

# ENGINEERS AUSTRALIA

## ACCREDITATION BOARD

### ACCREDITATION MANAGEMENT SYSTEM

#### FOR

### VOCATIONAL EDUCATION AND TRAINING PROGRAMS

#### (COMPETENCY BASED)

### IN THE OCCUPATIONAL CATEGORY OF ENGINEERING ASSOCIATE

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## 1. ENGINEERING ASSOCIATE PRACTICE CONTEXT

The National Generic Competency Standard (Reference 3), published by Engineers Australia, defines the context for engineering practice in the occupational category of Engineering Associate – as follows.

“Engineering associates focus mainly on practical applications. They may be expert in installing, testing and monitoring equipment and systems, in the operation and maintenance of advanced plant, and in managing or supervising tradespeople in these activities. They may be expert in selecting equipment and components to meet given specifications, and in assembling these to form systems customised to particular projects.

Engineering associates are often required to be closely familiar with standards and codes of practice, and to become expert in their interpretation and application to a wide variety of situations. Many develop very extensive experience of practical installations, and will be more knowledgeable than a professional engineer or technologist on detailed aspects that can contribute very greatly to safety, cost or effectiveness in operation.

In other instances, engineering associates may develop high levels of expertise in aspects of design and development processes. These might include, for example, the use of advanced software to perform detailed design of structures, mechanical components and systems, manufacturing or process plant, electrical and electronic equipment, information and communications systems, and so on. Other examples might be in the construction of experimental or prototype equipment. Again, experienced operators in these areas often develop detailed practical knowledge and experience complementing the broader or more theoretical knowledge of others.

Engineering associates need a good grounding in engineering science and the principles underlying their field of expertise, to ensure that their knowledge and skills are portable across different applications and situations. Equipment-specific or context-specific training in a particular job are not sufficient to guarantee generic competency. Given a good knowledge base, however, engineering associates may build further on this through high levels of training in particular contexts and in relation to particular equipment. Aircraft maintenance is an excellent example.

The competencies of engineering associates equip them to certify the quality of engineering work and the condition of equipment and systems in defined circumstances, laid down in recognised standards and codes of practice. Such certification should be fully acceptable in the public domain and should not require further endorsement by other practitioners perceived to be more highly qualified.

Engineering associates may lead or manage teams appropriate to these activities. Some may establish their own companies or may move into senior management roles in engineering and related enterprises, employing professional engineers and other specialists where appropriate.”

### Stage 1 Competency

“Engineering associate qualifications often have titles that embrace a broad field of engineering, such as Civil, Electrical or Mechanical Engineering. They may equally well relate to a particular area of application such as aircraft maintenance, soil testing, marine propulsion, or computer networking.

Engineering associates should have a capability that goes beyond a particular industry training regime, and a generalised knowledge base that allows them to locate their knowledge in the widest possible context and take professional responsibility for their work as fully-qualified members of the engineering team.

Stage 1 competency represents the level of preparation necessary and adequate for entry to practice. A newly-qualified engineering associate would be expected to work initially under the supervision and guidance of more experienced engineering associates, engineering technologists or professional engineers, while experience is gained. Graduate engineering associates are encouraged to undertake professional development programs approved by Engineers Australia while developing the practice competencies that will qualify them for Stage 2 assessment and the status of Chartered Engineering Associate.

Stage 1 competency normally corresponds to completion of a 2-year Advanced Diploma of Engineering (or Associate Degree of Engineering) (AQF Level 6) incorporating a program of subjects or units approved by Engineers Australia. However, some engineering associates will have followed other pathways; for example, successive phases of in-service training early in their career, with later consolidation and broadening of their knowledge to strengthen its theoretical base.

It is not expected that candidates will have demonstrated every detail of the knowledge, competencies and attributes that follow; but they must demonstrate at least the substance of each element. Assessment will be made in a holistic way.”

## **2. ACCREDITATION SYSTEM – PURPOSE AND EVOLUTION**

One of the objects and purposes of The Institution of Engineers, Australia (Engineers Australia), defined by Royal Charter, is “To increase the confidence of the community in the employment of engineers by admitting to The Institution only those persons as shall have satisfied the Council of The Institution that they have an adequate knowledge of both the theory and the practice of engineering”.

