 - international fee paying students;
 - articulating learners from other post-secondary programs or from other RTO's;
 - articulating learners with a trade or vocational background.
- Outline policies and processes for the rigorous analysis, assessment and verification of prior learning, for credit into a program and indicate the consistency with the AQF RPL National Principles.

PROGRESSION AND GRADUATION RATES

- Provide a brief analysis of learner progression rates for each year level and an outline of progression and exclusion rules.

3.2. Learning and Assessment Programs

It is usually appropriate to develop a full and separate response for each individual learning and assessment program against criteria 3.2.1 through 3.2.5 below. A suggested approach is provided in the discussion associated with each criterion.

3.2.1. Specification of Learning and Assessment Program Outcomes

- Clearly describe the targeted field of engineering practice and any specialisation offered by the program.
- Present the nature and objectives of each program offering, the targeted field of engineering practice and any particular vocational focus.
- For new programs, summarise briefly the rationale for the program offering based on evidence such as demand analysis; industry needs analysis, national priority statements and the perceived career role of graduates.
- Justify the selection and packaging of the designated units of competency for the program based on the requirements of the nationally endorsed training package or state/territory accredited course and in consultation with the RTO's program advisory body, learners and other appropriate external stakeholders.
- Explain the requirements that must be satisfied for the award of the qualification in terms of the endorsed national training package or the state or territory accredited course.

3.2.2. Title of Program and Award

- Justify the title of the program in relation to the vocational focus, field of engineering practice and any declared specialisation of the program.
- The title of the program to be accredited should clearly correspond with the title recorded on the award/testamur/certificate.

3.2.3. Program Structure and Implementation Framework

- On a percentage basis estimate the proportions of the overall learning experience directed to the following categories.
 1. Underpinning knowledge of mathematics, physical sciences, information systems and engineering fundamentals appropriate to the discipline of learning.
 2. Application of the above underpinning knowledge to the solution of well defined problems and to the practice of engineering and technology including: the use of standards and codes of practice; specifying and installing systems; design procedures; assessment of technical and policy options; observation, analysis and testing; operations and maintenance and the assessment of risk across a broad operational context.
 3. Specialisation within an engineering discipline.
 4. Professional development including: effective communication skills; the ability to operate as an individual or to provide leadership in a team based environment; the use and management of information systems and an understanding of the business environment.
 5. Application of principles, responsibilities and the ethics of engineering practice as well as an awareness of the professional obligations associated with occupational health and safety and environmental sustainability.

The suggested percentage targets for each of the above learning categories are provided in Section 3.2.3 of the Accreditation Criteria Guidelines (Reference 3).

- Document in detail the learning design to show how these learning experiences systematically aggregate to demonstrate attainment of each of the designated units of competency selected as the specification of program outcomes. Identify explicit cases where units of competency have been logically clustered as aggregated outcomes of experiential activities such as project based learning, problem solving, workplace learning, practical and laboratory work.
- Document details of assessment methodologies and how these are aligned to collectively demonstrate attainment of each of the designated units of competency.
- Provide evidence of the systematic use of individual and collaborative learning approaches such as lock-step classroom activity, workshop, laboratory and practical work, problem and project based learning as well as exposure to engineering practice (see 3.2.5 below). Clearly identify the development of underpinning skills and knowledge and how these are integrated with the delivery of designated units of competency.
- Document any alternative implementation pathways via which the program and the qualification requirements may be achieved. This should include any of the following that may apply:
 - choices of core and elective units of competency;
 - optional vocational streams or specialisations;
 - workplace learning options;
 - learning through regional or offshore campuses or other RTOs;

- flexible/distance study options.
- Clearly define the duration of the learning and assessment program and the impact that any of the above options may have on this.
- Describe how the profile, background and special needs of individual learners or minority groups are accommodated through special support, remedial routes or other flexible features of the program. Show how individual learning styles are accommodated as part of the overall learning design.

(Much of the above may be adequately documented in internal statements prepared for the purposes of program planning, review and approval and/or in public statements to prospective learners and other stakeholders of the program.)

3.2.4. Alignment with Engineers Australia Stage 1 Competency Standard

- Clearly demonstrate through a mapping process for the specific program, how the learning and assessment program design also assures delivery and attainment by the learner of the underpinning knowledge and skills, technical competencies, engineering application skills, personal attributes, values and professional attitudes specified in the Engineers Australia Stage 1 Competency Standard for Engineering Associate (Reference 4).

