

APPROVED APPRENTICESHIP AND PLACEMENT SCHEME APPLICATIONS

Institution of
**MECHANICAL
ENGINEERS**

Completion and Assessment Guidance



Improving the world through engineering

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INTRODUCTION

This document offers guidance for the completion and assessment of the IMechE Approved Apprenticeship and Placement Scheme Application form. The form has been produced to meet the requirements of the Engineering Council's Approval and Accreditation of Qualifications and Apprenticeships (AAQA) and UK Standard for Professional Engineering Competence (UK-SPEC). By providing this guidance, we hope that applicants will be able to provide the appropriate evidence and the level of detail required.

Organisations applying to have their apprenticeship or placement schemes approved will find examples of the kind that the assessors need to approve a scheme. This should ensure a transparent process and reduce the need for further information requests.

Important Information

The righthand column throughout the form marked '**IMechE use only**' and '**Assessor comments**' is for the sole use of the ISAC Committee members carrying out the assessment of the scheme. Applicants must not enter anything in these areas.

The form must be completed electronically.

Section 1: Overview

The registered name of the Applicant Organisation must be provided. The organisation must provide the company title of the apprenticeship scheme or University placement scheme. For example: 'Widget Co. Maintenance Advanced Modern Apprenticeship', 'Widget Co. Production Modern Apprenticeship – Scotland'.

The organisation must provide the details of the person(s) responsible for day-to-day administration of the scheme(s) and the person(s) with ultimate responsibility for the scheme (details as requested on the application form). Application result will be sent by email to the main contact.

The general number of candidates on scheme(s) must be entered on the front page, with a more detailed list as an appendix attached to the application (including numbers in cohorts or year groups).

Detail of Candidates on the Scheme(s)

The organisation can, if their policies, General Data Protection Regulations (GDPR) and permission from scheme members allows, provide a list of all participants who are on the scheme, with the relevant start and expected finish dates and site they are based at. This will help to ensure that the apprentices and students:

- Have been offered IMechE Affiliate membership whilst they are on the scheme
- Are contacted on completion of the scheme and helped through the professional registration process.

Section 2: Other Scheme Approvals or Accreditations

OTHER SCHEME ACCREDITATIONS

What other Schemes does the company have approved or accredited by the IMechE or other Engineering Council UK (EC^{UK}) Professional Engineering Institutions (PEIs)? These might be apprenticeship scheme approvals, accredited graduate schemes or University MPDS schemes.



SECTION 3 - GENERAL ORGANISATION AND SCHEME(S) INFORMATION

3.1 WHAT DOES THE ORGANISATION DO?

Locations/divisions where the Scheme(s) is/are in operation:

The organisation must provide a simple and concise description of the nature of the business. For example, 'The company manufactures and assembles industrial water pumps'.

Outline of the business such as 'about us' information from the corporate website, global locations and overall employee numbers.

The organisation must provide the location/division details where the scheme is in operation (details as requested on the application form).

The application must also indicate whether the scheme covers other sites. If multi-site approval is sought, all contact details and appendices must be included for these additional sites/divisions where they are different from main contact and/or run as separate entities.

For university placement scheme applications, information relevant to the application such as engineering courses delivered and campus details.

3.2 WHAT ARE THE AIMS OF THE SCHEME?

Explain why the organisation has chosen to deliver the apprenticeship or placement scheme and the type of roles the scheme is preparing the candidates for.

The organisation should provide an explanation of how the scheme balances the development needs of the participants for business purposes with those to enable appropriate development opportunity to achieve Institution membership and professional registration.

3.3 DESCRIBE THE SELECTION AND ENTRY CRITERIA

Volume, application route, qualification subject and grade criteria for the apprenticeship(s) or students and the assessment format used. The organisation should describe how candidates are recruited and from where. The typical or required academic level for candidates must also be established. For a level 3 apprenticeship, this is likely to be five GCSEs at grades 9-4 (including English and maths) as is generally required for progression to a level 3 qualification. Requirements for degree apprenticeships and university schemes may vary considerably, however they are likely to include A levels or equivalent.

