ENGINEERS AUSTRALIA

ACCREDITATION BOARD

ACCREDITATION MANAGEMENT SYSTEM FOR ENGINEERING EDUCATION PROGRAMS (COMPETENCY BASED) AT THE LEVEL OF ENGINEERING ASSOCIATE

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1. INTRODUCTION

In the following section, a glossary of terminology is provided as a fundamental reference to the Accreditation Management System for programs at the occupational level of Engineering Associate.

2. GLOSSARY OF TERMINOLOGY

2.1. Acronyms

In the Accreditation Management System documentation the acronyms detailed below have the following meaning;

- **AMS   Accreditation Management System**

AMS is the accreditation management system documentation developed by Engineers Australia which sets out policy, guidelines; systems including criteria for the accreditation of competency based engineering vocational education and training programs for professional practice at the Australian Qualification Framework (AQF) level 6 and in the occupational category of Engineering Associate. Equivalent AMS documentation exists for the occupational categories of Professional Engineer and Engineering Technologist

- **AQF   Australian Qualifications Framework**

AQF is the policy framework that defines all qualifications recognised nationally in post-compulsory education and training in Australia. The AQF comprises titles and guidelines that define each qualification, as well as the principles and protocols covering cross-sectoral qualification links and the issuing of qualifications and statements of attainment.

- **AQTF   Australian Quality Training Framework**

AQTF is a set of nationally agreed quality assurance standards, regulations and excellence criteria for training and assessment services delivered by registered training organisations (RTOs) within the Vocational Education and Training (VET) sector in Australia. The AQTF is based on a quality assured approach to the registration of training organisations seeking to deliver training, assess competency outcomes and issue AQF qualifications and / or Statements of Attainment and ensures the recognition of training providers and the AQF qualifications and Statements of Attainment they issue, across Australia.

The first version of the AQTF was implemented in 2002. It was subsequently revised in 2005 and again in 2007 to include the identification of excellence criteria.

The AQTF 2007 comprises:

- AQTF 2007 Essential Standards for Registration
- AQTF 2007 Standards for State and Territory Registering Bodies
- AQTF 2007 Excellence Criteria
- AQTF 2007 Standards for Accredited Courses
- AQTF 2007 Standards for State and Territory Course Accrediting Bodies.

- **AVETMISS**   **Australian Vocational Education and Training Management Information Statistical Standard**

AVETMISS is the agreed national data standard for the collection, analysis and reporting of vocational education and training information in Australia. The Standard consists of three parts: the AVETMIS Standard for VET Providers, the AVETMIS Standard for New Apprenticeships (now called Australian Apprenticeships), and the AVETMIS Standard for Financial Data.

- **DEEWR**   **Department of Education, Employment and Workplace Relations**

This Commonwealth department was created following the 2007 Federal election. It replaces the former Department of Education, Science and Training (DEST) and the Department of Employment and Workplace Relations (DEWR).

- **ISC**   **Industry Skills Council**

ISCs are the national bodies responsible for developing and maintaining Training Packages specific to the industry area(s) for which they have coverage.

- **NCVER**   **National Centre for Vocational Education Research**

NCVER is a national research, evaluation and information organisation for the vocational education and training (VET) sector in Australia, jointly owned by the Commonwealth, state and territory ministers responsible for VET.

- **NQC**   **National Quality Council**

NQC is a committee of the Ministerial Council for Tertiary Education and Employment (MCTEE). The NQC has a role in:
(a) providing the Ministerial Council with advice on the operation of the AQTF and any changes to it that are considered necessary;
(b) providing the state and territory registering and course-accrediting bodies with information and advice on implementation of the AQTF; and
(c) providing the Ministerial Council with information and advice on the operation of the AQTF in each state and territory, including advice on their registration, audit and related processes, and on the Commonwealth processes that support the AQTF.

- **NRT**   **Nationally Recognised Training**

NRT is training conducted in accordance with the requirements of the AQTF.

- **NSF**   **National Skills Framework**

NSF is the system of vocational education and training (VET) that consists of the three key elements of the national training system which promotes quality and national consistency in terms of qualifications and the delivery of training. The three key elements of the NSF are (a) nationally endorsed training packages, (b) the AQTF and (c) the AQF.

- **OHS**   **Occupational Health and Safety**

OHS activities concerned with the prevention and mitigation of work-related ill-

ness or injury including illness or injury that may be of long onset. OHS re-
quirements are embedded within units of competency in Training Packages.

