

APPROVED APPRENTICESHIP AND PLACEMENT SCHEME(S) APPLICATION

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For submissions or support:

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Institution of
**MECHANICAL
ENGINEERS**

Section 1: Overview

Organisation name

Position

Scheme title

Address

Scheme(s) Duration (Years)

Country

Postcode

Main contact name and post-nominals

Telephone

Email

Approval Reapproval

Notes:

Example: Reapproval of all technical apprenticeships and approval of all level 4 and 6 technical apprenticeships

Which categories of registration are to be covered by the scheme(s) and approximately how many apprentices are on each pathway?

Engineering Technician (EngTech)

Number of apprentices

Incorporated or Chartered Engineer (IEng /CEng)

Number of apprentices

Declaration by senior person with ultimate responsibility for apprenticeships and placement

The senior person named below certifies that the information provided on this form, and in any attached evidence, is accurate to the best of their knowledge and that their organisation will accept and agree to be bound by the IMechE approved apprenticeship or placement scheme terms and conditions.

Name and post-nominals

Position

Email

Date

Section 2: Other Scheme Approvals or Accreditations

Approving or Accrediting Institution	Scheme title	Registration number	Type of registrant	Duration and expiry
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Section 3: General Organisation and Scheme(s) Information

Item 3.1: What does the organisation do?

Please write approximately 250 words that outline the work of your organisation. Include details such as global locations and employee/student numbers.

Example:

The company designs, manufactures and markets articulated trucks.

We supply products to the UK and worldwide, with global locations in the UK, USA and Germany.

The company employs more than 10,000 people in 20 major facilities.

Or

The college/university delivers courses in engineering relevant to this application, such as...

IMechE use only

Approval:

Yes

No

More information

Assessor comments

Item 3.2: What are the aims of the scheme?

Please write approximately 250 words about why the organisation has chosen to deliver the apprenticeship or industrial placement. What kind of engineer will the scheme develop?

Note: Training and education organisations can provide a more generic answer as they may be delivering to multiple organisations.

Example:

Technician and engineer pipeline - the schemes provide a pipeline of technicians and engineers with the core and specialist skills that the company requires for its engineering functions. Each apprentice is developed for a specific role in their final employment.

IMechE use only

Approval:

Yes

No

More information

Assessor comments

Item 3.3: Describe the selection and entry criteria

The number of applicants, application route, qualification subject, grade criteria and assessment format used for the apprenticeship or placement scheme.

Example:

Recruitment criteria and process - Recruitment is via ___ system. The last intake of ___ apprentices attracted circa ___ applicants.

Advanced apprentice minimum requirements - Company requirement of 5 GCSEs at grade 9 to 4; to include maths, English and one relevant STEM subject.

Higher/degree apprentice minimum requirements - Two A Levels, including mathematics and STEM subject at A to C

Candidate assessment

Stage 1 - Online assessments in situational judgement and psychometric tests

Stage 2 - Assessment centre and interviews with HR staff and managers

IMechE use only

Approval:

Yes

No

More information

Assessor comments

Item 3.4: What roles are intended for apprentices or placement students on completion of the scheme?

Note: For large organisations and universities, this may need to be listed and referenced in an appendix.

Example:

Main types of apprenticeships and role destinations

Level 3 advanced apprentices will go into roles such as Engine Fitter in powertrain, Maintenance Technician in production or other company facilities and various Technician/Fitter roles across the development and testing departments.

Level 4 higher apprentices are in slightly more complex roles such as Engine Test Facility Operator where more problem-solving and independent thinking might be required.

Level 6 degree apprentice roles are in engineering design, CAD/CAE, electrical and electronic design and development engineers, Durability Engineers and Manufacturing Engineers.

Note: Colleges and universities can provide examples rather than an exhaustive list, given the number of possible end destinations for apprentices and students.

IMechE use only

Approval:

Yes

No

More information

Assessor comments

Item 3.5: Outline the longevity and success of the scheme to date

How long has the scheme been running? Do many fail to complete it? If the success rate is high, briefly describe the reasons for this. Include retention rates. For placements, include return to placement company/employment rate and companies.

Example:

Scheme running time

Advanced - over fifteen years in various forms

Higher - seven years, including transfer to level 6 scheme

Degree - seven years, including higher transferred to degree scheme

Completion rates - Apprenticeship/placement completion rate is currently circa __%. Most of the non-completion is down to individual choice or company and behavioural issues. The few who fail the scheme are supported in their transition to a role or out of the business.