In accordance with this purpose, Engineers Australia evaluates complete courses or programs (hereafter referred to as programs) leading to the award of engineering degrees and advanced diplomas by Australian educational institutions. The key objective of this evaluation task is to accredit those programs which are adjudged as preparing their graduates adequately for entry to the profession and admission to membership of Engineers Australia in the grade of Graduate – career category – Professional Engineer, Engineering Technologist or Engineering Associate as appropriate.

This documented accreditation system is concerned with the criteria and processes for evaluating engineering Vocational Education and Training (VET) programs for professional practice leading to the award of an Advanced Diploma of Engineering, appropriate for entry to the profession in the occupational category of Engineering Associate.

In summary, accreditation provides:

- the identification of engineering training programs that are deemed to deliver graduates satisfying the competencies defined in the Stage 1 Competency Standard for the appropriate occupational category, without further assessment;

- recognition only of programs which deliver graduates deemed to be fit for commencement of practice in the appropriate occupational category. Accreditation cannot be sought for programs which are aimed at the continuing professional development of engineering practitioners who have previously satisfied stage 1 competence;
- one of the two prerequisites for chartered status and/or registration, and consequently is a critical component of certification to governments and licensing bodies, and thence to the public, in relation to competence and safety;
- public identification of programs that have been evaluated by the relevant professional body, independently of the offering organisation, and have met the stated criteria;
- a guarantee of standing that engineering educators can offer to prospective learners and graduates, Australian and international;
- a basis for international comparability, reciprocal recognition, and graduate mobility;
- a statement to governments, registered training organisations (RTOs), universities and the broader community of the basic requirements of engineering education, and the level of resources reasonably required to meet these requirements;
- consultative feedback on the design of new programs and modes of delivery as well as assistance in the promotion of innovation and good VET practice.

## 2.1. System Evolution

Engineers Australia has accredited professional engineering programs for many years, under well-established procedures.

Accreditation management systems currently exist for program accreditation in the occupational categories of Professional Engineer and Engineering Technologist.

The development of this definitive documentation for accreditation of engineering education programs for professional practice in the VET sector, leading to the award of an Advanced Diploma of Engineering appropriate for entry to the profession in the occupational category of Engineering Associate, represents a further important step in the evolution of the Engineers Australia accreditation processes, now covering education programs underpinning all three occupational categories.

Australia's VET sector, from the late 1980's, has undergone significant change and restructuring as part of the national training reform agenda. Flexible, responsive and demand driven education and training have been identified as key drivers of a globally competitive economy.

The previously separate and independent state/territory based VET systems have converged to establish a nationally unified competency based VET system, jointly managed by the Australian, state and territory governments. The system has moved from a supply driven to a demand driven focus, flexible, and responsive to individual client needs.

Key structural elements of Australia's revised national training system include:

- the Australian Qualifications Framework (AQF),
- the Australian Quality Training Framework (AQTF),
- Registered Training Organisations (RTOs),
- State and Territory Registering Authorities,

- National Quality Council (NQC),
- Industry Skills Councils (ISCs),
- National Audit and Training Registration Agency (NARA),
- National recognition of all endorsed and accredited training.

The above components support the operation of the National Skills Framework (NSF) which consists of the AQF and AQTF together with competency based nationally endorsed training packages, and where they do not exist, state and territory accredited courses.

The NSF is a nationally consistent industry driven system which is designed to:

- provide competency based outcomes to maintain the trainee's employability and increase their productivity;
- provide trainees with nationally recognised competency based qualifications or statements of attainment for individual units of competency;
- improve the global competitiveness of Australia's enterprises and the national economy.

It is important to note that the AQF was implemented nationally in 1995 across three key sectors of Australia's educational system - (1) secondary schools, (2) VET and (3) higher education. The AQF provides the basis for a nationally unified system of qualifications and statements of attainment.

Following the development and implementation of the NSF, in 2007, Engineers Australia commenced preliminary work on the development of a national approach to the accreditation of engineering education programs for professional practice in the VET sector.

To facilitate the above, Engineers Australia worked collaboratively with a range of key stakeholders including a number of ISC's, Tertiary and Further Education (TAFE) institutions from most states and territories as well as some private RTO's.

At the time of first publication of this accreditation document, Engineers Australia had not been admitted as a signatory to the Dublin Accord, (Reference 6), originated by the foundation signatories in May 2002. The formalisation of this Accreditation Management System documentation will enable Engineers Australia to seek application for provisional admission to the Dublin Accord.

The signatories to the Dublin Accord through exchange of information, periodic review and mutual observation ensure that the policies, processes and practices for granting accreditation to engineering education programs are comparable.