- **RTO   Registered Training Organisation**

An RTO is a training organisation registered by a state or territory registering
body in accordance with the Australian Quality Training Framework (AQTF) *Es-
sential Standards for Registration* within a defined scope of registration. An
RTO can be public or private and must be registered in order to deliver and as-
sess Nationally Registered Training (NRT) and issue nationally recognised AQF
qualifications and or statements of attainment.

- **STAs   State and territory training authorities**

An STA is a body within each Australian state and territory government that
administers vocational education and training including allocating funds, regis-
tering training organisations and accrediting courses where training packages
do not exist. STAs have a key role to play in the development and endorsement
of training packages.

- **TAFE   Technical and Further Education**

TAFE institutions are state government funded RTOs which provide a range of
technical and vocational education and training courses and other programs
(e.g. entry and bridging courses, language and literacy courses, adult basic
education courses, Senior Secondary Certificate of Education courses, per-
sonal enrichment courses, and small business courses). Each state operates a
TAFE system. Northern Territory and Australian Capital Territory do not have
separate TAFE sectors but provide vocational education through the tertiary
education sector.

- **VET   Vocational Education and Training**

VET is the sector responsible for developing the skills and knowledge of indi-
viduals for work. It includes VET undertaken in industries, enterprises,
government agencies, and community and school settings. The VET sector en-
compasses both recognised training leading to a qualification/statement of
attainment under the AQF, and non-recognised training, such as in-house,
product-based training.

VET also includes programs which provide the basis for subsequent vocational
programs. Alternative terms used internationally include technical and voca-
tional education and training (TVET), vocational and technical education and
training (VTET), technical and vocational education (TVE), vocational and tech-
nical education (VTE), further education and training (FET), and career and
technical education (CTE).

2.2.   Governing Bodies

In the AMS document set:

- "the Council" means the Council of Engineers Australia,

- "the Board" means the Accreditation Board of Engineers Australia,

Other acronyms are explained when first introduced in the documents.

2.3.   Vocational Outcomes

2.3.1. Field of practice

The designated field, branch or discipline of engineering (eg Civil Engineering) which defines a broad field and encompasses a range of foundation technical domains.

2.3.2. Specialisation (or specialist field)

The branch of engineering (e.g. Civil Engineering) taken to an advanced and usually more focussed level in a particular program, and featured either in the title of the qualification or as a major study sequence identified in the graduate's transcript or statement of learning record.

2.3.3. Underpinning knowledge and skills

Underpinning mathematics, science, and engineering science foundations for developing specific and specialist capabilities appropriate to a designated field of engineering practice.

2.3.4. Technical domains

The knowledge and skill areas that are fundamental building blocks for practice within a broad field and provide a basis for the development of higher-level, specialist capabilities.

2.3.5. Technical competence

Ability to competently apply mathematics, science and engineering science fundamentals to solving well defined problems in technical domains and specialist areas associated with a designated field of practice.

2.3.6. Personal and professional capabilities

Appropriate skills and attributes, generic in nature, and including oral and written communication; information literacy; team skills and leadership ability; a capacity for lifelong learning; an understanding of and commitment to ethical, social, cultural, and environmental responsibilities of the professional engineer.

2.3.7. Engineering application skills

Ability to apply underpinning knowledge and skills, technical capabilities and personal and professional skills to the structured solution of well defined problems, to engineering design and to the task of project management. Includes also the ability to operate within a business environment with appropriate skills in organisational and enterprise management as well as an understanding of the fundamental principles of business. These skills also relate to familiarity with and competent use of Australian standards and codes of practice.

2.3.8. Practical, laboratory or hands-on skills

Ability to undertake test, measurement and data collection activities as well as the design and conduct of experiments, following safe and sustainable laboratory and field practice procedures. Includes also abilities associated with the characterisation, selection and application of engineering systems, devices, components and materials, the development, selection and application of engineering resources, tools and models as well as critical reflection, error and fault

diagnosis and outcome reporting.

2.3.9. Vocational objectives

Comprises learning that has a vocational perspective. It includes elements such as generic employability skills, enterprise learning, career education and community and work based learning which equips learners for the world of work.