Other academic requirements are acceptable if an organisation explains their reasoning. For example, where a candidate demonstrates strong vocational aptitude in testing, an organisation may choose to accept grades lower than 4 and provide additional academic study.

3.4 WHAT ROLES ARE INTENDED FOR APPRENTICES OR PLACEMENT STUDENTS ON COMPLETION OF THE SCHEME?

Lists of job titles alone are not permitted. The organisation should provide example title(s) of jobs that candidates have or will be employed in after successful completion of the scheme, along with job descriptions and details of any role responsibilities, accountabilities, and authorities. This information will enable assessors to use their knowledge and understanding of the appropriate category to determine that the roles are appropriate for professional registration. University applications should provide examples of roles students are likely to or have graduated into after completion of placement schemes.

3.5 OUTLINE THE LONGEVITY AND SUCCESS OF THE SCHEME TO DATE

How long has the scheme been running? Do many apprentices fail to complete? If the success rate is high, briefly describe the reasons. Include post-scheme retention rate, if known.

The organisation should provide evidence to show that their organisation/scheme(s) has/have a track record for training and development and that the standards for registration can be consistently met.

For placement schemes, examples of successful return to placement companies or onward support and employment as a result of the placement scheme.



SECTION 4 - ORGANISATIONAL AND LEARNING ENVIRONMENT

4.1 HOW IS THE SCHEME INTEGRATED INTO THE ORGANISATION AND WHAT IS ITS RELEVANCE TO THE ORGANISATION?

Explain how apprentices/students, their recruitment and training are critical for the future continuation of the organisation/course.

4.2 HOW DOES THE SCHEME FIT INTO THE ORGANISATION AND WHO ARE THE KEY PEOPLE INVOLVED?

The application should include scheme-relevant company structure, department rotations and apprentice or placement student organisational reporting lines.

Who delivers and/or assesses work-based learning? The organisation should provide the details for all who are involved in delivering the scheme (details as requested on the application form), relating them back to questions above as appropriate (e.g. site located at) and identifying professional registration and qualifications held.

Placements with multiple organisations may be illustrated by 'such as' examples based on existing placement organisations.

4.3 DESCRIBE THE PHYSICAL ENVIRONMENT AND RESOURCES FOR PROFESSIONAL DEVELOPMENT, BOTH ON AND OFF THE JOB

Include learning resources, computer-aided training, simulators, management training etc.

Describe the general learning environment and scheme schedule. Include all locations where learning takes place (e.g. company, college or university) and schedule (e.g. day, block or full year and ongoing attendance). Work Based – provide details on length and variety of placement rotations and workspace.

SECTION 5 - CONTENT AND OUTPUT

The organisation should describe the content and general pattern of the scheme. Specify how long it takes candidates to gain a suitable profile of competence to meet registration requirements.

The organisation should identify how they are committed to and effectively support professional registration, PEI membership and Continuing Professional Development (CPD) after completion.

CPD

N.B. From January 2019, all active registered PEI members have been required to keep records of Continuing Professional Development. Organisations must make clear to assessors that they are committed to helping with this after completion of the apprenticeship or placement scheme.

Professional Registration and PEI membership

Organisations must make clear to the assessors that there is effective support for professional registration and that PEIs are directly involved. Examples of this might include:

- Dedicated roles or objectives to support professional development
- Making information about membership available (e.g. on a notice board, on intranet pages or in scheme documentation)
- Regular interaction with Institution's Business Development Team (e.g. presentations to inform candidates about professional development and membership applications)
- Hosting Institution events
- Paying membership fees for professionally registered employees
- Encouraging and providing opportunities for scheme participants to take part in Institution events such as STEM engagement.

5.1 WHAT SYLLABUS, CURRICULUM MATERIALS AND LEARNING RESOURCES ARE USED?

The application should reference any resources such as company guides, manuals, training courses or learning resources and who delivers them. Details, extracts or cover images should be attached and referenced as evidence. For placement schemes, this should include learning materials or resources used prior to or during placements.

5.2 WHAT ARE THE EXPECTED LEARNING OUTCOMES AND RELATED OBJECTIVES?

It is important that the application informs the assessors of apprenticeship standards or frameworks involved in each apprenticeship included in the scheme(s).

The formal apprenticeship and/or company standards for each apprenticeship should be referenced. For placement students, what are the written objectives for the placements, what do they reference and what are they based on?

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. Include corporate induction, apprenticeship specific and workplace induction.

For placement students, how does the university prepare them and what is asked of the company?

5.4 HOW IS INSTRUCTION IN SAFE SYSTEMS OF WORK AND IN THE DUTIES AND RESPONSIBILITIES AS EMPLOYEES DELIVERED?

The application must indicate how apprentices or placement students are made aware of their responsibilities as employees.

What checks are done by the university to ensure this instruction in safe systems of work and responsibilities are delivered to their placement students?

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 or placement students should understand and be able to contribute to risk assessments and understand their responsibilities for health and safety, environment, data, safeguarding and Prevent. This section of the application should outline how this is integrated into their development.

5.6 WHAT ADDITIONAL TRAINING AND SUPPORT IS DELIVERED OR EXPECTED AS PART OF 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).

5.7 WHAT ADDITIONAL PERSONAL DEVELOPMENT IS UNDERTAKEN BY APPRENTICES OR STUDENTS?

Outline additional or extracurricular activities which are organised and contribute to apprentice personal development.

e.g. Team-building activities (outdoor development), running events such as school events and external project work with charities or youth organisations.

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)?

NB: The recording of CPD is a requirement for maintaining professional registration.

The organisation should identify what support is offered to candidates (including career-development) in the form of CPD, which is an important and inherent part of professional registration.

5.9 HOW IS AN UNDERSTANDING OF THE FUNCTIONING OF THE BUSINESS COMMUNICATED?

Include examples of technical and wider business performance such as newsletters, emails and other company communications both internal and external.



SECTION 6 - DELIVERY PARTNERS

6.1 IDENTIFY FURTHER OR HIGHER EDUCATION PROGRAMMES, INSTITUTIONS OR COMPANIES THAT ARE FORMALLY LINKED TO THE SCHEME

Please give details as listed below. Are the programmes or courses accredited or expected to be accredited by the IMechE or other PEIs licenced by the Engineering Council? For Scheme approvals covering multiple qualifications and pathways, attach and reference an annex.

- Name of the college or organisation delivering the qualification
- Qualification title e.g. Diploma in Manufacturing Engineering
- Qualification pathway if known e.g. Development Technical Knowledge.
- Awarding Body e.g. Pearson, EAL, C&G etc.
- Type of Qualification e.g. BTEC, NVQ, HNC, Beng, MEng etc.
- Level of qualification e.g. Level 3, Level 4, Level 6 etc.
- Qualification Number e.g. 601/????/1.

6.2 DO COMPANY STAFF ASSOCIATED WITH THE SCHEME HAVE ACADEMIC LINKS?

Indicate the roles company staff have as visiting professors and lecturers, industrial tutors and/or examiners. Equally applicable for placement scheme applications, where placement companies have links with the universities.

6.3 DESCRIBE ANY EXTERNAL PLACEMENT OF APPRENTICES OR STUDENTS

This might include placements or visits with suppliers, customers, businesses and with other parts of the company group (including non-UK). This might include how these activities are encouraged by universities placing students with companies.

SECTION 7 – SCHEME ASSESSMENT

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 followed as part of the apprenticeship. Redacted sample(s) of EPA or placement documents should be attached and referenced.

7.2 HOW IS ON-SCHEME ACADEMIC LEARNING ASSESSED AND ACCREDITED FOR FORMAL RECOGNITION?

Organisations should indicate any formal academic qualifications gained by the apprentices on the scheme(s). This would include learning such as technical certificates, diplomas or degrees. For placement schemes, does the placement carry academic value or a DIS certification?