Education programs accredited under the Dublin Accord are deemed to be substantially equivalent in terms of satisfying the learning and assessment requirements for commencing engineering practice in the occupational category of Engineering Associate.

## **2.2. Governing Body**

Implementation of the Policy on Accreditation is the responsibility of the Engineers Australia Accreditation Board. The terms of reference for the Board are detailed in Reference 6.

### **2.3. Development of Accreditation Criteria**

The foundation criteria for accreditation used in the Accreditation Management Systems for Professional Engineer, Engineering Technologist and Engineering Associate programs remain largely unchanged from those first introduced in 1999 and are based on the Engineers Australia Policy on Accreditation, established in 1997, (Reference 1). This Policy specified the generic graduate attributes as broad outcome targets for graduates emerging from engineering education programs at the professional engineer level.

In 2004, Engineers Australia first published its separate Stage 1 competency standards for the occupational categories of Professional Engineer, Engineering Technologist and Engineering Associate. These standards are built on the earlier generic attributes and provide detailed generic capability indicators.

The accreditation criteria, (Reference 2), specify key elements of the delivery environment, the specific program structure and content and the underpinning quality systems that need to be assessed in order to judge the potential for graduates to be equipped with the capabilities specified in the appropriate competency standard. The accreditation processes developed in the system documents are built on the notion of an outcomes driven approach to learning and assessment design, performance evaluation and continuous quality improvement on the part of the RTO.

The accreditation criteria provide a consistent theme which will underpin the development of documented accreditation submission from the RTO and the systematic assessment and reporting undertaken by the evaluation panel.

## **3. THE BASIS OF ACCREDITATION**

An engineering VET education program provides a sequence of learning and assessment activities within a specific discipline or field of specialisation, with uniquely defined vocational outcomes framed by the designated units of competency. A single program may incorporate multiple delivery options, with each delivery option representing a separate implementation pathway. Accreditation must embrace all delivery options available under a particular program definition.

Graduates of a particular program will be eligible for a specific advanced diploma, or equivalent award with an appropriately designated title.

Engineers Australia considers engineering VET programs for accreditation at the request of the RTO offering a particular program or range of programs. Accreditation is not obligatory.

Accreditation is accorded to a defined engineering education/training program, not to a degree or diploma award, nor to organisational entities such as schools or departments. Programs are not ranked or merit-graded: they are either accredited, or not.

Accreditation of engineering VET programs offered by Australian RTOs is governed in an overall sense by the Engineers Australia Policy on Accreditation of Professional Engineering Programs, (Reference 1).

There are VET programs that will be outside the scope of the accreditation system. Programs that provide professional development pathways, rather than a base

level qualification directed at delivery of the Stage 1 competencies (Reference 3) will not at this stage be considered for accreditation.

Such professional development programs are designed to develop advanced specialist technical knowledge and skills, or broader professional capabilities, beyond commencement of practice. Such professional development offerings often appear as modular short courses or as award programs implemented by registered educational institutions or RTO's.

Award programs at the master, graduate diploma and graduate certificate levels have become popular professional development vehicles for Professional Engineers and Engineering Technologists, building advanced technical and/or professional capability. For the Engineering Associate the equivalent professional development programs would be, for example, the vocational graduate certificate and the vocational graduate diploma.

### **3.1. Graduate outcomes**

In establishing a foundation training program for entry to practice as an Engineering Associate in a particular engineering field, a key resource will be the units of competency selected from the underpinning training package (or state/territory accredited course). The selected competency units form a key component of the vocational outcomes specification for graduates, and will be compliant with the training package rules. The selection of competency units will be informed by the needs of targeted employers and other external stakeholders. The defining units of competency provide the foundation for the learning and assessment design, program delivery and assessment and review tasks.

A further constraint on the selection of these units will be to ensure that the ensuing training program, in a holistic sense delivers the Engineers Australia competencies set out in the Stage 1 Competency Standard. A mapping of the selected units of competency against the Stage 1 Competency Standard is often a useful tool for tracking compliance.

An accredited program, by definition is deemed to deliver vocational outcomes for graduates who satisfy the elements of competency set out in the Stage 1 Competency Standard. Compliance with this standard must therefore be a major consideration in the accreditation assessment process.

### **3.2. Evaluating Innovative Programs**

It is a challenge for an accreditation process to act so as to promote innovation in learning and assessment design, and at the same time maintain standards that can be objectively certified, publicly and internationally. There is no simple answer to this. Innovation by its nature challenges existing wisdom, but not every program that departs from existing norms can be said to be innovative or good.

