



Funded by the Office for Students

Initial accreditation submission – DRAFT 1.0

On behalf of the IoC Accreditation Panel, thank you for helping us to develop an accreditation process by completing this DRAFT template.

The purpose of the template is to understand what information will be necessary to determine

- (a) whether a candidate programme offers sufficient opportunities for students to gain real-world experience and*
- (b) whether the evidence collated for that experience is assessed in a manner that gives confidence that an HEI should be permitted to award corresponding IoC / SFIA badges for competence and knowledge.*

At this stage, the template does not constitute a formal submission – it is simply a prototype to be tested for a range of possible programmes. Its purpose is to identify where more – or less! – detail would be required for a formal submission.

*As it is NOT a formal submission, please do not waste time trying to give exhaustive detail – indicative, high level descriptions will be sufficient for this draft; more detail may well be requested as we develop the prototype process. Please treat it as what it is – an **illustrative** prototype – but base your answers on the programme you would wish to be accredited.*

*Unless your programme really does include lots of innovative approaches, it should be possible to keep the total length of the completed template to just a few pages. And it shouldn't need a lot of time to complete – anything you might omit will probably be highlighted in the panel discussion, for possible inclusion in a later iteration of the **template**.*

1. How the programme develops real-world experience?

*Outline **briefly** the mechanisms through which the programme affords students opportunities to gain real-world experience, such as internships, student enterprise, placements, industrial projects etc. indicate, for each, the usual duration and whether or not it is compulsory.*

2. What evidence is collected about students' real-world experience?

Outline – again, briefly – how students accumulate evidence of their achievements, and the normal expectations for the level of detail and degree of reflection. If there are different sources of evidence – such as student portfolio, employers' reports, tutor observation – indicate who is responsible for the collation of each kind of evidence.

3. How is the evidence assessed?

The IoC Standard requires students to have demonstrated competence in one SFIA skill at Level 3, including the generic responsibility characteristics.

3.1. Evidence of technical competence against at least one SFIA skill at level 3

Are all students expected to demonstrate competence in the same skills, or does it depend on their individual opportunities?

For what level of competence in how many tasks specified for the skill is evidence required?

3.2. Evidence of appropriate autonomy¹

Works under general direction. Uses discretion in identifying and responding to complex issues and assignments. Receives specific direction, accepts guidance and has work reviewed at agreed milestones. Determines when issues should be escalated to a higher level.

3.3. Evidence of appropriate influence¹

Interacts with and influences colleagues. Has working level contact with customers, suppliers and partners. May supervise others or make decisions which impact the work assigned to individuals or phases of projects. Understands and collaborates on the analysis of user/customer needs and represents this in their work.

3.4. Evidence of work of appropriate complexity¹

Performs a range of work, sometimes complex and non-routine, in a variety of environments. Applies methodical approach to issue definition and resolution.

3.5. Evidence of appropriate Business Skills¹

Demonstrates effective communication skills.

Plans, schedules and monitors own work (and that of others where applicable) competently within limited deadlines and according to relevant legislation, standards and procedures.

Contributes fully to the work of teams. Appreciates how own role relates to other roles and to the business of the employer or client.

Demonstrates an analytical and systematic approach to issue resolution.

Takes the initiative in identifying and negotiating appropriate personal development opportunities.

¹ Taken from SFIA V7 generic responsibility characteristics for Level 3.

Understands how own role impacts security and demonstrates routine security practice and knowledge required for own work.

3.6. Evidence of engagement with appropriate LSEPIs

Aware of and explicit engagement with relevant legal, social, ethical and professional issues, including sustainable computing.

4. Underpinning knowledge (corresponds to SFIA generic “knowledge” criterion)

Outline how the programme develops underpinning knowledge to support at least four SFIA skills at levels 3 and 4. If possible, identify these skills, including which one(s) will be supported at Level 4.

Indicate whether knowledge and / or competence is demonstrated explicitly in any additional skills at levels 1 or 2.