N.B. Not all apprenticeships result in a formal academic qualification.

7.3 WHAT METHOD IS USED FOR OCCUPATIONAL COMPETENCE ASSESSMENT AND HOW IS IT CERTIFIED?

The application should give details and provide examples of any work-based assessment that are non-qualification methods of apprenticeship or student competence assessment. These could include quarterly reports, company appraisals, tests and learning provider reports. Redacted examples of reports should be referenced and attached. For placement students, these may be placement reports against UK-SPEC commented on by mentor, employer, and tutor.

7.4 WHAT ARRANGEMENTS ARE MADE FOR THE FORMATIVE ASSESSMENT AND COUNSELLING OF APPRENTICES OR STUDENTS?

The application should reference any mapping to the Engineering Council Standard for Professional Engineering Competence for the apprenticeship or placement scheme and use of company appraisals to assess apprentice progress, suitability to continue and graduation into their permanent role.

SECTION 8 - RECORDS AND QUALITY ASSURANCE

The organisation should show how the scheme documentation is pulled together. It should provide examples of governance documents and scheme documents given to participants.

The organisation should also provide the participant's recording procedures, attaching completed (redacted) examples of relevant documents.

There should be sufficient detail for assessors to ensure that the records are appropriate and enable scheme and participant progress to be monitored effectively.

N.B Please remember to list the title(s) or reference(s) of the documents here and under section 3 `List of Attachments.

8.1 WHAT RECORDS DO APPRENTICES AND SCHEME ADMINISTRATORS MAINTAIN?

These might include portfolios of evidence, company skills matrices and formal qualification records. Redacted examples of evidence such as portfolios, records and matrices should be referenced and attached.

8.2 HOW IS THE SCHEME INCORPORATED INTO THE ORGANISATION'S MAINSTREAM QUALITY MANAGEMENT SYSTEMS?

Is the scheme incorporated into the organisation's quality processes such as ISO9000 or IATF16949? For industrial placements, this may be guidance/assurance that companies must follow/give before students are placed with them.

8.3 WHAT INTERNAL AND EXTERNAL QUALITY ASSURANCE IS APPLIED TO THE SCHEME?

The organisation should clearly describe how the scheme is co-ordinated, what monitoring procedures are in place, and how feedback is dealt with. Are robust quality procedures in place?

e.g. External verification, audits or governance processes.

8.4 GIVE DETAILS OF ANY PUBLIC DOMAIN REPORTS ON THE ORGANISATION'S PERSONNEL, TRAINING OR EDUCATION ACTIVITIES

Organisations should provide references to reports which are in the public domain.

e.g. Annual Company, OFSTED or ESFA Audit reports, QAA institutional audit reports.

Section 9: Mapping the Scheme Against the UK-SPEC

This section is to provide an indication of the extent to which the scheme prepares apprentices to meet the standards for registration against the UK-SPEC. It is not expected that the apprenticeships or schemes will meet all requirements for UK-SPEC as apprentices and students might require further development in competence E. They must be able to demonstrate Planned CPD at the point of submission of their EngTech Application.

N.B. It is anticipated that areas A to D should be fully met for EngTech in all cases, including placement schemes. IEng and CEng are unlikely to be fully met by any level 6 or 7 apprenticeships.

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

This 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.

APPENDICES

The organisation should list any supplementary material attached to the application as supporting evidence. This attached evidence could be one combined document or multiple items and should ideally be PDF file(s) to maintain document structure and clarity across any operating systems assessors might be using.

Any supplementary material attached should have a clear cross reference to the section of the application it is supporting.

Examples of attached evidence include but are not limited to:

Cohort Numbers	(Section 1)
Job Roles	(Section 3.4)
Organisation Chart	(Section 4.2)
Curriculum Materials	(Section 5.1)
Qualifications	(Section 6.1)
Scheme Assessment	(Section 7.1)
Occupational Competence	(Section 7.3)
Training Log/Portfolio	(Section 8.1)

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