3.2.5. Exposure to Engineering Practice

- Document any formal work placement requirements for learners and the processes and procedures for disseminating, tracking, reviewing and assessing learning experiences and how they are mapped against the designated units of competency.
- Provide an overview of the range and depth of professional practice exposure (other than formal work placement) embedded as part of the learning activities within the designated units of competency and for the program as a whole. This may include simulations, expert guest speakers, industry based projects, formal industry visits and or work placements.
- Describe how this aspect of learning forms an integral part of the overall learning and assessment design and how the learning activities of these exposure episodes are tracked and assessed against the designated units of competency for the program.

3.3. Quality Systems

In responding to each of the criterion in this category, the following analysis and specific items of supporting evidence are suggested as appropriate. ***In many circumstances, where multiple programs are presented, a single, unified response for the School as a whole will be appropriate for this category.***

3.3.1. Formal Processes for New Program Approval, Registration, Development and Amendment

- Document the governance requirements and any formal processes that are in place for new program approval, registration, development and amendment including key stakeholder input.
- The formal process should include consideration of the demand analysis which establishes the rationale for the program, vocational outcomes, learning and assessment program design and development aligned to the designated field of engineering practice and specialist focus.

3.3.2. External Stakeholder Input to Continuous Improvement Processes

- Describe the mechanism(s) for seeking advice from employers, graduates, alumni, industry associations, professional bodies and the broader community. Demonstrate the impact these input and feedback measures are having on the continuous quality improvement of the program.
- For any formally constituted industry advisory body, provide lists of member's names including their qualifications, industry expertise and their affiliations as well as the terms of reference and representative activities of the body.
- Describe the influence that any industry advisory body is having at the individual program level.
- Describe how the school's industry linkages are able to enrich the learning experience for learners through the provision of professional practice exposure and any direct project opportunities.
- Specifically outline any involvement of the external stakeholders in the selection, packaging, maintenance and attainment monitoring of the designated units of competency as well as the review of the learning and assessment program design and program evaluation.

3.3.3. Learner Input to Continuous Improvement Processes

- Outline in detail the specific mechanisms for gaining direct input and feedback from learners and demonstrate the impact these input and feedback measures are having on the continuous quality improvement of the program.
- In particular, emphasise any mechanisms for engagement of the learner body in the continuous quality improvement cycle. Describe the scope for learner input to the review and improvement of the program including program evaluation.
- Describe how learners are seen as true partners in a learning culture which encourages continuous quality improvement.

3.3.4. Approach to Learning Design and Review

- Demonstrate how a holistic 'big picture' approach is applied to the learning design and review processes. Clearly indicate the scope and staff accountabilities for this task including the forums, breadth of input and frequency of review and the nature of the approach.
- Describe the formal processes that are in place for the selection and packaging of the designated units of competency and how the vocational outcomes for the program are aligned with the designated field of engineering practice and specialist focus.
- Particularly outline any processes or mechanisms that map and track the delivery of the designated units of competency via the elements, performance criteria, range statement, evidence guides, underpinning knowledge and skills including the assessment methods used.
- Describe how the above information together with on going feedback via program evaluation is used to ensure delivery of the vocational outcomes for the program as a whole, thus closing the quality loop at the program level.
- Demonstrate the use of documented records of improvement actions and processes and how these have been used to facilitate the continuous quality improvement of the program.
- Provide evidence of ongoing review and improvement, including reference to benchmark data and practices, industry needs and learner demand as part of a continuous quality improvement cycle.

3.3.5. Approach to Assessment Design and Performance Evaluation

- Show how a holistic 'big picture' approach has been applied to the assessment design and performance evaluation processes which are integral to and aligned with the learning processes detailed in 3.3.4 above.
- As with the learning processes, provide an overview of the processes for the management and review of assessment. Highlight the details of any systematic or holistic process that maps and links assessment within the designated units of competency to ensure that learners achieve the specification of the vocational outcomes of the program.
- Provide an overview of the range of approaches to assessment, which may include:
 - a) learning and assessment,
 - b) assessment only or recognition of prior learning; or
 - c) any combination of (a) and (b).
- Demonstrate how the deployment of these approaches is controlled within each of the designated units of competency.
- Describe the range and depth of assessment tools and methodologies used and how they are mapped, tracked, monitored and evaluated to demonstrate the attainment of the designated units of competency for the specific program.
- Provide details of the validation and moderation processes that are used for assessment at the unit and program level to assure an appropriate range, depth and rigour of the assessment processes.