The Engineers Australia accreditation system encourages innovation by minimising prescription on learning design and implementation. Program evaluation will always focus on the intent of the criteria and on the demonstrated capability of graduates to enter engineering practice. Clearly however, a program which departs radically from the methods normally found necessary – for example, by employing only a fraction of the normal complement of staff – may expect a searching examination of method as well as outcomes. The Accreditation Board and its evaluation panels are required both to be receptive to new approaches, and

to use the best judgement available to evaluate their substance and merit.

Continuing innovation and development can be expected to lead to a restatement of the accreditation criteria and even the Policy from time to time. These are not expected to be frequent occurrences.

### **3.3. Promoting Best Practice**

Accreditation acts in a general way to promote best practice and encourages the dissemination of innovative education/training approaches within the Australian engineering education community including the VET sector.

Accreditation reports are confidential between Engineers Australia and the RTO. It is not appropriate for Engineers Australia to publish these, nor even to publish a selection with the permission of the RTO, as this might imply a form of ranking.

Engineers Australia does however encourage engineering schools to share educational and learning innovations and developments in good practice by all available means, including dissemination directly between RTOs and by publication, for example through the various national VET publications and conferences. It is appreciated that providers find themselves in serious competition, but shared development is in the interests of engineering VET and engineering practice in Australia generally.

### **3.4. Communicating Views**

The Accreditation Policy requires engineering schools to maintain their own industry advisory mechanisms including consultations with key stakeholders and learners to provide advice and direction. In addition, Engineers Australia may wish from time to time to provide a viewpoint to engineering schools: for example a perceived need for new programs in certain fields, or a suggested change in direction or emphasis. Similarly, it may wish to consult with providers in forming views to put to Government or another third party.

The Board may conduct such communications directly with engineering schools, or through the appropriate ISC or state or territory accrediting bodies.

### **3.5. Essential Elements of the Accreditation Process**

Assessment of graduate outcomes is important in the quality cycle for any engineering education program. It is also an important consideration in accreditation but cannot by any means be the sole determinant. A judgement on the appropriateness and standard of attainment of outcomes must also take into account inputs, process and content.

For any particular program, the accreditation process begins with consideration of the program objectives and the chosen competency units as a specification of targeted vocational outcomes. Evidence of the attainment of vocational outcomes will be tracked through the documented learning design and the aggregation of evidence and assessment data gathered by the RTO. Evidence that graduates will also satisfy the requirements of the Engineers Australia Stage 1 Competency Standard will arise from the RTO's approach to learning and assessment design and review; the underpinning quality systems and the educational environment.

The accreditation process does not prescribe program content or the method of

learning, but rather, invites innovation and diversity. It requires RTOs to have in place their own advisory and research mechanisms for setting and reviewing the vocational outcomes specification, for optimising the learning and assessment design and for continuous quality improvement. The focus of accreditation is on delivery of the essential vocational outcomes and the evidence of their attainment.

### **3.6. Accreditation Criteria**

The formal accreditation criteria are derived directly from the Policy and are developed under three main headings:

- the operating environment,
- the learning and assessment program, and
- the quality systems.

The detailed accreditation criteria and associated performance indicators are clearly identified in summary form, (Reference 2).

## **4. THE ACCREDITATION CYCLE**

So far as possible, accreditation is scheduled so that all programs offered by a particular RTO or engineering school will be reviewed concurrently at intervals of five years. This is referred to as a general review of programs offered by the particular RTO. Established programs which meet all criteria are normally accredited or re-accredited for the five year period.

Accreditation is normally accorded on a full calendar year basis. Should Engineers Australia be unable to schedule procedures to re-accredit within a five-year period, or should a school be unable to meet a schedule through genuine misadventure, existing accreditation will normally be extended for one further calendar year. Where a program is scheduled for closure, accreditation can normally be extended from year to year for a limited time.

### **4.1. The General Review Process**

The RTO will normally submit a request to Engineers Australia for a program or programs to be accredited. Engineers Australia will issue a timely reminder where a general review of programs is due.

Engineers Australia will acknowledge the accreditation request by issuing a date for submission of initial documentation and a targeted visit date. Guidelines for preparing the initial documentation are detailed in Reference 5.

