

## Comparison of accreditation approaches

	<b>IoC</b>	<b>BCS - RITTech</b>	<b>BCS – CITP/CEng</b>	<b>TPD</b>
<b>Coverage</b>	<ul style="list-style-type: none"> <li>- Bachelor's / Master's degrees incorporating validated real-world experience</li> <li>- Sub-degree awards incorporating RW experience (badges)</li> </ul>	Period of industrial experience – typically placement years	<ul style="list-style-type: none"> <li>- Bachelors / Joint / Masters / Integrated Masters / Foundation degrees</li> <li>- Focus is on course, not individuals</li> </ul>	<ul style="list-style-type: none"> <li>- Specific degrees (ITMB, SDfB)</li> <li>- Degree apprenticeships</li> </ul>
<b>Precondition</b>	<ul style="list-style-type: none"> <li>- Evidence of significant opportunities to gain real-world experience embedded in degrees</li> <li>- Degrees comply with QAA/FHEQ requirements</li> </ul>	<ul style="list-style-type: none"> <li>- Needs to be period of formally assessed experience</li> </ul>	<ul style="list-style-type: none"> <li>- At least one cohort of students must have graduated</li> <li>- Required credits at relevant levels, specified proportion “computing”</li> <li>- Significant individual project required (<i>except for joint degrees / partial accreditation</i>)</li> </ul>	<ul style="list-style-type: none"> <li>- DA Students must be employed as apprentices</li> <li>- Degree students must be identified to TPD</li> </ul>
<b>Criteria</b>	<ul style="list-style-type: none"> <li>- Demonstrated ability to assess competence against SFIA skill:               <ul style="list-style-type: none"> <li>o Underpinning knowledge</li> <li>o Technical achievements</li> <li>o Generic responsibility characteristics</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Use of technical / IT skills in RW</li> <li>- Demonstration of RITTech “competencies”</li> </ul>	<ul style="list-style-type: none"> <li>- High-level outcomes, focus on knowledge</li> <li>- Must be evidence of delivery of all outcomes</li> </ul>	<ul style="list-style-type: none"> <li>- Very detailed Syllabus / Outcomes (KSBs) defined by TPD.</li> <li>- For DAs – curriculum summarized in national standard – developed by TPD as trailblazer group</li> </ul>
<b>Submission content</b>	<ul style="list-style-type: none"> <li>- Overview of department – including policies for supervision of RW experience opportunities</li> <li>- Description of degrees/awards setting out opportunities for RW experience</li> <li>- Description of process for assessing competence</li> </ul>	<ul style="list-style-type: none"> <li>- Description of assessment of experience, including qualifications of those involved</li> <li>- Evidence of moderation/QA processes</li> <li>- Description of how the assessment process tests individuals’ competence against RITTech criteria.</li> </ul>	<ul style="list-style-type: none"> <li>- Description of department – including policies for student support, lab facilities, equipment replacement, SSR, Staff CVs</li> <li>- QA/EE reports</li> <li>- Identification of pathways, core/option modules</li> <li>- syllabi, exams/solutions, assignments etc. for all modules</li> </ul>	<ul style="list-style-type: none"> <li>- Degree validation documents</li> <li>- Detailed syllabi &amp; assessment descriptions</li> <li>- Mapping of pathways/degrees to TPD curricula</li> </ul>

			<ul style="list-style-type: none"> <li>- project guidance;</li> <li>- Curriculum map from modules to BCS outcomes</li> </ul>	
<b>Sample work</b>	<ul style="list-style-type: none"> <li>- Graded portfolios for a range of skills</li> </ul>	<ul style="list-style-type: none"> <li>- Selected samples and outcomes</li> </ul>	<ul style="list-style-type: none"> <li>- (Marked) samples of final projects for each degree/pathway</li> </ul>	
<b>Process</b>	<ul style="list-style-type: none"> <li>- Evaluation of clear understanding of distinction between capability and competence</li> <li>- Evaluation of assessment approach</li> <li>- Sample portfolios assessed using IoC grading criteria to ensure conformity               <ul style="list-style-type: none"> <li>o <i>Not necessarily from proposed programme – it is the HEI that is being accredited, not a programme</i></li> </ul> </li> <li>- Check for compliance with QAA requirements</li> </ul>	<ul style="list-style-type: none"> <li>- Check validity / integrity of assessment processes</li> <li>- Review sample reports/portfolios/evidence and check against criteria</li> </ul>	<ul style="list-style-type: none"> <li>- Curriculum - each pathway/degree scrutinised to check delivery of generic outcomes</li> <li>- Projects checked against both guidance and BCS expectations</li> </ul>	<ul style="list-style-type: none"> <li>- Pathways/syllabi checked for delivery of TPD outcomes</li> </ul>
<b>External benchmarks</b>	<ul style="list-style-type: none"> <li>- SFIA framework</li> <li>- QAA Subject Benchmark</li> </ul>	<ul style="list-style-type: none"> <li>- RITTech standard</li> </ul>	<ul style="list-style-type: none"> <li>- QAA Subject Benchmark</li> <li>- UKSPEC</li> </ul>	<ul style="list-style-type: none"> <li>- (for DA) – national standard maintained by IfATE</li> <li>- (for DA) – end-point-assessment (EPA) against ALL LOs – administered by IfATE<sup>1</sup></li> </ul>
<b>Fees</b>	Tbd – but need to cover IoC SFIA licence	<ul style="list-style-type: none"> <li>- Currently foc – integrated with other accreditations</li> </ul>	<ul style="list-style-type: none"> <li>- Educational Affiliation fee</li> <li>- visit expenses</li> </ul>	<ul style="list-style-type: none"> <li>- Capitation fee for registered students<sup>2</sup></li> <li>- Significant (re)-accreditation fee</li> </ul>
<b>Duration</b>	tbd	Normally synched with CIP cycle	5 years	5 years

<sup>1</sup> EPA is being updated; will, in future, focus on competence

<sup>2</sup> Capitation fee is to be discontinued for DA students

<b>Updates</b>	HEI free to introduce new degrees / modules / pathways with same assessment of “competence”	Changes to competence assessment practice to be notified to BCS	<ul style="list-style-type: none"> <li>- Any significant updates between visits must be notified to BCS</li> <li>- Changes to assessment practice subject to negotiations with BCS</li> </ul>	DA - Driven by 5-yearly updates to national standard, and consequent updates to curriculum, by TPD, acting as a “trailblazer” group.
<b>Benefits</b>	<ul style="list-style-type: none"> <li>- Students will graduate with accredited badges of knowledge, skill and competence</li> <li>- A “competence” badge will normally be accepted as satisfying the pre-registration requirements for RITTech<sup>3</sup></li> </ul>	Students who have “passed” may register for RITTech without further assessment	Students completing accredited degree/pathway can apply, when sufficient experience, for CITP without need to demonstrate technical knowledge.	
<b>Extensibility</b>	<ul style="list-style-type: none"> <li>- Knowledge badges could be based on vendor/employer-based training, short courses or micro-credentials, provided overall FHEQ requirements are satisfied</li> <li>- Accredited HEI may award badges outwith degree programmes</li> </ul>			

<sup>3</sup> There may be some circumstances in which a student could attain a “skill” badge without meeting all of the criteria for RITTech