2.3.10. Engineers Australia Competency Standards

The level or threshold of capability achievement which is deemed to be acceptable for an appropriate career category and stage. Engineers Australia has developed competency standards for the career categories of Engineering Associate (Officer), Engineering Technologist and Professional Engineer. Stage 1 Competency Standards have been published as statement of requirement for entry to practice and Stage 2, for assessment of the mature, independent practitioner, seeking Chartered status and/or registration.

2.3.11. Engineers Australia Stage 1 Competency

The level or threshold of capability needed for entry to practice as a qualified member of the engineering team in the appropriate career category. Graduates of an accredited educational qualification in the appropriate occupational category are deemed to have satisfied stage 1 competency. .

2.3.12. Engineers Australia Stage 2 Competency

The level or threshold of capability expected of a mature, independent and experienced engineering practitioner in the appropriate occupational category. Stage 2 competency is the requirement for Chartered membership of Engineers Australia.

2.4. Vocational Education and Training Organisation and Environment

2.4.1. Registered Training Oganisation or Provider

These are the terms most commonly used to denote the host body in the VET sector authorised by legislation to award Advanced Diplomas.

2.4.2. Operating environment

The combination of physical infrastructure and resources, staff, organisational structure and governance that underpins the delivery of an engineering education program at any particular location.

2.4.3. Home campus

The headquarters facility of the host RTO and frequently the location hosting the primary implementation of a program.

2.4.4. Remote campus or offshore campus

Alternative site for program implementation through a partner organisation or wholly owned facility.

2.4.5. Learner

An individual who is receiving, responding to and processing information in or-

der to acquire and develop competence. This incorporates the processes of preparing and presenting for assessment.

2.4.6. Partnerships and auspicing

An organisation such as an enterprise or school, not wishing to be an RTO, can enter into a partnership agreement with an RTO. The RTO will be responsible for the quality of training and assessment, and issuing qualifications and or statements of attainment, in compliance with the AQTF. This arrangement will enable an organisation to have the training and assessment that it undertakes recognised under the National Skills Framework. Auspicing is a term also used to refer to the process by which an RTO authorises industry or another RTO to deliver training or conduct assessment on its behalf.

2.4.7. Industry organisation

Representative bodies that have a stake in the outcomes of the training an assessment processes and client services provided by RTOs. These bodies could include ISCs, industry and employer associations, unions, regulatory bodies, licensing bodies and group training companies.

2.4.8. Stakeholders

May include the host RTO, industry referred to item 2.4.7 above, teachers, learners, graduates, alumni.

2.4.9. Engineering school

The entity responsible for the design, development, delivery and review of the educational program/s to be accredited. In Australia this entity can be referred to as a division, faculty, school, department or other organisational element.

2.4.10. Teaching staff

The teaching team employed by the host RTO on a full or part time basis and responsible for the planning, learning and assessment design, delivery, review and continuous quality improvement of an engineering learning and assessment program leading to the award of an Advanced Diploma of Engineering.

2.4.11. Sessional staff

Sub-group of the teaching team primarily assisting with the delivery of a learning and assessment program on a part time or casual basis. Sessional staff members are sometimes practising industry professionals or graduate students from an Advanced Diploma of Engineering program or higher providing selected teaching input.

2.4.12. Support staff

Employees of the host RTO's responsible for the provision of technical and administrative support functions.

2.5. Quality Assurance

2.5.1. Stakeholders

All groups, with a key interest in engineering education (or a particular program) and its outcomes: e.g. learners, engineering employers and the profession

generally, alumni, teaching staff, RTO administrators, other professions and the wider community, school educators and career advisers, key interest groups within the profession. Sometimes also referred to as constituents.

2.5.2. Benchmarking

The continuous process of measuring and comparing products, services and practices with comparable systems or organisations both inside and outside the VET sector for the purpose of continuous quality improvement.

2.5.3. Quality systems

The supporting framework which 'closes the loop' on program planning, development, delivery, review and continuous quality improvement. Aspects include engagement with external stakeholders, feedback processes, determination of objectives and outcome targets, learning and assessment design, assessment, performance evaluation, benchmarking, compliance with state and territory and national requirements, dissemination of learning and assessment design philosophy and closing the loop at two levels (1) the program and (2) at the individually designated unit of competency.

2.5.4. Australian Quality Training Framework (AQTF)

AQTF 2007 is the primary quality assurance framework used by RTOs to assure the nationally agreed recognition arrangements for the VET sector in Australia. The AQTF provides a quality assured approach for registered RTOs seeking to deliver training, assess competency outcomes and issue AQF qualifications and/or Statements of Attainment.