An independent evaluation panel comprising senior teaching staff and industry practitioners undertakes the evaluation of programs. The Accreditation Board formally approves the composition of evaluation panels. The accreditation process involves a formally documented submission from the institution concerned, and normally a panel visit to the campus.

The submission documentation provides a fundamental self-review against the accreditation criteria, (Reference 2). A panel tele-conference is held some 4-5 weeks prior to the visit to discuss initial findings. A tele-conference report is prepared for the RTO to advise any initial concerns the panel may have and any additional data or information that is requested.

Following the campus visit, a formal report from the evaluation panel provides recommendations on accreditation to the Accreditation Board. The Board approves a draft version of the report for release and invited comment from the RTO.

A panel bases its findings and recommendations on both the submission documentation and the visit. The structure of the panel's visit report is outlined in Reference 7. The RTO has the opportunity to comment on a draft form of the visit report prior to finalisation of accreditation by the Accreditation Board.

Full details of the general review process are provided in Reference 7. Possible terms and conditions on accreditation, limitations on publication of outcomes, confidentiality issues, avenues of appeal, mechanisms for investigating concerns and potential conflicts of interest are all covered in Reference 7.

## 4.2. Introducing New Programs

RTO's are required to advise Engineers Australia of the intention to introduce a new program for which accreditation will be subsequently sought. Such advice should normally be provided at the time internal institutional approval has been obtained for the program's introduction and prior to commencement of the first cohort of learners.

Given the strong focus on graduate outcomes, a new program cannot be given full accreditation until after the emergence of the first group of graduates. To provide the RTO, engineering school and its learners with reasonable assurance, provisional accreditation may be accorded on the basis of compliance with the criteria to the extent possible at the time. A new program is considered for full accreditation when it reaches completion (i.e. graduation of the first substantive intake of learners).

Consideration of provisional accreditation should normally be undertaken during the first year of operation of a new program. Provisional accreditation will often require a campus visit. Documentation requirements and details of processes for the accreditation of new programs are provided in Reference 8. It is important to seek full accreditation for a program at the time the first substantive cohort of graduates begins to emerge. Graduates will not be recognised by Engineers Australia as holders of an accredited qualification however, until full accreditation is formally accorded to the program.

Key considerations for the transition to full accreditation will be the school's documented response to recommendations made in the report of the provisional accreditation evaluation panel and the quality of assessed learner work in the latter study years of the program.

A visit will normally be necessary to assess transition to full accreditation. Assessment could be undertaken as early as during the final semester of study of the first graduating cohort, provided there is sufficient access to representative examples of assessed final year learner work, and also to a representative group of graduating learners.

At the very latest, full accreditation should be sought at the next scheduled general review following the emergence of graduates.

Where evidence of compliance with the criteria is clear, full accreditation will be accorded from the start date that applied for provisional accreditation, thus assur-

ing the recognition of all graduates for both Engineers Australia membership and Dublin Accord equivalence.

### **4.3. Changes to Existing Programs**

The terms of accreditation will provide for on-going development of program structure and content and the expectation of continuous quality improvement. It would normally be expected that such amendments would be within the framework of the vocational outcomes specification, (program objectives and targeted competencies), approved as part of the accreditation process.

Where major amendments are being proposed that will result in changes to the program title or major changes to the training design, then Engineers Australia must be notified in writing of such changes prior to the implementation of the change.

Under such major changes, the Accreditation Board will take the decision on whether to maintain continuing full accreditation or whether to consider the revised program for provisional accreditation. In any case full accreditation will need to be re-affirmed once the first cohort of learners has graduated from the revised program. Further details on the consideration of program changes are provided in Reference 8.

### **4.4. Alternative Implementation Pathways**

Engineers Australia encourages innovative approaches to program design leading to flexible options for learners and the provision of new engineering VET products.

Flexible delivery options will commonly be manifested as alternative implementation pathways within a single program definition. In this case each pathway will normally be designed to meet the same objectives and deliver the same vocational outcomes, and neither the title of the program nor that of the associated award would normally be differentiated on the basis of the particular implementation pathway followed.

Alternative implementation pathways may for example occur through optional vocational streams; core, or core and elective units of competency; workplace learning options; external or distance study modes; or through project or problem based learning options. A further example is where a program is implemented alternatively through a regional or offshore campus or in a partnership with another RTO.