3.3.6. Dissemination of Learning and Assessment Program Philosophy

- Provide evidence of any documentation at both the program and individual unit of competency level that communicates for the benefit of the key stakeholders, and in particular learners, a 'big picture' description of the programs vocational objectives, and learning and assessment design philosophy.
- Such documentation would be expected to show how the linkages between the elements, performance criteria, range statement, evidence guides, underpinning knowledge and skill, learning activities and assessment instruments for each of the designated units of competency map and aggregate to assure the delivery of the program's vocational objectives.
- Describe the processes that are in place to appropriately inform all of the key stakeholders about the learning and assessment program philosophy.

3.3.7. Formal Processes for Review and Revision of an Existing Program

- Describe the formal processes that are in place for the review and revision of an existing program and how they are consistent with the requirements defined in 3.2.1 to 3.2.5 above.
- Describe the processes that are in place to record and implement system changes/revisions from the appropriate Industry Skills Council or state/territory accrediting bodies.
- Provide evidence of the benchmark practices used in the review process, together with the consultation processes undertaken with industry to verify industry needs for the program. The review process should also include projections of future learner demand for the program.
- Demonstrate that as part of the review process, the revised program continues to be aligned with the Stage 1 Competency Standard for Engineering Associate.

- Demonstrate that any formal periodic program review process has been implemented at the RTO and/or department level engages all teaching and support staff, learners and with ongoing input from learners and key external stakeholders.

3.3.8. Benchmarking

- Outline the details and outcomes of any comparative analysis that has been undertaken with national and/or international practices and where these activities have influenced the delivery and assessment of the designated units of competency for the specific program.
- Provide evidence of the use of appropriate AQTF, AVETMISS, DEEWR and NCVET statistics to help drive continuous quality improvement initiatives.

3.3.9. Learner Administration and Support

- Provide evidence to demonstrate the robustness of the learner administration system. In particular provide details of policy and processes for retention and progression monitoring; complaint resolution, performance warning, exclusion and appeal; learner advisory services. Describe how the above indicators provide input to the processes of continuous quality improvement.
- Provide details of published enrolment procedures and demonstrate the integrity of the enrolment processes to ensure equity and fairness.
- Describe the processes that are in place to ensure that each individual learner will satisfy the program requirements.

3.3.10. Compliance with the AQTF 2007 Essential Standards for Registration.

- Provide evidence of a verified copy of the most recent external audit of compliance against the above standards.
- If a recent external AQTF 2007 audit is not available, then provide evidence of compliance with the most recent AQTF 2007 requirements has been verified internally by the RTO's appropriate Quality Manager or equivalent.

3.3.11. Adoption and Conformance with the AQTF 2007 Excellence Criteria. (Optional)

- Although optional, RTO's are encouraged to adopt and demonstrate conformance with the most recent internal audit of the AQTF 2007 Excellence Criteria. This should also be verified internally by the RTO's appropriate Quality Manager or their equivalent.

4. SUBMISSION OF INITIAL DOCUMENTATION

The documentation should be bound in one or more volumes, (as suggested in section 1.1 above), and should include a Table of Contents clearly indicating the structural layout of the submission

- The RTO should submit sufficient copies of the initial documentation to provide:
 - one copy for each member of the evaluation panel (normally 4 – 8 copies),
 - one reference copy for filing.

The number of copies required will be advised when Engineers Australia acknowledges the request for accreditation and schedules key dates.

It is appreciated that some detailed items may be more appropriately provided in electronic format rather than hard copy. (In this case the provision of a CDROM image is suggested as in Section 1.1 above.)

All documentation should be submitted to:

The Accreditation Officer
Australian Engineering Accreditation Centre
Engineers Australia
Suite 206, 2nd Floor, 21 Bedford Street
North Melbourne Vic 3051

The Accreditation Officer will arrange distribution of documentation to the individual panel members.

Documentation should be received by Engineers Australia 8 weeks prior to the scheduled visit date.

5. INFORMATION TO BE AVAILABLE FOR INSPECTION DURING THE PANEL VISIT

- Copies of all current program promotional literature.
- Copies of the designated units of competency used in each of the programs together with a representative range of samples of learning and assessment materials which are normally distributed to learners. This may include examples of distributed materials and resources, examples of formative and summative assessment instruments including underpinning knowledge test papers, and specifications for assignments, examples of project and problem based learning, laboratory and practical activity, examples of assessed learner work including submissions, reflective journals and portfolios, assignments, project reports, laboratory reports, work integrated learning records and other outcomes from engineering practice exposure.
- Prime documentation associated with teaching and learning planning, review, management and continuous quality improvement should be made available. Any appropriate records of formal proceedings, reports and submissions, trend and data analysis, quality system records or evidence of improvement actions implemented should be presented for perusal. This should include records of meetings of program teaching teams, staff-learner consultative forums, program industry advisory body meetings, key documents associated with formal program reviews as well as appropriate meeting records and documented action follow ups at all organisational levels.
- Details of key stakeholder surveys including teaching quality and unit/program evaluations, learner destination surveys, employer or graduate surveys. As well as access to the survey instruments, any outcome summaries, subsequent reporting, follow up action and information describing influences this data has had on the continuous quality improvement processes should be presented.
- Available school annual reports or equivalent.
- Access to the school's records management system.
- Access to the RTO's and/or engineering school's human resource policy documents, including:
 - appointment and tenure (an example of selection criteria would be welcome);

- promotion (an example of promotion criteria would be welcome);
- professional development – as an engineering teacher and professional educator;
- supervision and staff counselling;
- appointment, training, supervision and counselling of sessional staff;
- any performance based reward systems.

6. ELECTRONIC TEMPLATES

Sample templates for the following submission documents provided in the appendices, can also be downloaded from the Engineers Australia website following the links to program accreditation.

- A suggested proforma for staff CV;
- Listing of Programs Submitted for Accreditation;
- Engineering School Teaching Staff Profile; and
- Enrolments

7. REFERENCES

1	S03EA	Governing and Consultative Bodies, International Framework.
2	S02EA_ Comp	Accreditation Criteria Summary
3	G02EA_ Comp	Accreditation Criteria Guidelines
4	P05EA	Engineers Australia National Generic Competency Standards – Stage 1 Competency Standard for Engineering Associate.

APPENDIX

SUGGESTED PROFORMA FOR STAFF CVs

NAME:

TITLE:

CURRENT POSITION AND LEVEL OF TEACHING APPOINTMENT:

QUALIFICATIONS:

MEMBERSHIP OF ANY PROFESSIONAL BODIES:

CHARTERED/REGISTERED OR OTHER COMPETENCY STATUS:

PREVIOUS INDUSTRY APPOINTMENTS:

TEACHING APPOINTMENT RECORD:

PROFESSIONAL CONTRIBUTIONS TO EDUCATIONAL DEVELOPMENT:

INDUSTRY CONSULTING RECORD:

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES:



TABLE 1 Listing of Programs Submitted for Accreditation								
Title of the RTO:					Title of the Engineering School:			
.....							
Field of Learning	Full title of Qualification on completion of program as appears on Award.	Abbreviation of Qualification title	Campus of delivery	Program duration in years/cont act hrs - full time basis	Current accreditation status	Level of accreditation sought	Engineers Australia Accreditation start date)	Year of first learner cohort commencement
Eg Mechanical Engineering	Advanced Diploma of Engineering Technology (Mechanical Design)	ADip (Mechanical Engineering)	Melbourne Campus	2 years XX hours	Not Accredited	Provisional	TBA	2009
Programs for which Accreditation is No Longer Sought								



TABLE 2										
Engineering School Teaching Staff Profile										
Title of the RTO:					Title of the Engineering School:					
.....										
Organisational sub-entity within School	Teaching staff name	Male /Female	Role Title	Teaching level of appointment	Appointment % EFTTL	Key program(s) of teaching contribution	Workload Profile EFTTL allocations			
							% Program teaching and educational development	& Management and governance	% Industry Consulting	% Other activities
Department (XXXX)										
Department (XXXX)										



TABLE 3											Enrolments					
<p>For each program to be accredited please complete enrolment figures for the past three years C = Current Year, C - 1 = Current year - 1, C - 2 = Current Year - 2. EFT = Effective Full Time Learners M = Male and F = Female Dis-aggregation as indicated.</p>																
Title of the RTO:											Title of Engineering School:					
.....																
.....																
Title of Qualification	Total Commencing learners Past 3 years (effective full time number)						Total enrolled learners Past 3 years (effective full time number)			% of Total Enrolments which are for part time study	Total Enrolments EFT Australian Enrolled Students Current Year	Total Enrolments EFT International Enrolled Students Current Year	ADip - Completions Head count			
	C-2		C-1		C		C-2	C-1	C				C	C-2	C-1	C
	M+F	%F	M+F	%F	M+F	%F	M+F	M+F	M+F				C	M+F	M+F	
ADip Eng Technology (....)																
ADip Eng Technology (....)																
ADip Eng Technology (....)																
ADip Eng Technology (....)																