2.5.5. Australian Qualifications Framework (AQF)

The AQF provides a further level of quality assurance through a policy framework which includes guidelines, principles and protocols defining how qualifications and statements of attainment can be issued.

2.6.   Learning and Assessment Program and Award

2.6.1. Learning and assessment program

The sequence of structured learning and assessment experiences undertaken by the learner, leading upon satisfactory assessment of competency to completion and the award of an Advanced Diploma of Engineering. In Australia a program in the occupational category of Engineering Associate is normally of two years full-time duration or equivalent, and comprises the completion of a number of designated units of competency. The learning and assessment program may be a nationally endorsed training package or where they do not exist, a state or territory accredited course.

2.6.2. Competency

Competency is the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

2.6.3. Unit of competency

A unit of competency is the smallest unit that can be assessed and recognised from a training package or an accredited course. See also elements of competency, performance criteria, range statement and evidence guides.

2.6.4. Elements of competency

Elements of competency are located within a unit of competency and describe the skill outcomes that contribute to the attainment of a unit of competency. Elements also describe what skills are required to perform a work activity.

2.6.5. Performance criteria

Specifies the level of performance required to demonstrate the achievement of an element or what level of skill is required.

2.6.6. Range statement

Relates to the unit of competency as a whole providing the range of contexts and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance in the work place.

2.6.7. Evidence guides

Provide essential advice for assessment of the unit of competency and must be read in conjunction with the elements, performance criteria, range statement and evidence guides for the unit of competency and the Training Package Assessment Guidelines.

2.6.8. Nationally endorsed training package

A nationally endorsed training package is comprised of two components; the endorsed and the non endorsed components.

The endorsed component is nationally endorsed by the NQC and is an integrated set of units of competency, assessment guidelines and AQF qualifications for a specific industry, industry sector or enterprise.

The non endorsed component consists of learning strategies, assessment materials and professional development materials and can be produced and used by public (TAFEs) and private RTOs in conjunction with the endorsed component.

Training packages focus on what is expected of a competent individual in the workplace as an outcome of learning rather than focussing on the learning process itself. Completion of a training package will result in the awarding of an AQF qualification or where partially completed, statements of attainment for each unit of competency completed.

2.6.9. State or territory accredited course

Courses accredited by state or territory accrediting bodies and comprising a structured sequence of vocational education and training based on specified units of competency and assessment guidelines leading to an AQF qualification (or where partially completed, statements of attainment for each unit of competency completed).

2.6.10. Qualification

Formal certification in the VET sector by an RTO that a candidate has satisfied all requirements of the units of competency or modules that comprise an AQF qualification, as specified by:

(a) a nationally endorsed Training Package, or

(b) an accredited course that provides training for that qualification.

2.6.11. Statement of attainment

Formal certification in the VET sector by an RTO that a candidate has achieved:

(a) part or all of the requirements of an AQF qualification, or

(b) one or more units of competency from a nationally endorsed Training Package, or

(c) all the units of competency or modules comprising an accredited short course (meaning in accredited course that does not meet the requirements for a full AQF qualification).

2.6.12. Award

Can comprise either a full AQF qualification or statement of attainment for the partial completion of an AQF qualification.

2.6.13. Advanced Diploma

The AQF qualification in the VET sector in the occupational category of Engineering Associate is entitled the Advanced Diploma of Engineering or the Advanced Diploma of Engineering Technology. All Advanced Diplomas are at AQF level 6 and in the VET sector they are competency based and can be based on either a nationally endorsed training package or where they do not exist, a state or territory accredited course.

The Advanced Diploma could be awarded under the single title of Advanced Diploma of Electrical Engineering, or alternatively with specialism's such as the Advanced Diploma of Engineering Technology (Robotics and Mechatronics) which are offered in particular branches of engineering, sometimes known as majors and identified in the graduate's statement of learning record and also in the formal title of the Advanced Diploma.

In all cases the national course code for the qualification will appear in the graduate's statement of learning record and also in the formal title of the Advanced Diploma (award).

2.6.14. Clustering

Is the process of grouping units of competency into combinations which enables their concurrent delivery and assessment and at the same time provides meaning and purpose for learning, assessment and work place requirements.