Reference to the list of companies that students are placed with will assist in assessment of the track record of university placement schemes.

IMechE use only

Approval:

Yes

No

More information

Assessor comments

Section 4: Organisational and Learning Environment

Item 4.1: How is the scheme integrated into the organisation and what is its relevance to the organisation?

Are apprentices or placement students and their recruitment/training critical for the future continuation of the business they work in?

Example:

Integration - Apprentice/placement schemes are critical to the continuation of the Technician and Engineer pipeline and the schemes are fully integrated into the business. In some areas, apprentices/ placement students form a significant part of the work force where the area has grown rapidly.

Relevance - The apprenticeship/placement scheme is key to replacing Technicians and Engineers who are promoted or leave the business. It is vital for bringing in new ideas and technologies. Apprenticeship schemes are also seen as a development route for production operatives and those seeking progression. Students completing placements embed their academic learning in an industrial setting.

IMechE use only

Approval:

Yes

No

More information

Assessor comments

Item 4.2: How does the scheme fit into the organisation and who are the key people involved?

What are their roles, responsibilities, qualifications and professional affiliations?

E.g. relevant organisation structure and apprentice/placement organisational reporting lines. May be attached as appendix.

Example:

Main organisations involved - main organisations involved in the delivery are as follows...

Company Learning Department - HR learning or training team

Organisation - The team is organised as follows... (see attached additional PDF for diagram).

Company Apprenticeship Team - The Early Careers Team is headed up by a senior manager with responsibility for all technical and early careers organisation, governance, delivery, and professional development.

Heading up early careers delivery is the Early Careers Delivery Manager with overall responsibility for all early careers activity...

The College Team provides...

The University Team provides...

Placements with multiple organisations can be given with 'such as' examples or a typical example.

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Approval:

Yes

No

More information

Assessor comments

Item 4.3: Describe the physical environment and resources for professional development, both on and off the job

Refer to learning resources, computer-aided training, simulators, management training etc. Describe the general learning environment and scheme schedule including college/university - day, block or full year and ongoing attendance and work-based - details on training facilities, length and variety of placement rotations and workspace provided.

Example:

College facilities - The facilities at the colleges are comprehensive. Equipment and training components (cars and engines included) are provided by ___ and other companies. There is an extensive library as well as classrooms and IT suites for the apprentices to use.

University facilities - University facilities are significant and well thought out. All degree apprentices attend lectures on campus in modern teaching, learning and practical development spaces.

Company training facilities - Training facilities in company are located across the sites. All apprentices follow planned development curricula designed to embed academic learning.

On and off the job - The apprentices/placement students are rotated through the different departments within their chosen section and other areas, where appropriate. For example, a level 3 apprentice might rotate through the following areas...

Full-time employees - The apprentices/placement students are treated as full members of the departments. They start by shadowing their trainer, mentor or buddy and then...

IMechE use only

Approval:

Yes

No

More information

Assessor comments

Section 5: Content and Output

Item 5.1: What syllabus, curriculum materials and learning resources are used?

Refer to organisation guides, manuals, training courses or resources. Who delivers them? Details, extracts or cover images should be attached as evidence.

Example:

The college and/or university delivers formal qualifications: BTECs, NVQs and degrees. However, through the training curriculum attached, the company delivers further off-the-job training...

Guides are available for the apprentice/placement student and manager to ensure that they know what is expected at each stage of the apprenticeship or placement...

For placement students, learning materials or resources are used prior to or during placements.

IMechE use only

Approval:

Yes

No

More information

Assessor comments

Item 5.2: What are the expected learning outcomes and related objectives?

The formal apprenticeship, UK-SPEC and/or company standards for each apprenticeship or placement should be referenced.

Example:

Apprenticeship standards and learning outcomes

The following apprenticeship standards are being followed for the apprenticeship schemes:

Advanced - STO 457, 282 & 0033 (BTEC Diplomas, PEO and NVQ3)

Higher - STO 588 (Foundation Degree, PEO and NVQ4)

Degree - STO 023, 024, 025 & 027 (FD, BEng, PEO and NVQ4)

Or

For placement students, what are the written objectives for the placements and what are they based on?

