

# 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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ENGINEERS  
AUSTRALIA

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## 1. ACCREDITATION BOARD

The Policy on Accreditation of Professional Engineering Courses (Reference 1) is established and governed by the Council of Engineers Australia.

Implementation of the Policy for the purposes of accrediting engineering education programs and engineering vocational education and training (VET) programs for professional practice, is the responsibility of the Accreditation Board. The Board comprises the National Vice-President (Education and Assessment) of Engineers Australia plus six other members appointed by the Council of Engineers Australia. One of the seven is appointed Chair of the Board. At least two of these members are required to have substantial experience in organisations (other than universities) employing engineering graduates in significant numbers, at least one is required to have had senior academic experience.

The Accreditation Board Charter:

- approves detailed guidelines and operating procedures for accreditation;
- oversees all operational arrangements, and appoints evaluation panels;
- receives evaluation reports on engineering programs, and determines whether accreditation should be granted and on what conditions;
- responds to any complaints or appeals concerning the accreditation process (Reference 2), and to any proposals for change;
- oversees the development and operation of accreditation and mutual recognition agreements with other countries, where necessary recommending to the Council;
- reports periodically to the Council on its work and when appropriate, recommends changes to the Council's policy on accreditation;
- fosters the dissemination of developments and best practices in engineering education; and
- advises the Council on public statements or representations that should be made in relation to engineering education.

## 2. THE DUBLIN ACCORD

The Dublin Accord agreement was first signed in 2002 and on the basis of this Accreditation Management System, Engineers Australia will prepare an application for admission as a provisional signatory to the Accord. The signatories to the Dublin Accord have exchanged information and examined their respective policies, processes and practices for granting accreditation to professional engineering programs and have agreed that these are comparable. This agreement means that engineering education programs accredited by signatories to the Accord are considered by the signatories to be substantially equivalent in terms of satisfying the learning requirements for entry to the practice of engineering in the career category of Engineering Associate. A listing of programs accredited by signatories to the Dublin Accord is thus a useful reference for professional bodies as well as agencies specifically responsible for the registration or licensing of paraprofessional engineering personnel in signatory jurisdictions, thus aiding the international mobility of engineering practitioners in this career category.

Programs fully accredited by Engineers Australia at the level of Engineering Associate will, once Engineers Australia becomes a signatory to the Dublin Accord, be recognised by the other signatories to the Accord.

The Dublin Accord specifies the essential elements of an accreditation system as a prerequisite for any accrediting body seeking provisional signatory status. Inherent within the Rules and Procedures of the educational accords under the International Engineering Alliance (IEA) is a graduate profile exemplar with associated range statements and contextual definitions for each accord. The Engineers Australia Stage 1 Competency Standard of Engineering Associate (Reference 3) and the Accreditation Criteria (Reference 4) contained within this Accreditation Management System will be fully compliant with the elements of the Dublin Accord graduate profile exemplar. The Dublin Accord signatories continue to identify and encourage best practice in the processes of accreditation and in the educational preparation of Engineering Associates for professional practice.

A list of current signatories to the Dublin Accord is available on the Dublin Accord website go to: [www.ieagreements.com/Dublin/](http://www.ieagreements.com/Dublin/).

Where an Australian Registered Training Organisation (RTO) implements engineering VET programs at offshore locations, Engineers Australia will consider for accreditation such programs where the resulting qualification is an award of the Australian RTO.

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

The Rules and Procedures of the IEA educational accords now recognise accreditation of programs that are offered in differentiated or undifferentiated form by a provider, headquartered in the jurisdiction of a signatory, but delivered at a location outside of the national or territorial boundaries of that signatory.

Accreditation of programs offered at offshore locations by Australian RTO's is discussed in detail in Reference 5.

### 3. REFERENCES

1	P02EA_Comp	Engineers Australia Policy on Accreditation of Professional Engineering Programs
2	G03EA_Comp	General Review Process
3	P05EA	Engineers Australia National Generic Competency Standards - Stage 1 Competency Standard for Engineering Associate
4	S02EA_Comp	Accreditation Criteria Summary
5	P03EA_Comp	Engineers Australia Policy on the Accreditation of Programs offered by Australian Registered Training Organisations (RTOs) at Offshore Locations