2.7.   Vocational Education and Training Process

2.7.1. Learning and assessment design

This involves the development of a learning pathway for a learner to facilitate their achievement of unit(s) of competency or a qualification. The learning pathway enables the learner to participate in a structured and sequenced learning process that provides relevant learning experiences which combines diagnostic, formative and summative assessments thereby closing the loop on learning experiences and assessment methods to determine an individual

learner's competence.

2.7.2. Delivery mode

The method of learning ranging from traditional classroom or face to face teaching through a range of flexible learning options manifested as alternative implementation pathways within a particular program structure.

2.7.3. Flexible delivery

The use of optional delivery methodologies within a learning and assessment program offering learners the benefits of learning modes other than the traditional on-campus classroom based approach. Examples of such approaches could include the use of self paced independent learning materials, remedial or supplementary support materials and pathways, distance learning appraoches, computer or web based e-learning resources and self assessment systems, project and problem based learning, team or group learning, on or off the job learning, work place learning.

2.7.4. Delivery and assessment strategies

Delivery and assessment strategies apply to each qualification, or part thereof, within the RTO's scope of registration. Delivery and assessment strategies are determined and developed by the RTO with industry input into the development of the assessment strategies. Each delivery and assessment strategy should include identification of the target groups, delivery and assessment modes and strategies and pathways for learning and assessment.

2.7.5. Articulation

The recognition arrangements which facilitate the movement or progression of learners from one training package or accredited course to another, or from one education and training sector to another.

2.7.6. Advanced standing

Credit granted for designated units of competency or part thereof within a training package or an accredited course on the basis of RPL incorporating RCC.

2.7.7. Alternate implementation pathways

Various optional pathways may include delivery via the use of core or core and elective units of competency as well as regional campus or via onshore or offshore partnership arrangements with other organisations, RTOs or offshore educational providers. Other implementation pathways may include the provision of flexible delivery options including distance learning, e-learnig, advanced standing referred to above in 2.7.6 and or articulation referred to above in 2.7.5.

2.7.8. Professional practice exposure

Experiential learning in an engineering workplace setting and/or through direct interface with practising engineering professionals. Mechanisms include work placement, industrial internships, vacation work experience, cooperate learning schemes, site visits, industry and community based problem solving, assignments and projects, interviews with members of the engineering team and sessional teaching by practising professionals.

2.7.9. Performance monitoring and performance evaluation

Tracking the overall level of attainment of individual learners against the requirements of the training package or the accredited course.

2.7.10. Assessment

Assessment is the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry/enterprise unit(s) of competency of a nationally endorsed training package or where they do not exist, a state or territory accredited course.

2.7.11. Assessment guidelines

An endorsed component of a training package which underpins assessment and which sets out the industry approach to valid, reliable, flexible and fair assessment. Assessment guidelines include information concerning: assessment system overview, assessor requirements, designing assessment resources, conducting assessment, sources of information on assessment.

2.7.12. Diagnostic assessment

Assessment that takes place prior to the commencement of the learning and assessment program to determine the learner's capability to undertake the program.

2.7.13. Formative assessment

Assessment that takes place at regular intervals during the delivery of a program with feedback being provided progressively to help learners improve their performance.

2.7.14. Summative assessment

Assessment that occurs at a point in time and is carried out to summarise achievement at that point in time. Often more structured than formative assessment, it provides teachers and learners with information on learner progress and the level of achievement when compared against the performance criteria of the unit(s) of competency.

2.7.15. Recognition of Prior Learning (RPL)

RPL is an assessment process that involves the assessment of the individual's relevant prior learning acquired through previous training, work or life experience or informal learning to determine the credit outcomes of an individual application for credit. It can lead to a full qualification in the VET sector. RPL is implemented in line with the AQF National Principles.

2.7.16. Recognition of Current Competencies (RCC)

RCC is the assessment of a person's current capacity to perform; it applies if an individual has previously successfully completed the requirements for a unit of competency and is now required to be reassessed to ensure that the competence is being maintained.

2.7.17. Moderation of assessment

The process of bringing assessment judgements and standards into alignment to ensure the same standards are applied to all assessment results within the same Unit(s) of Competency. It is an active process in the sense that adjustments to assessor judgements are made to overcome differences in the difficulty of the tool and/or the severity of judgements.

The process of comparing standards of assessment across different endorsed training packages or accredited courses, institutions or organisations and making judgements to ensure that the assessments are fair, flexible, valid, reliable and sufficient.