IMechE use only

Approval:

Yes

No

More information

Assessor comments

Item 5.3: How are the apprentices or students inducted into the company, apprenticeship and working environment?

Describe the induction process. Include topics delivered, length and professional content.

Example:

Corporate induction

Apprenticeship/placement specific

Workplace induction

For placement students, how are they prepared by the university and what is asked of the company?

IMechE use only

Approval:

Yes

No

More information

Assessor comments

Item 5.4: How is instruction in safe systems of work and in the duties and responsibilities of employees delivered?

Example:

College-based apprentices - Those apprentices who start their scheme at the college are taught their responsibilities as employees and what they should expect from the employer/college. They are also assessed on their use of equipment at college before being able to use it without supervision.

Degree apprentices - These apprentices are given health and safety briefings as they go into any practical activity at university. When they move onto part-time study and full-time work, they are given full company health and safety and workplace induction as small groups. They are then given the same familiarisation and guidance that would be provided to any new employee arriving in the workplace.

Mandatory and additional safety briefings - Safety briefings start during the induction programmes and carry on throughout the apprenticeship, placements, and careers. All employees must complete online health and safety training and regular updates are communicated by briefings and/or additional training.

IMechE use only

Approval:

Yes

No

More information

Assessor comments

Item 5.5: What level of involvement do the apprentices or students have in the assessment of risk and the implementation of safeguarding measures with respect to health and safety, the environment or data loss?

Apprentices/students should understand and be able to contribute to risk assessments. Please describe how this is integrated into their development.

Example:

H&S and risk - Risk assessment must be carried out by the supervisor/manager but includes input from the apprentice/student before each new operation or task. In addition to risk assessments, there is a 'Stop and Think' protocol for all employees when carrying out new or unusual tasks.

Environment - ___ maintain a close watch on everything that affects the environment. Apprentices are taught to follow all procedures that protect themselves and the environment.

Data loss/protection - All ___ employees are required to complete GDPR and data protection training.

Safe-guarding and Prevent – To ensure the safety and wellbeing of our apprentices and others, safe-guarding and Prevent are reviewed as part of the manager and apprentice tutor role (in line with ESFA requirements).

IMechE use only

Approval:

Yes

No

More information

Assessor comments

Item 5.6: What additional training and support is delivered or expected during the scheme?

Outline training or courses delivered by the company or learning provider that are used to enrich learning (health and safety, manual handling or report writing etc).

Example:

Company LMS - Any learning available on the company learning system is available and delivered as appropriate and needed. Examples of this online, face-to-face or blended training include CAD, H&S, robot programming, Lean and many other business and engineering fundamental courses.

IMechE use only

Approval:

Yes

No

More information

Assessor comments

Item 5.7: What additional personal development is undertaken by apprentices or students?

E.g. Team-building activities such as 'outward bound' events, schools events and external project work.

Example:

Corporate Social Responsibility (CSR) - All the apprentices/students are encouraged to take part in careers, charity and STEM events. Working in teams, they visit local schools to give presentations and help run STEM activities.

Outdoor Development - All apprentices complete a week of outdoor development training during the first year of their apprenticeship.

IMechE use only

Approval:

Yes

No

More information

Assessor comments

Item 5.8: How is IPD and CPD Recorded?

What methods or systems are provided or directed for the recording of Initial Professional Development (IPD) and Continuing Professional Development (CPD)?

Note: The recording of post-registration CPD is a requirement of professional registration.

Example:

CPD - Planning and recording of CPD is primarily done on the company Learning Management System. All appraisals, training and development are recorded. IMechE-registered engineers and technicians are encouraged to use the IMechE Career Developer tool.

Advanced apprentices - During their final year, advanced apprentices are briefed by the Early Careers team, the IMechE and the IET on EngTech applications and the benefits of membership. IPD is effectively recorded as part of the NVQ and EPA portfolio.

Higher apprentices - Same as advanced apprentices.

Degree apprentices - These apprentices are trialling a new tool to record IPD and then CPD against the Engineering Council UK-SPEC. They are encouraged to apply for EngTech from the end of year two and IEng from six to eighteen months after completion of the scheme. See attached slide for more information and screenshots.

Placement students - Required to record activities and development quarterly, against UK-SPEC and review with placement tutor.

IMechE use only

Approval:

Yes

No

More information

Assessor comments

Item 5.9: How is an understanding of the functioning of the business communicated?