A fundamental requirement is that the same vocational outcomes are delivered through all implementation pathways. For a program to maintain ongoing accreditation all implementation pathways must be individually evaluated and each pathway must meet the accreditation criteria concurrently. The accreditation processes for the alternative pathways are thus coupled. A program implementation cannot be accredited at any one location unless it is accredited for implementation at all locations.

Accreditation of alternative implementation pathways is discussed in more detail in Reference 9.

#### **4.4.1. Offshore and Regional Campus Implementation**

Offshore and regional campus offerings may well be alternative implementations of a host program already established on an RTO's home campus and are thus undifferentiated in title, award and specified outcomes. Alternatively such offerings may be quite separate from programs offered on the home campus and are thus fully differentiated.

Home campus and remote or offshore campus accreditation visits would not normally be carried out at the same time for logistical reasons. This means that reviews of alternative implementations of a particular program on separate campuses would not be synchronised, although the implementations are claimed to be undifferentiated in terms of learning and assessment outcomes. Although each campus will thus have a separate general review cycle, accreditation of a particular implementation of a program at one location will link with and reaffirm the on-going accreditation of all other implementations of the program at that time. Such reaffirmation will of course be limited to the accreditation term associated with the individual review cycle set for each campus.

The rules and procedures of the Dublin Accord now recognise the accreditation of programs that are offered in differentiated or undifferentiated form by an RTO, headquartered in the jurisdiction of a signatory, but delivered at a location outside of the national or territorial boundaries of that signatory. In the case of an Australian RTO implementing an undifferentiated program at a location within the jurisdiction of another signatory to the Accord, accreditation of the offshore offering would be initiated by Engineers Australia, but undertaken collaboratively with the signatory associated with the country of delivery. In cases the offshore program implementation must satisfy the accreditation criteria of both signatories.

Reference 9 provides more detailed guidelines for the accreditation of offshore and remote campus offerings.

#### **4.4.2. Articulation on the Basis of Recognition of Prior Learning**

Reference 9 also provides guidelines for the accreditation of articulation pathways. Where agreed credit for prior learning for a particular articulation route exceeds the equivalent of 50% of the learning program, the designated prior learning program will need to be separately and formally evaluated as part of an integrated accreditation process.

#### **4.5. Discontinuation of Programs**

Engineers Australia must be notified of any intention to discontinue an accredited program or individual implementation of a program, together with arrangements for providing ongoing teaching to currently enrolled learners. A terminating year will be determined to conclude the accreditation term. This will normally correspond with the last year of intake of learners to the program, thus covering the recognition of this final enrolled cohort.

#### **4.6. Publication of Accreditation Status and Term**

Engineers Australia publishes a listing of accredited programs with accreditation normally accorded on a full calendar year basis. Each program is assigned a designated term of accreditation with a defined start date. The start date will normally correspond with the year in which provisional accreditation was first confirmed by the Accreditation Board. The term of accreditation will normally range from the

published start date to the first intake of learners for the year following the scheduled year of the next general review. This extension is provided as a safeguard against possible processing delays in concluding the general review cycle. For discontinued programs, Engineers Australia will publish a terminating year for accreditation of the program.

Where a learner is continually enrolled in a fully accredited engineering VET program, and commences study within the published term of accreditation, once qualifying for the associated award, the learner will be deemed to have graduated from an accredited program.

#### **4.7. Publication of Accreditation Outcomes**

RTOs may wish to publish statements to the effect that certain of their programs are accredited by Engineers Australia. An RTO is responsible for ensuring the accuracy of such statements, and in particular, must avoid statements which might be read as implying that certain programs are accredited where this is not the case.

Accreditation visit reports are confidential between Engineers Australia and the RTO concerned, and should not be published. If a report is required to be disclosed for any reason, then it should be reproduced in full and both Engineers Australia and the RTO concerned should be notified. Excerpts taken out of context are specifically not authorised.

## 5. REFERENCES

- 1 P02EA Engineers Australia Policy on Accreditation of Professional Engineering Programs
- 2 S02EA\_Comp Accreditation Criteria Summary
- 3 P05EA Engineers Australia National Generic Competency Standards - Stage 1 Competency Standard for Engineering Associate
- 4 G02EA\_Comp Accreditation Criteria Guidelines
- 5 G06EA\_Comp Preparation of Submission Documentation
- 6 S03EA\_Comp Governing and Consultative Bodies, International Framework
- 7 G03EA\_Comp General Review Process
- 8 G04EA\_Comp Introducing New Programs and Program Amendments
- 9 G05EA\_Comp Alternative Implementation Pathways