2.7.18. Validation of assessment

Validation is a quality review process. It involves checking that assessment tools use produce valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the relevant aspects of the training package or accredited course had been met. It includes reviewing and making recommendations for future improvements to the assessment tool, process and/or outcomes.

2.8. Accreditation Process

The evaluation of a an engineering learning and assessment program as an appropriate preparation for entry to par-professional practice. Consequently a decision on the status of recognition of a program by the relevant authority in accordance with standards of equivalence set by the appropriate international Accord.

2.8.1. Accreditation criteria or criteria

Designated performance metrics guiding the evaluation and decision making steps of accreditation, and also providing a guideline framework for learning and assessment design, development, delivery and assessment.

2.8.2. General review

The routine, cyclic process of evaluating existing and newly implemented learning and assessment programs for on-going accreditation. The general review process generally embraces the collective program offerings of a single RTO at a particular campus or location.

2.8.3. Evaluation panel or panel

The team of specialists appointed by the Accreditation Board to assess programs submitted by an RTO for accreditation in accordance with the accreditation criteria. The panel submits recommendations on accreditation for final consideration by the Board.

2.8.4. Accreditation cycle

The 5-year repetitive sequence of steps associated with implementing the general review task, beginning with negotiation of dates for submission documentation and visitation and concluding with the delivery of a final report and confirmation of accreditation.

2.8.5. Engineers Australia officers

Employees or nominated representatives of Engineers Australia with responsibility for the accreditation function. One or two Engineers Australia officers are normally included as members of the evaluation panel along with teaching and industry specialists.

2.8.6. Panel observers or observers

Additional persons approved by the Accreditation Board and the host RTO to participate in the activities of the evaluation panel for the purposes of evaluating or witnessing the accreditation processes.

2.8.7. Initial documentation or submission document or documented submission

Comprehensive material developed by the RTO that systematically addresses the accreditation criteria. The submission should be prepared with the intention of providing *prima facie* evidence that the criteria are satisfied for each particular program under consideration.

2.8.8. Panel teleconference or pre-visit teleconference

A meeting of the evaluation panel often conducted prior to a scheduled visit to consider submission documentation, to plan the remaining steps in the evaluation process and to provide initial feedback to the RTO.

2.8.9. Evaluation visit or visit

A normal step in the accreditation process where a panel collectively travels to the home campus, remote campus or offshore site of an RTO to conduct interviews with a range of stakeholders, to inspect infrastructure and facilities and to consider documented teaching and assessment materials, learner work and records associated with the quality system. The evaluation visit is normally an integral part of the general review process and often also necessary in the evaluation of newly introduced programs.

2.8.10. Desktop assessment

Under particular circumstances an evaluation panel may finalise its recommendation on accreditation following consideration of just the submitted documentation and without the need for an evaluation visit. This can occur for instance in the provisional accreditation of new programs which are closely related to programs already accredited for implementation at a particular location and a particular institution.

2.9. Accreditation outcomes

Based on recommendations of the evaluation panel, the Accreditation Board will make a decision on the future accreditation status of programs under consideration for a particular RTO.

2.9.1. Full accreditation and continuing full accreditation

Granted to programs that clearly satisfy or continue to satisfy the accreditation criteria and accorded nominally for a 5-year term, in accordance with the normal cycle of general reviews. Accredited programs are deemed to deliver graduates equipped with the Stage 1 Competency Standards defined by Engineers Aus-

tralia. When Engineers Australia is admitted to the Dublin Accord, the equivalence of Engineers Australia accredited programs will be recognised by the other signatories to the Accord.

2.9.2. Provisional accreditation

Granted to new programs, and applies until full accreditation is achieved. Provisional accreditation should normally be considered in the first year of implementation of a new program and provides an opportunity for Engineers Australia to identify necessary amendments or improvements to the curriculum, operating environment or quality systems well before full accreditation is sought. Application for full accreditation should be made as soon as the first student intake reaches the final stages of the program. Full accreditation must be achieved for the proper recognition of graduates.

2.9.3. Not accredited

This outcome may occur following a critical evaluation by the visit panel of the RTO's submission and a visit to the RTO which has subsequently highlighted major omissions and or non compliance with the requirements of the AMS documentation. In situations such as this the RTO will be provided with a report identifying major omissions and or non compliance with the requirements of the AMS documentation and strategies to resolve them.