E.g. technical and wider business performance such as newsletters, emails and other internal and external company communications.

General and technical insights - Apprentices will gain a great deal of information about the business from the intranet, company magazines and emails. All areas of the company have village and town hall events as well as toolbox talks for the more practical areas.

Equality and Diversity - All employees, including apprentices, receive regular updates covering E&D awareness policy.

Employee surveys - Input and results are used to inform the company and individuals of potential improvements.

For placement students, explain how they are encouraged to gain an understanding of the organisation they are placed with.

IMechE use only

Approval:

Yes

No

More information

Assessor comments

Section 6: Delivery Partners

Item 6.1: Identify further or higher education programmes, institutions or companies that are formally linked to the scheme

Are the programmes or courses accredited? See guidance document for required qualification checking.

Example:

Advanced apprentices - FE delivery is done by ___ College Group, completing the L3 Diploma in Machine Maintenance (Manufacturing pathway), BTEC and NVQ awarded by EAL (reference number ____).

Foundation and degree apprentices - Foundation, BEng and BSc degrees are delivered by ___ University. See attached document for details.

The degree is currently being assessed by the IMechE and is expected to be accredited.

IMechE use only

Approval:

Yes

No

More information

Assessor comments

Item 6.2: Do any company staff associated with the scheme have academic links?

E.g. visiting professors and lecturers, industrial tutors and/or examiners.

Example:

Guest lecturers - For degree apprenticeship programmes, company subject matter experts are invited to deliver guest lectures and are also involved in the development and alignment of modules to current industry practice.

Panel membership - Members of the Early Careers team sit on various panels at universities and colleges. This is to ensure that current and new courses are aligned to the required industrial output and to provide industrial insight for the programmes.

IMechE use only

Approval:

Yes

No

More information

Assessor comments

Item 6.3: Describe any external placement of apprentices or students

This might include placements or visits with suppliers, customer businesses and with other parts of the company group (including outside the UK).

Example:

There have been exchange visits arranged with Williams F1, Mercedes AMG and Perkins. Where possible, these will continue to suitable organisations and dealerships where the apprentices/students are able to make an impact or undertake a task that adds value. They also travel to different parts of the company, including to global partners such as ___ and ___.

For placement students, indicate how such activities are encouraged and supported.

IMechE use only

Approval:

Yes

No

More information

Assessor comments

Section 7: Scheme Assessment

Item 7.1: How are apprentices or students assessed against scheme objectives and required outcomes?

Include national standards, apprentice frameworks or apprenticeship standards and type of formal vocational qualification. As evidence, attach and reference redacted samples of EPA or placement documents.

Example:

Apprentices are assessed against the apprenticeship standard they are signed up to. These have been listed previously in this application. This is done by apprentice tutors and EPA assessors.

Advanced apprentices - Diploma and NVQ leading to EPA

Higher apprentices - Foundation degree and NVQ leading to EPA

Degree apprentices - Degree and NVQ

IMechE use only

Approval:

Yes

No

More information

Assessor comments

Item 7.2: How is on-scheme academic learning assessed and accredited for formal recognition?

This would include learning such as technical certificates, diplomas or degrees. Does the placement carry points or a DIS certification?

Example:

Advanced apprentices - BTEC diploma

Higher apprentices - Foundation degree

Degree apprentices - BEng (awaiting confirmation of IMechE accreditation)

IMechE use only

Approval:

Yes

No

More information

Assessor comments

Item 7.3: What method is used for occupational competence assessment and how is it certified?

E.g. work-based assessments that are non-qualification methods of apprenticeship or student competence assessment such as company appraisals, tests and learning provider reports. Attach and reference redacted examples.

Example:

Throughout the apprenticeship, apprentice tutors assess against apprenticeship standards through observation and review of evidence portfolio.

Company occupational competence assessments are carried out by the apprentice managers and apprentice mentors against the ___ standards and Engineering Council UK-SPEC.

Advanced apprentices - NVQ assessed by NVQ assessors leading to EPA.

Higher apprentices - NVQ assessed by NVQ Assessors leading to EPA.

Degree apprentices - NVQ assessed by NVQ Assessors leading to EPA.

Placement students - These may be placement reports against UK-SPEC. To be commented on by placement student, mentor, employer and tutor.

IMechE use only

Approval:

Yes

No

More information

Assessor comments

Item 7.4: What arrangements are made for the formative assessment and counselling of apprentices or students?

Include any mapping to UK-SPEC and use of company appraisals.

Example:

Standards - The minimum expectation is assessed against and specified by the associated apprenticeship standards. Tutors will meet with the apprentices regularly to discuss progress, assess development and provide any counselling related to the scheme. Local supervisors and managers coach the apprentices and communicate with them daily.

Annual appraisal - Salaried apprentices/students are appraised on the company appraisal system, along with all other employees.

IMechE use only

Approval:

Yes

No

More information

Assessor comments

Section 8: Records and Quality Assurance

Item 8.1: What records do apprentices, students and scheme administrators maintain?

These might include portfolios of evidence, company skills matrices or formal qualification records. Please attach and reference redacted examples of portfolios.

Example:

For advanced, higher and degree apprentices; all NVQ portfolio, company occupational proficiency placement reports, exam and assignment results and assessor documentation are stored in EAL central files. These are administered by the college or university.

All exam results are included and the twelve weekly reports by the apprentice, tutor, manager and professional mentor.

For placement students, a log of activity, quarterly reports or end of placement dissertation may be included.

IMechE use only

Approval:

Yes

No

More information

Assessor comments

Item 8.2: How is the scheme incorporated into the organisation's mainstream quality management systems?

E.g. is it incorporated into the ISO9000 processes?

Example:

The schemes are aligned to the company's ISO9000, 9001, 14001, BS OHSAS 18001 and TS16949 processes to ensure the quality, safety and health of our products, customers and staff.

For industrial placements, this may be guidance/assurance that companies must follow/give before students are placed with them.

IMechE use only

Approval:

Yes

No

More information

Assessor comments

Item 8.3: What internal and external quality assurance is applied to the scheme?

E.g. external verification or governance processes.

Example:

Internal - Governance structure for all early careers to ensure policies and procedures exist and are adhered to for all schemes.

External - Independent governance is carried out by adherence to college and university governance procedures and ESFA governance, including Ofsted inspections. External verification (EV) of courses through the college and university process is also carried out.

IMechE use only

Approval:

Yes

No

More information

Assessor comments

Item 8.4: Give details of any public domain reports on the organisation's personnel, training or education activities

E.g. Annual company, Ofsted or ESFA audit reports, QAA institutional audit reports.

Example:

University and colleges

- ___ College Group Ofsted URN: 123456 – Rating 'good'
- ___ Training Council Ofsted URN: 123457 – Rating 'good'
- ESFA Audit reports

Organisation - Annual organisation report

IMechE use only

Approval:

Yes

No

More information

Assessor comments

Section 9: Mapping the Scheme Against the UK-SPEC

This section is to provide an overview of the extent that the scheme prepares apprentices to meet the standards for registration against the UK-SPEC. This is done by mapping learning outcomes or assessment against the competence and commitment categories.

In the columns provided, please indicate the extent to which the competence category should be covered (i.e. 'fully', 'partially' or 'not covered'). Please indicate the main references for this in your supporting documentation.

If any competence is not fully covered by the apprenticeship, the relevant category should be broken down into its component elements (e.g. competence 'E' might be broken down into 'E1' to 'E5'). It should then be mapped against activities or standards, where they are met.

Competence and commitment	Coverage ('partial', 'full' or 'not covered')	References to supporting documents or where assessed
A Knowledge and understanding		
B Application to practice		
C Personal responsibility, leadership or management		
D Interpersonal skills		
E Professional conduct		

Section 10: Supplementary Information for University, College or Learning Provider Applications

Please provide examples of the experience delivered to the apprentices at their place of work. A representative cross section is sufficient rather than a full listing.

Employer	Apprenticeship or degree subject	Numbers per subject	Job role rotation	Expected final position

Note: The supplementary information for universities, colleges and learning providers must include a representative cross section of the roles and disciplines of the apprentices or students at employers supported by the university, college or learning provider.

Section 11: IMechE ISAC Assessor Recommendation

IMechE Integrated Standards and Accreditation Committee Use Only

Assessor name:

Assessor Recommendation:

Approve Decline More information More information and site visit

Further information or documentation required/site visit required/reason for declining application:

Commendable features identified by assessor:

Signature

Assessor recommendation dated: