

Integrated institutional and programme assessment

72 common controls | 10 common outcomes | 6 profiles | 20 specialties | 8 internal directives

Use common controls for the defined scope, then the applicable outcomes, selected profile and all selected specialties. IAF operator controls are assessed independently and referenced by each case. This is a requirement-based review with no compensating score.

INSTITUTION / PROGRAMME OR OFFERING / CASE AND SCOPE IDS

ROUTE IA/PA/LR/CANDIDATE / INSTITUTION CATEGORY / PROFILE AND SELECTED SPECIALTIES

SITES, MODES, LANGUAGES, CURRICULUM VERSIONS AND COHORT BOUNDARY

ASSESSMENT TEAM, ROLES, COMPETENCE, CONFLICT CLEARANCE AND DATES

STANDARD EDITION / IMPLEMENTATION NOTICE / FROZEN EVIDENCE MANIFEST

INDEPENDENT IAF OPERATOR-ASSURANCE REFERENCE AND APPROVED APPLICABILITY

Decision rules, applicability and assessment instructions

Results

M = Met; Minor = isolated nonessential gap; Major = systemic failure or unproven mandatory outcome; Critical = immediate serious harm, fraud or lost lawful basis; P = evidence pending; NA = a genuinely absent trigger with independent approval. Select/blank is incomplete.

Non-compensatory gates

Full IA/PA/LR requires every applicable requirement Met. Strong resources or scores elsewhere cannot compensate for a failed safety step or missing mandatory outcome. Conditional IA/PA permits only 1-3 isolated Minor findings with all essential gates met; LR has no conditional route.

Applicable modules

Complete O01-O10 and the selected P profile for PA, then every four-item schedule for selected D specialties. IA assesses the institution's capacity to apply them; it does not grant each programme. LR may bound breadth to its focused claim under IR02.

Independent evidence

Verify original individual work, all required outcomes and representative sites/modes. Sample all completers if $N \leq 10$, otherwise at least $\max(10, \text{ceiling}(0.10 \times N))$ per programme/site/mode stratum; add adverse and other material cases.

Status and deadlines

IA/PA: 4 years; LR: 2 years. Conditional: close within 90 calendar days, term ≤ 12 months. Candidate: ≤ 36 months, one evidenced renewal ≤ 36 months, not accredited. Annual reports: anniversary +30 days; IA/PA mid-cycle by month 24.

Record and decide

Give 15 calendar days for factual response. A separate three-person panel decides by at least two votes. Appeal: 30 calendar days to a different panel. Preserve scope, dates, findings, response, decision and public status history.

Common-control map and scope justification

Source references point to the accompanying Standard. Click a section to reach its first control page. Record operator controls once per controlled implementation and cite that independent approval for each case.

01 Authority, identity and programme boundaries	Checklist p. 4
02 Governance, leadership and financial continuity	Checklist p. 5
03 Learner information, admission and progression	Checklist p. 6
04 Safeguarding, inclusion and wellbeing	Checklist p. 8
05 Educational purpose and outcome architecture	Checklist p. 9
06 Teaching, faculty and technical currency	Checklist p. 10
07 Facilities, workshops and physical safety	Checklist p. 12
08 Assessment validity and individual competence	Checklist p. 13
09 Work-based learning and partnerships	Checklist p. 14
10 Digital, blended and AI-enabled education	Checklist p. 16
11 Research, design and integrative work	Checklist p. 17
12 Outcomes, equity and continuous improvement	Checklist p. 18
13 Application, self-evaluation and scope review	Checklist p. 20
14 Findings, decisions and status control	Checklist p. 21
15 Candidacy, change and learner protection	Checklist p. 22
16 Public register, credentials and marks	Checklist p. 24
17 Complaints, privacy and evidence integrity	Checklist p. 25
18 Scheme assurance and international development	Checklist p. 26

SCOPE-SPECIFIC NA: ABSENT TRIGGER, EXACT REQUIREMENT, EVIDENCE AND INDEPENDENT APPROVAL

CRITICAL HOLDS, LEARNER PROTECTION, AFFECTED SCOPES AND RESPONSIBLE OWNER

Common requirements | AEAR-01.01 onwards

INSTITUTION / PROGRAMME / CASE REFERENCE

AEAR-01.01 | ESSENTIAL GATE

Standard p. 7

Lawful operation and award authority

The applicant shall establish its legal identity, authority to operate each site and entitlement to deliver or award every named qualification. Disclose restrictions, awarding partners and pending adverse action. IAF sectoral accreditation complements applicable public authorization; it does not create degree-awarding, licensing, immigration or statutory recognition powers.

Evidence: Identity, operating permissions, award authority and restriction register.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

AEAR-01.02 | ESSENTIAL GATE

Standard p. 7

Defined automotive scope

Define the assessed institution or unit and each separate programme or learning offering. Include sites, delivery partners, mode, language, profile, curriculum version and cohort boundary. An institutional result shall not imply automatic accreditation of all programmes or unrelated faculties. No scope shall be inferred merely from a school name.

Evidence: Controlled scope schedule and organization/programme map.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

AEAR-01.03

Standard p. 7

IAF membership and ethical separation

The applying institution shall hold verified IAF membership before a formal grant, consistent with the published membership-first route. Membership, sponsorship or participation creates no presumption of educational quality. Separate membership administration and commercial relationships from assessors and independent accreditation decisions.

Evidence: Membership reference, role separation and impartiality controls.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

Common requirements | AEAR-01.04 onwards

INSTITUTION / PROGRAMME / CASE REFERENCE

AEAR-01.04 | ESSENTIAL GATE

Standard p. 7

Honest status and claims

Publish only an approved, current status and exact scope. Do not claim universal recognition, automatic degree equivalence, guaranteed employment, professional registration or visa eligibility. Agreements supporting acceptance shall name their parties and scope; aspirations shall not be presented as concluded recognition arrangements.

Evidence: Public information, claim review and agreement evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

AEAR-02.01

Standard p. 8

Accountable educational governance

Assign a governing body, academic or training authority, accountable leader and independent quality role. Define decisions on curriculum, assessment, safety, resources and improvement. Include proportionate learner and employer input while preserving academic judgment and protection from undue commercial influence.

Evidence: Delegations, minutes, learner input and decisions.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

AEAR-02.02 | ESSENTIAL GATE

Standard p. 8

Resources and continuity

Demonstrate resources sufficient to deliver the advertised learning and protect enrolled learners through foreseeable disruption. Review financial viability, staffing and critical dependencies; maintain a funded, practical teach-out or transfer arrangement. Resource claims shall be supported by access commitments and realistic schedules.

Evidence: Resource plan, viability review, continuity and teach-out provisions.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

Common requirements | AEAR-02.03 onwards

INSTITUTION / PROGRAMME / CASE REFERENCE

AEAR-02.03 | ESSENTIAL GATE

Standard p. 8

Risk, independence and protected reporting

Maintain educational, safety, integrity and continuity risk registers with owners. Provide confidential reporting independent of implicated personnel and prohibit retaliation. Conflicts in procurement, admissions, assessment or partnerships shall be declared and managed before decisions.

Evidence: Risk register, declarations, reporting route and action examples.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

AEAR-02.04

Standard p. 8

Controlled documentation

Maintain approved policies, curriculum and assessment versions, responsibilities, revision history and a master list. Make current learner-facing requirements accessible before enrolment and assessment. Retain obsolete versions where needed to reconstruct which rules applied to a cohort.

Evidence: Master list, approval records and cohort version history.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

AEAR-03.01

Standard p. 9

Accurate pre-enrolment information

Describe prerequisites, learning outcomes, workload, delivery conditions, attendance requirements, assessments, support, progression and award issuer. Disclose placement requirements, technology access and the actual accreditation status. Changes affecting existing learners require timely notice and an equitable remedy.

Evidence: Prospectus, learner agreement, change notices and remedies.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

Common requirements | AEAR-03.02 onwards

INSTITUTION / PROGRAMME / CASE REFERENCE

AEAR-03.02

Standard p. 9

Fair entry and prior-learning recognition

Use transparent entry and transfer criteria. Recognition of prior learning shall map current individual evidence to the same learning outcomes and safety requirements as taught learning. Record exemptions, gaps, assessors and reasons; experience duration or another certificate alone shall not establish competence.

Evidence: Admissions, transfer and prior-learning decisions with outcome mapping.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

AEAR-03.03

Standard p. 9

Progress monitoring and intervention

Track participation, progress, interruption and completion with clear denominators. Identify learning barriers early and offer proportionate support, reassessment or referral. Do not improve completion figures by concealing withdrawals, excluding unsuccessful learners or reducing required outcomes.

Evidence: Cohort register, interventions and reconciled completion data.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

AEAR-03.04 | ESSENTIAL GATE

Standard p. 9

Academic review and learner remedies

Provide accessible assessment appeals and complaints without retaliation, using a reviewer independent of the contested judgment. Inform learners of grounds, response opportunities and timelines before assessment. Correct systemic errors across affected learners, not only the individual who complained.

Evidence: Learner appeal procedure, case records and systemic remedies.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

Common requirements | AEAR-04.01 onwards

INSTITUTION / PROGRAMME / CASE REFERENCE

AEAR-04.01 | ESSENTIAL GATE

Standard p. 10

Child and vulnerable-learner safeguarding

Identify minors and other safeguarding needs without publishing sensitive information. Vet and supervise relevant staff and placement hosts as required for their roles and jurisdiction. Establish safe contact, reporting, consent, emergency and escalation arrangements; restrictions on hazardous tasks shall follow age, competence and applicable rules.

Evidence: Safeguarding risk plan, appointments, host checks and response route.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

AEAR-04.02 | ESSENTIAL GATE

Standard p. 10

Accessible learning and fair adjustment

Identify access barriers in facilities, materials, language, digital systems and assessment. Provide reasonable adjustments that preserve the required competence and safety. Document equivalent assessment methods, confidentiality and learner participation; do not impose a blanket exclusion where a safe adjustment is feasible.

Evidence: Accessibility review, agreed adjustments and equivalence rationale.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

AEAR-04.03

Standard p. 10

Wellbeing and respectful environment

Provide clear support and referral routes for wellbeing, harassment, discrimination and workload concerns. Protect learners from coercion, exploitative work and pressure to conceal incidents. Staff shall understand boundaries of their support role and escalate urgent concerns appropriately.

Evidence: Support information, staff briefing and anonymized response records.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

Common requirements | AEAR-04.04 onwards

INSTITUTION / PROGRAMME / CASE REFERENCE

AEAR-04.04

Standard p. 10

Learner voice and privacy

Gather confidential feedback and permit assessors to meet learners without managerial selection or coaching. Explain how comments will be used and protected. Report trends and improvements without exposing individuals or identifying small sensitive groups through aggregated data.

Evidence: Feedback process, independent interviews and safe reporting.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

AEAR-05.01

Standard p. 11

Purpose, profile and sector relevance

Define programme purposes, graduate role and one primary IAF profile. Consult learners, employers and relevant technical specialists on present and future needs. The name of a qualification, institution or job title shall not substitute for demonstrated outcome complexity and independence.

Evidence: Purpose statement, profile rationale and consultation evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

AEAR-05.02 | ESSENTIAL GATE

Standard p. 11

Measurable outcomes and mapping

Specify observable learning outcomes and map each to taught content, practice, assessment, rubric and retained learner evidence. Apply the common outcomes, selected profile and all relevant specialty requirements. Every promised exit outcome shall be assessed; a course list alone is insufficient.

Evidence: Outcome-to-curriculum-to-assessment matrix and evidence index.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

Common requirements | AEAR-05.03 onwards

INSTITUTION / PROGRAMME / CASE REFERENCE

AEAR-05.03

Standard p. 11

Coherent curriculum and workload

Sequence foundations, practice and integration with realistic learner workload, prerequisites and access. Explain credits and hours in the institution's actual system without inventing automatic international conversions. Distinguish scheduled teaching, supervised practice, workplace learning and independent study.

Evidence: Curriculum map, workload analysis and prerequisite logic.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

AEAR-05.04

Standard p. 11

Programme review and improvement

Review curriculum and outcomes at least annually and after material technical, regulatory, learner or industry change. Use graduate work and stakeholder evidence to verify whether changes improve attainment. Preserve cohort transition arrangements when requirements change.

Evidence: Annual review, changes, transition and effectiveness evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

AEAR-06.01 | ESSENTIAL GATE

Standard p. 12

Competent educators and assessors

Assign teachers, workshop supervisors and assessors with relevant subject competence, educational capability and current practice. Verify credentials and actual ability for assigned tasks. Supervised assistants shall not make final high-risk competence judgments without an appropriately authorized assessor.

Evidence: Competence matrix, verified records, task authorization and observations.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

Common requirements | AEAR-06.02 onwards

INSTITUTION / PROGRAMME / CASE REFERENCE

AEAR-06.02

Standard p. 12

Staffing and workload capacity

Demonstrate sufficient qualified staff for class size, individual assessment, supervision, feedback and absence cover. Justify supervision ratios by task hazard, equipment, learner maturity and local requirements. A single generic ratio shall not override a more demanding risk assessment.

Evidence: Timetables, workloads, supervision rationale and cover plan.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

AEAR-06.03

Standard p. 12

Continuing technical development

Maintain annual development plans informed by technology change, assessment findings and industry practice. Record meaningful updating through practice, research, technical projects or training, and verify its application. Attendance at events alone shall not establish currency.

Evidence: Development plans, practice exposure and applied improvements.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

AEAR-06.04

Standard p. 12

Effective and inclusive delivery

Use teaching methods appropriate to the profile and outcomes, with accessible resources, formative feedback and opportunities to practice before summative assessment. Monitor effectiveness across sites, modes and languages; translate technical terms consistently and validate material adaptations.

Evidence: Delivery plans, teaching observations, feedback and language checks.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

Common requirements | AEAR-07.01 onwards

INSTITUTION / PROGRAMME / CASE REFERENCE

AEAR-07.01 | ESSENTIAL GATE

Standard p. 13

Safe learning environment

Identify workshop, electrical, chemical, fire, lifting, pressure, moving-equipment and environmental hazards. Authorize tasks by demonstrated competence, supervision and risk. Provide emergency arrangements, incident reporting, safe isolation and stop-work authority. Learners shall not be exposed to hazards merely to prove that training is realistic.

Evidence: Risk assessments, permissions, inspections and emergency exercises.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

AEAR-07.02 | ESSENTIAL GATE

Standard p. 13

Equipment access and fitness

Provide maintained equipment, vehicles, tools, software and consumables representative of the claimed outcomes. Prove usable access through capacity and timetables, including shared or hired resources. Inventory photographs or purchase intentions alone do not demonstrate that every learner can practice and be assessed.

Evidence: Inventory, access agreements, maintenance and usage schedules.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

AEAR-07.03

Standard p. 13

Measurement and controlled practice

Select measurement devices and simulation models appropriate to the task; check accuracy and calibration where needed. Label faulty or obsolete equipment and prevent unintended use. Record software versions, test conditions and safe restoration of training rigs after faults or demonstrations.

Evidence: Instrument checks, fault controls, model validation and rig records.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

Common requirements | AEAR-07.04 onwards

INSTITUTION / PROGRAMME / CASE REFERENCE

AEAR-07.04 | ESSENTIAL GATE

Standard p. 13

Energy-system and emerging hazards

Treat traction batteries, stored energy, high voltage, alternative fuels, charging, automated movement and cyber-physical functions through specific risk reviews. Use de-energized rigs or safe simulations where live exposure is unnecessary or prohibited. A learning outcome shall not be interpreted as permission for unsupervised hazardous work.

Evidence: Technology-specific risk plan, safe surrogates and competence boundaries.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

AEAR-08.01 | ESSENTIAL GATE

Standard p. 14

Valid assessment design

Define assessment tasks, conditions, expected evidence, rubric, pass rules and safety-critical fail conditions before use. Match difficulty and independence to the profile. Validate tools before first use and material revision through qualified review and, where feasible, a controlled trial.

Evidence: Assessment blueprint, rubric, pre-use validation and revisions.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

AEAR-08.02 | ESSENTIAL GATE

Standard p. 14

Authentic individual performance

Establish learner identity and individual contribution through proportionate methods. Combine appropriate direct observation, products, questioning and records. Group results, attendance or employer endorsement alone shall not establish individual competence; use an individual defense or observed task where attribution is uncertain.

Evidence: Individual work, observation, questioning and authenticity checks.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

Common requirements | AEAR-08.03 onwards

INSTITUTION / PROGRAMME / CASE REFERENCE

AEAR-08.03 | ESSENTIAL GATE

Standard p. 14

Non-compensable safety and outcome gates

A learner shall demonstrate every mandatory exit outcome and every safety-critical step. High marks elsewhere cannot compensate for an unsafe action or missing competence. Safety-critical practical competence requires at least two observed occasions, including an abnormal or stop-and-escalate condition, using safe surrogates when necessary.

Evidence: Outcome completion record, critical-step checks and reassessment evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

AEAR-08.04 | ESSENTIAL GATE

Standard p. 14

Consistency, moderation and reassessment

Moderate assessment across staff, cohorts, sites and delivery modes using common rubrics and sampled learner work. Include borderline, failed, appealed and adjusted assessments. Explain feedback and reassessment rules; repeat assessment shall test competence after learning, not simply repeat a memorized answer.

Evidence: Moderation sample, disagreement resolution and reassessment records.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

AEAR-09.01 | ESSENTIAL GATE

Standard p. 15

Approved learning agreements

For each placement or apprenticeship define outcomes, tasks, supervision, learner rights, scheduling, insurance or protection arrangements, contact and assessment responsibility. Confirm host suitability before placement. The institution remains responsible for educational quality and learner protection.

Evidence: Institution-host-learner agreement and suitability review.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

Common requirements | AEAR-09.02 onwards

INSTITUTION / PROGRAMME / CASE REFERENCE

AEAR-09.02 | ESSENTIAL GATE

Standard p. 15

Protected and supervised work

Check permitted duties, working conditions, age restrictions, supervision and reporting routes. Ensure learners can refuse unsafe work without academic retaliation. Placement shall provide learning and fair treatment, not merely replace regular labor or expose learners to prohibited hazards.

Evidence: Host checks, task limits, learner contact and incident records.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

AEAR-09.03 | ESSENTIAL GATE

Standard p. 15

Observed workplace attainment

Map workplace tasks to individual outcomes and verify actual performance with competent assessment. Visit or otherwise obtain direct credible evidence appropriate to risk; supervisor signatures and logged hours alone are insufficient. Provide an equivalent assessed route when a placement fails through no learner fault.

Evidence: Task logs, observation, assessor judgments and replacement arrangements.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

AEAR-09.04

Standard p. 15

Partner and subcontractor control

Maintain a register of awarding, franchise, teaching and assessment partners with written responsibilities and review rights. Audit material delivery and assessment activities. No partner may extend the accredited scope or issue IAF status in its own name without a separate authorized decision.

Evidence: Partner register, agreements, monitoring and public wording.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

Common requirements | AEAR-10.01 onwards

INSTITUTION / PROGRAMME / CASE REFERENCE

AEAR-10.01 | ESSENTIAL GATE

Standard p. 16

Equivalent outcomes across modes

Online, blended and distributed delivery shall demonstrate the same exit competence as the approved programme. Physical skills require supervised physical evidence or a validated equivalent that genuinely measures the same skill. Watching a video or operating a generic simulation shall not replace unverified hands-on competence.

Evidence: Mode equivalence, practical access and validated alternatives.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

AEAR-10.02

Standard p. 16

Reliable and accessible digital learning

Provide usable access, technical support, offline or recovery alternatives and accessible materials. Test the learning platform, assessment continuity and restoration of records. Disclose required devices and connectivity; provide fair remedies for verified outages without lowering outcomes.

Evidence: Access tests, support, backup and outage/recovery records.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

AEAR-10.03 | ESSENTIAL GATE

Standard p. 16

Responsible AI and assessment integrity

Publish permitted and prohibited AI assistance for each assessment, including disclosure, attribution and protection of confidential data. Evaluate the learner's own reasoning through authentic tasks. AI detection scores alone shall not establish misconduct; adverse decisions require human review, evidence and a response opportunity.

Evidence: AI-use rules, task design, disclosures and fair-review cases.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

Common requirements | AEAR-10.04 onwards

INSTITUTION / PROGRAMME / CASE REFERENCE

AEAR-10.04 | ESSENTIAL GATE

Standard p. 16

Data security and research ethics

Protect learner, vehicle, employer and research data through proportionate access, secure transfer and retention. Obtain necessary permissions for recordings, connected vehicles and technical datasets. Intrusive security work requires authorization and a controlled environment; never expose production systems to unapproved learner testing.

Evidence: Data inventory, access controls, permissions and incident response.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

AEAR-11.01 | ESSENTIAL GATE

Standard p. 17

Integrated final demonstration

Require a profile-appropriate integrative task that joins relevant knowledge, practice, reasoning and communication. Engineering design shall address alternatives and interacting constraints; technical programmes shall demonstrate diagnosis and verified work; short offerings shall assess their bounded stated outcomes.

Evidence: Project or task brief, individual evidence and final rubric.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

AEAR-11.02 | ESSENTIAL GATE

Standard p. 17

Supervision and research integrity

For research or advanced projects, provide competent supervision, feasible resources, ethical review where needed and conflict management. Record data provenance, intellectual contribution, reproducibility limits and safe technical boundaries. Fabrication, coercive authorship and undisclosed manipulation require investigation.

Evidence: Supervision plan, ethics decisions, data provenance and integrity record.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

Common requirements | AEAR-11.03 onwards

INSTITUTION / PROGRAMME / CASE REFERENCE

AEAR-11.03

Standard p. 17

Independent examination and challenge

Use appropriately independent review for substantial design, advanced and research work. Examiners shall be competent for the topic and free of disqualifying conflicts. Retain substantive questions, individual responses, corrections and the final decision; publication counts alone do not demonstrate competence.

Evidence: Examiner declarations, defense record and corrections.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

AEAR-11.04

Standard p. 17

Responsible transfer and innovation

Teach and assess responsible handling of intellectual property, commercialization, open knowledge and societal effects. Distinguish working evidence from speculative claims. Employer confidentiality shall not prevent a competent assessor from verifying individual attainment through an agreed controlled route.

Evidence: Contribution and rights record, bounded claims and verification access.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

AEAR-12.01 | ESSENTIAL GATE

Standard p. 18

Cohort evidence and denominators

Maintain reconciled enrolment, retention, completion, outcome-attainment and progression records. Define cohort dates, transfers, exclusions, nonresponse and missing data. Report indicators for each programme and material site/mode rather than hiding weak results inside an institutional average.

Evidence: Cohort dataset, definitions, reconciliations and disaggregated review.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

Common requirements | AEAR-12.02 onwards

INSTITUTION / PROGRAMME / CASE REFERENCE

AEAR-12.02

Standard p. 18

Employment and stakeholder outcomes

Gather graduate and employer feedback with consent and honest response rates. Separate employment, further study and unavailable information; do not claim causation from an uncontrolled survey. Use results to improve relevance without treating regional unemployment as proof of educational failure.

Evidence: Follow-up method, response rates, outcome categories and actions.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

AEAR-12.03

Standard p. 18

Internal review and verified improvement

Conduct an annual internal review covering governance, learner protection, resources, assessment and outcomes. Identify causes, owners and deadlines for gaps and check whether corrective action worked. Record ineffective actions and revise them rather than closing items solely because a document was written.

Evidence: Internal review, action register and effectiveness checks.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

AEAR-12.04

Standard p. 18

Future relevance and resilience

Review emerging vehicle technology, climate adaptation, resource constraints, repair access and changing occupations. Maintain an annual curriculum watch and a documented plan for staff and equipment renewal. Preserve strong foundations and safe legacy-system competence while introducing new technology.

Evidence: Technology watch, renewal plan and evaluated curriculum changes.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

Common requirements | AEAR-13.01 onwards

INSTITUTION / PROGRAMME / CASE REFERENCE

AEAR-13.01 | ESSENTIAL GATE

Standard p. 19

Separate applications and decisions

Use one institutional application for IA and a separate programme/offering application for every PA or LR scope. Link shared evidence through stable IDs. A combined visit or common parent file shall not merge programme findings, outcome evidence or decisions. PA may proceed without an IA grant if all parent-system controls are verified.

Evidence: Application IDs, linked evidence and separate scope/decision schedule.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

AEAR-13.02

Standard p. 19

Evidence-based self-evaluation

Submit a critical self-evaluation with exact sources, cohort history, all applicable controls, selected profile, specialty schedules and delivery directives. Include weaknesses and remedial work. The narrative shall distinguish planned, implemented and effective controls; a promise cannot demonstrate an operating result.

Evidence: Self-evaluation, evidence index, gaps and signed authorization.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

AEAR-13.03 | ESSENTIAL GATE

Standard p. 19

Competent and impartial assessment team

Appoint at least three assessors collectively covering education quality, relevant automotive practice and assessment/safeguarding needs. Collect conflicts before access; recent employment, paid consultancy or close interests with the applicant normally require recusal. Include independent learner input without assigning a minor unsafe review duties.

Evidence: Team competence, declarations, assignments and learner-input plan.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

Common requirements | AEAR-13.04 onwards

INSTITUTION / PROGRAMME / CASE REFERENCE

AEAR-13.04 | ESSENTIAL GATE

Standard p. 19

Risk-based visits and sampling

Approve a sampling plan independent of the applicant. Initial IA/PA review shall include physical inspection of every proposed delivery site; specialist local assessors may support the common team. Observe practical learning where relevant. Remote-only initial LR review is permitted only when outcomes are fully digital and no physical competence is claimed.

Evidence: Site plan, sample selection, observations and justified mode of review.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

AEAR-14.01 | ESSENTIAL GATE

Standard p. 20

Evidence-based findings

Record Met, Minor, Major, Critical, Pending or justified Not Applicable for each requirement. Critical means immediate serious harm, fraud or loss of lawful basis; Major means systemic failure or unproven mandatory outcomes; Minor is an isolated gap without compromised safety, integrity or attainment. Missing evidence is Pending, never NA.

Evidence: Requirement-specific finding, fact, impact and evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

AEAR-14.02 | ESSENTIAL GATE

Standard p. 20

Non-compensatory decisions

Grant full IA/PA or LR only when every applicable requirement is Met and eligibility history is sufficient. Up to three isolated Minor findings may support conditional IA/PA only when all safety, integrity and mandatory outcomes are demonstrated, with closure within 90 calendar days. No score or institutional prestige may compensate for a gap.

Evidence: Decision matrix, gate checks and independent reasons.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

Common requirements | AEAR-14.03 onwards

INSTITUTION / PROGRAMME / CASE REFERENCE

AEAR-14.03 | ESSENTIAL GATE

Standard p. 20

Independent decision and appeal

Use a three-person Decision Panel independent of the assessment and consultancy for the case, deciding by at least two votes. Give the applicant the factual report and a 15-calendar-day response opportunity before adverse final decision. Appeals go to a separate three-person panel with no prior case role.

Evidence: Panel declarations, report response, signed decision and appeal route.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

AEAR-14.04 | ESSENTIAL GATE

Standard p. 20

Term, monitoring and renewal

Full IA/PA runs for four years and LR for two years from the decision effective date. Conditional IA/PA lasts at most twelve months and is not renewable as conditional status. Annual reports are due within 30 calendar days after each anniversary; four-year grants require mid-cycle review by month 24. Renewal requires a new decision before expiry.

Evidence: Certificate scope, dates, monitoring schedule and renewal record.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

AEAR-15.01 | ESSENTIAL GATE

Standard p. 21

Developmental candidacy

An eligible new institution or programme lacking required operating/graduating history may receive Candidate status after readiness review. This is not accreditation or LR recognition. It lasts at most 36 months, with one further period up to 36 months only on verified milestones. No automatic grant follows first graduation or expiry.

Evidence: Readiness assessment, milestones, status wording and expiry.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

Common requirements | AEAR-15.02 onwards

INSTITUTION / PROGRAMME / CASE REFERENCE

AEAR-15.02 | ESSENTIAL GATE

Standard p. 21

Material change before implementation

Obtain IAF scope approval before adding a campus, delivery partner, mode, qualification profile, materially different curriculum or awarding body. Notify other material changes within 30 calendar days of awareness; serious harm, fraud or loss of operating authority shall be reported within 48 hours. Emergency containment shall not wait for scheme approval.

Evidence: Change notification, impact review, approval and containment.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

AEAR-15.03 | ESSENTIAL GATE

Standard p. 21

Suspension, reduction and withdrawal

Use reasoned proportionate action where the basis of recognition is compromised. Serious urgent risk may require interim suspension with prompt response opportunity. Final adverse action shall use independent decision and appeal. Record affected sites/programmes rather than automatically transferring a local finding to unrelated scopes.

Evidence: Status action, scope impact, response, decision and appeal.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

AEAR-15.04 | ESSENTIAL GATE

Standard p. 21

Teach-out, transfers and records continuity

Protect existing learners when programmes close, status changes or a provider fails. Communicate truthful options, preserve assessment records and arrange safe completion or transfer where feasible. Do not promise credit acceptance by another institution without its agreement. Identify responsibility and resources for each enrolled cohort.

Evidence: Learner protection plan, communications, transfer agreement and records custodian.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

Common requirements | AEAR-16.01 onwards

INSTITUTION / PROGRAMME / CASE REFERENCE

AEAR-16.01 | ESSENTIAL GATE

Standard p. 22

Unique and verifiable scope records

Assign stable institution, programme/offering and decision identifiers, with separate versioned scope rows. Publish legal name, route, programme title/profile, sites, mode, language, status, effective/expiry dates and limitations. Preserve status history and a verification route without exposing learner records.

Evidence: Registry schema, public record and history.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

AEAR-16.02 | ESSENTIAL GATE

Standard p. 22

Bounded certificate and mark use

Use only authorized IAF wording and artwork with route, exact scope and valid dates. An accredited institution may not place a programme-accreditation claim on an unlisted course. Candidate wording shall be visually and textually distinct. Stop or correct misleading claims on suspension, expiry or withdrawal.

Evidence: Approved certificate annex, use agreement and claim checks.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

AEAR-16.03

Standard p. 22

Learner credential transparency

The education provider remains the issuer of its qualifications and learner records. Identify learning outcomes, workload basis, assessment, issuer and credential verification where applicable. IAF recognition of an offering does not itself certify a person, confer a regulated title or guarantee transfer credit.

Evidence: Credential specimen, issuer authority and verification fields.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

Common requirements | AEAR-16.04 onwards

INSTITUTION / PROGRAMME / CASE REFERENCE

AEAR-16.04

Standard p. 22

Digital portability and revocation

Provide durable, accessible records using documented, exportable data fields, verifiable issuer control and status checks. Plan correction, revocation, system migration and recovery; avoid dependence on a single platform for lifelong verification. Do not place personal learner data in an immutable public ledger by default.

Evidence: Export schema, signing/access controls, revocation and recovery test.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

AEAR-17.01 | ESSENTIAL GATE

Standard p. 23

Protected complaints and disclosures

Maintain accessible routes for learners, staff, employers and the public, including confidential or anonymous reports. Screen urgent safety and retaliation risks promptly. An allegation alone is not proof; investigate material claims fairly and separate learner complaints from accreditation appeals.

Evidence: Case intake, triage, independence and fair investigation.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

AEAR-17.02 | ESSENTIAL GATE

Standard p. 23

Accreditation appeal procedure

Accept an appeal within 30 calendar days of reasoned notice for material factual error, procedural failure, conflict or misapplication of rules. Acknowledge within five business days and target determination within 45 calendar days of a complete file. Explain delays and revised dates; a panel cannot waive mandatory competence or safety.

Evidence: Appeal record, independent review, reasons and remedy.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

Common requirements | AEAR-17.03 onwards

INSTITUTION / PROGRAMME / CASE REFERENCE

AEAR-17.03 | ESSENTIAL GATE

Standard p. 23

Privacy and retention

Minimize personal evidence, use pseudonymized learner samples and publish only scope-level records. IAF retains the decision pack and material evidence for six years after scope expiry or closure unless a documented duty or hold requires otherwise. Delete incidental recordings within 30 days after final case/appeal closure unless specifically justified.

Evidence: Data map, privacy notice, access, retention and deletion records.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

AEAR-17.04 | ESSENTIAL GATE

Standard p. 23

Record integrity and secure recovery

Maintain versioned evidence manifests, access histories, protected backups and tested recovery for applications, learner samples and decisions. Record replaced files and corrections. Do not overwrite disputed evidence or destroy records subject to a hold. Review data incidents and communicate as required for the circumstances.

Evidence: Integrity manifest, logs, recovery tests and incident/hold record.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

AEAR-18.01 | ESSENTIAL GATE

Standard p. 24

Independent governance and scheme competence

IAF shall appoint an education scheme governing body with academic, vocational, industry and learner perspectives and documented competence. Separate assessment, decision, appeal and commercial functions. The same person shall not advise an applicant how to comply and later assess or decide that case.

Evidence: Terms of reference, appointments, competence and separation matrix.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

Common requirements | AEAR-18.02 onwards

INSTITUTION / PROGRAMME / CASE REFERENCE

AEAR-18.02

Standard p. 24

Annual assurance and external challenge

Review assessor consistency, decisions, complaints, protection incidents, regional accessibility and outcome evidence annually. Arrange an independent external evaluation of the scheme at least every four years, with competent reviewers free from programme delivery interests. Publish a proportionate summary and improvement commitments.

Evidence: Annual review, independent evaluation and tracked actions.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

AEAR-18.03

Standard p. 24

Validated growth and recognition agreements

Pilot the framework across institution types, profiles, regions and delivery modes before broad claims. Seek documented acceptance agreements based on verified scope and credible evidence. Publish actual agreements and exclusions; neither a global title nor a memorandum alone establishes universal acceptance.

Evidence: Pilot evidence, stakeholder review, agreements and bounded public claims.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

AEAR-18.04 | ESSENTIAL GATE

Standard p. 24

Controlled launch and revision

Adopt this edition and publish implementation rules, contacts and transitional arrangements before receiving live decisions. Validate forms, sampling, independence, safeguarding and registry recovery through synthetic cases. Revise prospectively after consultation; preserve cohort fairness and earlier decision history.

Evidence: Adoption, controlled document set, pilot/rehearsal and release approval.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

Common learning outcomes | 001-005

INSTITUTION / PROGRAMME / CASE REFERENCE

Apply at the selected profile. Record individual evidence and mandatory pass rules. Any LR boundary must be justified under IR02; missing evidence is not NA.

001 Technical foundations

Standard p. 34

Explain and apply the mathematics, science, system principles and terminology needed for the selected profile and specialty.

Select

002 Evidence and problem solving

Standard p. 34

Gather relevant information, check its reliability, diagnose or formulate a problem and justify a response within role limits.

Select

003 Safe and competent practice

Standard p. 34

Plan and execute tasks with effective hazard controls, correct tools, traceable records and verification of results.

Select

004 Design or improvement

Standard p. 34

Compare alternatives and improve a product, process or service at the complexity appropriate to the selected profile.

Select

005 Digital and data responsibility

Standard p. 34

Use technical software and data critically, protect information and disclose permitted automation or AI assistance.

Select

Common learning outcomes | 006-010

INSTITUTION / PROGRAMME / CASE REFERENCE

Apply at the selected profile. Record individual evidence and mandatory pass rules. Any LR boundary must be justified under IR02; missing evidence is not NA.

006 Quality and professional integrity

Standard p. 34

Work honestly, maintain configuration and measurement discipline, identify defects and escalate unacceptable risk.

Select

007 Communication and teamwork

Standard p. 34

Communicate technical findings, document individual contribution and cooperate across roles and backgrounds.

Select

008 Sustainability and lifecycle judgment

Standard p. 34

Consider energy, materials, repair, reuse, emissions and end-of-life trade-offs without unsupported environmental claims.

Select

009 Inclusion and human needs

Standard p. 34

Consider diverse users, accessibility, ergonomics and social effects relevant to the work.

Select

010 Learning and future adaptation

Standard p. 34

Identify personal limits, seek current knowledge, evaluate emerging technology and plan continued development.

Select

P1 Foundation and technical secondary

INSTITUTION / PROGRAMME / CASE REFERENCE

Complete only for the selected profile. These are IAF assessment profiles, not automatic national qualification equivalents.

P1.01 Knowledge

Standard p. 36

Use basic mathematics, science, measurement and automotive terminology to explain a supervised task.

P1.02 Analysis

Standard p. 36

Identify a familiar fault or task condition, gather simple evidence and know when to seek help.

P1.03 Practice

Standard p. 36

Complete bounded workshop tasks under supervision without bypassing safety controls.

P1.04 Judgment

Standard p. 36

Recognize hazards, ethical concerns and personal authorization limits; stop and report uncertainty.

P1.05 Communication

Standard p. 36

Record work clearly, cooperate, explain findings and respond to feedback.

P1.06 Integrative evidence

Standard p. 36

An individually assessed safe task plus a short explanation and reflective improvement record.

P2 Service and maintenance technician

INSTITUTION / PROGRAMME / CASE REFERENCE

Complete only for the selected profile. These are IAF assessment profiles, not automatic national qualification equivalents.

P2.01 Knowledge

Standard p. 37

Apply system principles, technical information, calculations and measurement relevant to service work.

Select

P2.02 Analysis

Standard p. 37

Follow and adapt a diagnostic sequence, distinguish symptoms from causes and verify a repair.

Select

P2.03 Practice

Standard p. 37

Perform specified inspection, maintenance or repair tasks independently within demonstrated and locally permitted limits.

Select

P2.04 Judgment

Standard p. 37

Select safe methods, identify out-of-scope conditions and justify escalation instead of guessing.

Select

P2.05 Communication

Standard p. 37

Produce traceable job records and explain risk, repair choices and customer implications.

Select

P2.06 Integrative evidence

Standard p. 37

Two observed occasions for each safety-critical competence, including an abnormal condition, with individual verification.

Select

P3 Applied engineering technologist and advanced technician

INSTITUTION / PROGRAMME / CASE REFERENCE

Complete only for the selected profile. These are IAF assessment profiles, not automatic national qualification equivalents.

P3.01 Knowledge

Standard p. 38

Apply engineering science, data and technology-specific models with awareness of their limitations.

Select

P3.02 Analysis

Standard p. 38

Investigate interacting faults or operational problems and compare technically credible alternatives.

Select

P3.03 Practice

Standard p. 38

Integrate systems, plan validation, manage quality and implement a controlled technical improvement.

Select

P3.04 Judgment

Standard p. 38

Balance performance, safety, maintainability, cost and environmental effects with documented assumptions.

Select

P3.05 Communication

Standard p. 38

Coordinate a technical team, communicate evidence and manage configuration and change records.

Select

P3.06 Integrative evidence

Standard p. 38

An applied integration or improvement project with measured verification and an individually defended contribution.

Select

P4 Engineering design and development

INSTITUTION / PROGRAMME / CASE REFERENCE

Complete only for the selected profile. These are IAF assessment profiles, not automatic national qualification equivalents.

P4.01 Knowledge

Standard p. 39

Use appropriate mathematics, natural science, engineering fundamentals and specialized knowledge critically.

Select

P4.02 Analysis

Standard p. 39

Formulate a complex problem, test assumptions, analyze uncertainty and synthesize competing evidence.

Select

P4.03 Practice

Standard p. 39

Design and validate a system, component or process against interacting requirements and realistic constraints.

Select

P4.04 Judgment

Standard p. 39

Justify risk, ethics, inclusion, lifecycle effects and engineering trade-offs beyond a single performance metric.

Select

P4.05 Communication

Standard p. 39

Defend engineering decisions to technical and nontechnical audiences and work responsibly across disciplines.

Select

P4.06 Integrative evidence

Standard p. 39

A substantial design project with alternatives, analysis, validation, limitations and an individual oral defense.

Select

P5 Advanced professional and specialist study

INSTITUTION / PROGRAMME / CASE REFERENCE

Complete only for the selected profile. These are IAF assessment profiles, not automatic national qualification equivalents.

P5.01 Knowledge

Standard p. 40

Critically evaluate advanced knowledge and its applicability at the boundary of a specialization.

Select

P5.02 Analysis

Standard p. 40

Address an unfamiliar or ill-structured problem using justified methods and explicit uncertainty.

Select

P5.03 Practice

Standard p. 40

Develop or adapt advanced methods and evaluate results against meaningful evidence.

Select

P5.04 Judgment

Standard p. 40

Assess novel risks, conflicting priorities and limitations; lead responsible technical decisions.

Select

P5.05 Communication

Standard p. 40

Produce a rigorous specialist report and defend a reasoned contribution under independent challenge.

Select

P5.06 Integrative evidence

Standard p. 40

An advanced project or dissertation with independent examination, reproducible methods where feasible and declared limits.

Select

P6 Research and doctoral development

INSTITUTION / PROGRAMME / CASE REFERENCE

Complete only for the selected profile. These are IAF assessment profiles, not automatic national qualification equivalents.

P6.01 Knowledge

Standard p. 41

Critically position a research question within the relevant body of knowledge and identify a defensible gap.

Select

P6.02 Analysis

Standard p. 41

Formulate original questions or hypotheses, select rigorous methods and examine contradictory evidence.

Select

P6.03 Practice

Standard p. 41

Execute independent research with traceable data, reproducible analysis where feasible and appropriate ethical review.

Select

P6.04 Judgment

Standard p. 41

Explain originality, limitations, responsible dissemination and implications without overstating impact.

Select

P6.05 Communication

Standard p. 41

Defend the contribution before independent examiners and communicate its scope and uncertainty.

Select

P6.06 Integrative evidence

Standard p. 41

An original thesis or equivalent research portfolio, independent examination and documented research integrity.

Select

Specialty requirements | selected D codes only

INSTITUTION / PROGRAMME / CASE REFERENCE

D01.01

Standard p. 44

Systems and requirements

Explain vehicle architecture, loads, interfaces and functional requirements at the selected profile. Identify interactions among structure, chassis, propulsion and user needs. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

D01.02

Standard p. 44

Analysis and design

Use appropriate mechanics, models, drawings and design methods; state assumptions and check whether results are physically credible. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

D01.03

Standard p. 44

Validation and trade-offs

Verify a design or technical change against safety, performance, manufacturability, service and resource constraints, using relevant measurements or justified models. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

Specialty requirements | selected D codes only

INSTITUTION / PROGRAMME / CASE REFERENCE

D01.04 | ESSENTIAL GATE

Standard p. 44

Demonstrated attainment

Produce an individually attributable design, analysis or assembly/diagnosis task with requirements, method, verification and limitations. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

D02.01

Standard p. 45

Energy conversion

Explain energy conversion, combustion or hybrid operating principles and the interaction of fuel, air, controls and mechanical systems. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

D02.02

Standard p. 45

Diagnosis and control

Interpret system data and perform or analyze a structured diagnostic or calibration task within competence and authorization limits. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

Specialty requirements | selected D codes only

INSTITUTION / PROGRAMME / CASE REFERENCE

D02.03

Standard p. 45

Safety and environmental effects

Identify thermal, pressure, chemical, emissions and stored-energy hazards; evaluate efficiency and environmental trade-offs with a declared boundary. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

D02.04 | ESSENTIAL GATE

Standard p. 45

Demonstrated attainment

Diagnose a fault or validate an operating strategy, reconcile measurements and explain a verified remedy or design decision. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

D03.01

Standard p. 46

Architecture and behavior

Explain energy storage, propulsion, conversion and thermal interfaces; distinguish indicated state from verified measurement and discuss degradation limits. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

Specialty requirements | selected D codes only

INSTITUTION / PROGRAMME / CASE REFERENCE

D03.02

Standard p. 46

Controlled technical work

Perform or design a bounded diagnostic, integration or evaluation task using safe isolation and role-appropriate equipment or surrogates. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID**EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL****D03.03**

Standard p. 46

Risk and lifecycle

Address shock, arc, thermal propagation, handling, transport and end-of-life risks through competent planning; do not infer hazardous-work authorization from course completion. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID**EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL****D03.04 | ESSENTIAL GATE**

Standard p. 46

Demonstrated attainment

Provide an observed safe task and an individually defended analysis of energy, fault, health or thermal behavior with uncertainty. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID**EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL**

Specialty requirements | selected D codes only

INSTITUTION / PROGRAMME / CASE REFERENCE

D04.01

Standard p. 47

Signal and system understanding

Interpret circuits, signals, network behavior and sensor/actuator functions with appropriate mathematical and physical reasoning. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

D04.02

Standard p. 47

Evidence-led diagnosis

Plan a diagnostic sequence, avoid unnecessary parts replacement and distinguish a measured cause from a correlated symptom. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

D04.03

Standard p. 47

Repair and configuration integrity

Apply safe repair or integration, configuration control, tool access and post-work verification without unapproved bypass of protective functions. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

Specialty requirements | selected D codes only

INSTITUTION / PROGRAMME / CASE REFERENCE

D04.04 | ESSENTIAL GATE

Standard p. 47

Demonstrated attainment

Complete an individual intermittent or multi-cause fault investigation, preserving evidence and explaining the verified result. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

D05.01

Standard p. 48

Software and data foundations

Use suitable programming, architecture, data-quality and model reasoning; document provenance, assumptions and performance boundaries. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

D05.02

Standard p. 48

Verification and secure practice

Develop or evaluate a bounded function using traceable tests, access control, change review and reproducible results in an authorized environment. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

Specialty requirements | selected D codes only

INSTITUTION / PROGRAMME / CASE REFERENCE

D05.03

Standard p. 48

Responsible AI and resilience

Assess failure modes, bias, privacy, human oversight, update recovery and dependency loss. Explain where a model or automated tool is unreliable. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

D05.04 | ESSENTIAL GATE

Standard p. 48

Demonstrated attainment

Deliver an individually attributable software/data artifact with test evidence, threat or misuse analysis, limitations and an oral or practical defense. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

D06.01

Standard p. 49

Operating domain and interfaces

Define supported conditions, user responsibilities, sensing, control and vehicle/infrastructure interfaces without implying unrestricted capability. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

Specialty requirements | selected D codes only

INSTITUTION / PROGRAMME / CASE REFERENCE

D06.02

Standard p. 49

Scenario reasoning

Select representative normal, boundary and failure scenarios and evaluate performance, uncertainty and human interaction. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

D06.03

Standard p. 49

Safe validation

Use competent supervision, safe targets, controlled facilities or validated simulation. No exposed person shall be used as an impact target. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

D06.04 | ESSENTIAL GATE

Standard p. 49

Demonstrated attainment

Evaluate or implement a bounded function and defend scenario coverage, adverse results, fallback and unresolved limitations. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

Specialty requirements | selected D codes only

INSTITUTION / PROGRAMME / CASE REFERENCE

D07.01

Standard p. 50

Process and flow

Explain product/process requirements, manufacturing flow, capability, ergonomics and the role of automation at the selected profile. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

D07.02

Standard p. 50

Controlled production work

Plan, operate, maintain or improve a process with traceable settings, materials, measurements and safe machine interaction. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

D07.03

Standard p. 50

Quality and resilience

Evaluate variation, defects, change control, downtime, recovery and resource consumption; distinguish an isolated good sample from a capable process. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

Specialty requirements | selected D codes only

INSTITUTION / PROGRAMME / CASE REFERENCE

D07.04 | ESSENTIAL GATE

Standard p. 50

Demonstrated attainment

Complete a process or maintenance improvement task with a baseline, measured result, safety assessment and sustained-effect check. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

D08.01

Standard p. 51

Measurement confidence

Select methods and instruments, understand traceability and uncertainty, and distinguish detection capability from a claim of absence. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

D08.02

Standard p. 51

Test and inspection planning

Translate requirements into a representative plan with sample rationale, acceptance criteria, safe limits and retained original data. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

Specialty requirements | selected D codes only

INSTITUTION / PROGRAMME / CASE REFERENCE

D08.03

Standard p. 51

Objective evaluation

Analyze defects, reliability or conformity evidence impartially; identify limits, conflicts and the consequences of an incorrect decision. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

D08.04 | ESSENTIAL GATE

Standard p. 51

Demonstrated attainment

Produce a traceable test, inspection or quality investigation report with original data, uncertainty, findings and defensible conclusions. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

D09.01

Standard p. 52

Technical information and planning

Identify the vehicle, current service information, task scope, parts and tools; recognize limits and required authorization. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

Specialty requirements | selected D codes only

INSTITUTION / PROGRAMME / CASE REFERENCE

D09.02

Standard p. 52

Safe diagnosis and execution

Demonstrate a systematic inspection, maintenance or repair task with safe lifting, isolation, protection and individual workmanship. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

D09.03

Standard p. 52

Verification and customer responsibility

Verify the completed work, document remaining concerns and explain relevant safety, cost and operating implications honestly. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

D09.04 | ESSENTIAL GATE

Standard p. 52

Demonstrated attainment

Complete an observed job from intake through diagnosis/work and verification, including an abnormal condition and a traceable handover. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

Specialty requirements | selected D codes only

INSTITUTION / PROGRAMME / CASE REFERENCE

D10.01

Standard p. 53

Damage and repair reasoning

Assess damage, structure, material and repair boundaries using current technical information and appropriate measurement. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

D10.02

Standard p. 53

Controlled repair practice

Select and demonstrate joining, alignment, surface or refinishing methods within competence, with traceable parameters and safe exposure controls. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

D10.03

Standard p. 53

Integrated post-repair integrity

Consider restraints, sensors, energy systems, corrosion protection and required calibration or verification after repair. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

Specialty requirements | selected D codes only

INSTITUTION / PROGRAMME / CASE REFERENCE

D10.04 | ESSENTIAL GATE

Standard p. 53

Demonstrated attainment

Produce an individual repair or repair-design record with measurements, safe method, workmanship checks and justified release or escalation. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

D11.01

Standard p. 54

Material-function relationship

Explain how structure, processing, damage and environmental exposure affect material performance and selection. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

D11.02

Standard p. 54

Practical characterization

Prepare, join, inspect or characterize a representative sample using safe methods and suitable measurements. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

Specialty requirements | selected D codes only

INSTITUTION / PROGRAMME / CASE REFERENCE

D11.03

Standard p. 54

Circular and repair judgment

Evaluate repairability, reuse, remanufacturing and recovery with contamination, traceability and performance constraints. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

D11.04 | ESSENTIAL GATE

Standard p. 54

Demonstrated attainment

Defend a material/process choice or repair/recovery route using observed evidence, lifecycle trade-offs and limitations. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

D12.01

Standard p. 55

System boundaries

Explain vehicle, charger, supply, communication and payment responsibilities and the limits of the learner's authorized role. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

Specialty requirements | selected D codes only

INSTITUTION / PROGRAMME / CASE REFERENCE

D12.02

Standard p. 55

Safe technical assessment

Analyze or perform a bounded installation, commissioning, maintenance or interoperability task under appropriate supervision and local permissions. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

D12.03

Standard p. 55

Reliability and user outcomes

Evaluate session success, faults, accessibility, digital trust, energy efficiency and recovery rather than only rated power. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

D12.04 | ESSENTIAL GATE

Standard p. 55

Demonstrated attainment

Produce a safe test or diagnostic record with interface conditions, results, failed cases and verified corrective action. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

Specialty requirements | selected D codes only

INSTITUTION / PROGRAMME / CASE REFERENCE

D13.01

Standard p. 56

Duty and system context

Explain load, duty cycle, structure, powertrain, braking, hydraulics or auxiliary systems relevant to the selected application. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

D13.02

Standard p. 56

Competent technical work

Perform or analyze diagnosis, service, design or validation with attention to large masses, stored pressure and restricted access. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

D13.03

Standard p. 56

Operational responsibility

Address operator visibility, occupant or passenger protection, worksite interaction, uptime and maintainability in the declared use. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

Specialty requirements | selected D codes only

INSTITUTION / PROGRAMME / CASE REFERENCE

D13.04 | ESSENTIAL GATE

Standard p. 56

Demonstrated attainment

Complete an individual duty-relevant task or project with safe controls, verified results and explicit capability limits. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

D14.01

Standard p. 57

Vehicle-specific fundamentals

Explain stability, braking, structure, propulsion, batteries and rider interaction relevant to the nominated vehicle type. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

D14.02

Standard p. 57

Technical execution

Inspect, diagnose, service or design a bounded system using appropriate fixtures and current technical information. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

Specialty requirements | selected D codes only

INSTITUTION / PROGRAMME / CASE REFERENCE

D14.03

Standard p. 57

User and lifecycle risk

Consider rider vulnerability, charging/storage, tampering, repair, durability and appropriate operating limits. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

D14.04 | ESSENTIAL GATE

Standard p. 57

Demonstrated attainment

Provide a verified technical task or design evaluation with individual reasoning and safe rider/vehicle assumptions. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

D15.01

Standard p. 58

Human needs and evidence

Define intended users and tasks, gather ethical user evidence and identify excluded or underserved needs. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

Specialty requirements | selected D codes only

INSTITUTION / PROGRAMME / CASE REFERENCE

D15.02

Standard p. 58

Design and evaluation

Create or evaluate a form, interface or access solution using suitable prototypes, measurements and observed task performance. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

D15.03

Standard p. 58

Inclusive and safe judgment

Consider attention, reach, posture, mobility limits, emergency access and trade-offs without claiming universal usability from a small sample. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

D15.04 | ESSENTIAL GATE

Standard p. 58

Demonstrated attainment

Defend an individual design or evaluation portfolio with user evidence, alternatives, iteration and known limitations. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

Specialty requirements | selected D codes only

INSTITUTION / PROGRAMME / CASE REFERENCE

D16.01

Standard p. 59

Boundaries and data

Define functional unit, lifecycle stages, geography, energy pathway, assumptions and uncertainty for the claimed analysis. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

D16.02

Standard p. 59

Practical improvement

Evaluate or implement a resource, emissions, repair, reuse or recovery improvement with a credible baseline. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

D16.03

Standard p. 59

Trade-offs and responsible claims

Distinguish measured results from scenarios and forecasts; consider burden shifting, worker impacts and actual recovery access. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

Specialty requirements | selected D codes only

INSTITUTION / PROGRAMME / CASE REFERENCE

D16.04 | ESSENTIAL GATE

Standard p. 59

Demonstrated attainment

Produce a transparent lifecycle or improvement study with traceable inputs, sensitivity and a defensible bounded conclusion. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

D17.01

Standard p. 60

Service and system planning

Define users, routes, demand, load, asset availability and relevant operating responsibilities. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

D17.02

Standard p. 60

Evidence-led operations

Use reliable data to plan maintenance, utilization, energy, staffing or service recovery; examine missing and failed journeys. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

Specialty requirements | selected D codes only

INSTITUTION / PROGRAMME / CASE REFERENCE

D17.03

Standard p. 60

Safety, inclusion and resilience

Address road/workplace risk, driver wellbeing, accessibility, privacy and disruption without optimizing one metric at the expense of harm. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

D17.04 | ESSENTIAL GATE

Standard p. 60

Demonstrated attainment

Deliver an individual operational plan or improvement analysis with a baseline, feasible controls, measured or clearly modeled results and limitations. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

D18.01

Standard p. 61

Product and supply understanding

Identify product/part suitability, traceability, storage, authenticity and technical information needs across the nominated business process. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

Specialty requirements | selected D codes only

INSTITUTION / PROGRAMME / CASE REFERENCE

D18.02

Standard p. 61

Responsible customer process

Demonstrate accurate advice, work authorization, warranty or complaint handling, with clear technical escalation. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

D18.03

Standard p. 61

Operational integrity

Evaluate quality, digital records, supply continuity, inclusion and conflicts; avoid unsupported safety or environmental sales claims. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

D18.04 | ESSENTIAL GATE

Standard p. 61

Demonstrated attainment

Complete an individual service/parts/business case with source verification, ethical decision-making, customer communication and measurable improvement. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

Specialty requirements | selected D codes only

INSTITUTION / PROGRAMME / CASE REFERENCE

D19.01

Standard p. 62

Requirements and operating limits

Define the competition or prototype purpose, permitted configuration, safety boundary and separation from ordinary road-use claims. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

D19.02

Standard p. 62

Engineering and preparation

Apply appropriate design, fabrication, setup, instrumentation or technical preparation with traceable configuration. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

D19.03

Standard p. 62

Safe performance validation

Use competent supervision and controlled facilities; compare repeatable data and account for conditions, uncertainty and adverse outcomes. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

Specialty requirements | selected D codes only

INSTITUTION / PROGRAMME / CASE REFERENCE

D19.04 | ESSENTIAL GATE

Standard p. 62

Demonstrated attainment

Defend an individual prototype or performance project with requirements, configuration, verification, risks and documented limitations. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

D20.01

Standard p. 63

Learning design

Translate a technical role into observable outcomes, coherent learning activities and profile-appropriate assessment. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

D20.02

Standard p. 63

Teaching and assessment practice

Demonstrate inclusive delivery, useful feedback, authentic individual assessment and moderation using current automotive content. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

Specialty requirements | selected D codes only

INSTITUTION / PROGRAMME / CASE REFERENCE

D20.03

Standard p. 63

Educational leadership

Manage safeguarding, workshop risk, staff currency, partnerships and improvement with accountable evidence. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

D20.04 | ESSENTIAL GATE

Standard p. 63

Demonstrated attainment

Deliver and evaluate a real or controlled learning/assessment session, justify judgments and show a verified improvement to learner experience or attainment. Apply the selected profile; record the actual taught and assessed boundary.

Evidence: Curriculum mapping, individual learner work, assessment rubric and relevant resource/access evidence.

RESULT

Select

FINDING ID

EXACT EVIDENCE / RATIONALE / LIMITS - USE CONTINUATION FOR DETAIL

IR01 Route and institution-category directive

INSTITUTION / PROGRAMME / CASE REFERENCE

IR01.01 Route selection

Standard p. 26

Select IA for a defined education institution/unit, PA for each coherent qualification programme, and LR for each assessed short offering. A single provider may hold multiple routes, each with its own decision and expiry.

Select

IR01.02 Institution category

Standard p. 26

Assign U, C, P, S, V or L by actual function and lawful authority, not prestige or translated title. Mixed institutions may use multiple category descriptors while retaining a precise assessed unit.

Select

IR01.03 Shared parent controls

Standard p. 26

For PA or LR, assess all relevant parent controls even if no IA grant is requested. Reuse an existing IA evidence file only after checking currency, scope and material changes; a parent grant is not a waiver.

Select

IR01.04 History and candidacy

Standard p. 26

IA requires one completed operating academic year; PA one graduating cohort; LR one completed assessed offering. Without the required history use developmental candidacy where appropriate, with explicit non-accredited wording and milestones.

Select

IR02 Profile, specialty and outcome directive

INSTITUTION / PROGRAMME / CASE REFERENCE

IR02.01 Profile selection

Standard p. 27

Choose one primary profile P1-P6 from actual outcome complexity and independence. Record local qualification title and authority separately. Dual exit awards need separate outcome mappings and scope rows; a higher title does not establish a higher profile.

Select

IR02.02 Specialty selection

Standard p. 27

Select every material specialty D01-D20 reflected in the programme title or mandatory exit outcomes. Explain exclusions and interdisciplinary combinations. A novel specialty requires an approved prospective extension with competent review, not an unexamined catch-all label.

Select

IR02.03 Outcome completeness

Standard p. 27

Apply O01-O10 at the chosen profile, the six profile dimensions and all four requirements of each selected specialty. LR may bound the breadth to its published focused outcomes, but must address relevant safety, ethics, digital and lifecycle implications; document why other outcomes are outside its claim.

Select

IR02.04 Assessment and exit

Standard p. 27

Map every promised outcome to direct individual evidence and a defined pass rule. Use two safe observed occasions for safety-critical practical competence. An outcome gap cannot be averaged away by grades from other outcomes or learners.

Select

IR03 Site, mode, language and partner directive

INSTITUTION / PROGRAMME / CASE REFERENCE

IR03.01 Scope granularity

Standard p. 28

Create a scope row for each material site/mode/language combination. Group equivalent cohorts for review only where curriculum, staff competence, assessment and learner support are demonstrably equivalent; record deviations.

Select

IR03.02 Physical access

Standard p. 28

Inspect every proposed initial IA/PA site physically, including specialist workshop provision. A contracted local assessor may inspect under the team's common protocol. Do not accredit an unvisited branch based solely on headquarters evidence.

Select

IR03.03 Remote and hybrid provision

Standard p. 28

Demonstrate practical skill through supervised physical evidence or a validated equivalent. For wholly digital LR, remote assessment may be adequate after identity, access, assessment and security checks. Explain any limits of remote observation.

Select

IR03.04 Partners and cross-border delivery

Standard p. 28

Verify authority, responsibility, safeguards and learner remedies in every delivery jurisdiction. Approve franchise, awarding and worksite arrangements; a foreign parent decision does not automatically cover a local partner or translated curriculum.

Select

IR04 Evidence sampling and visit directive

INSTITUTION / PROGRAMME / CASE REFERENCE

IR04.01 Learner-work sample

Standard p. 29

For each programme and distinct site/mode stratum, sample all completers where $N \leq 10$; otherwise sample at least $\max(10, \text{ceiling}(0.10 \times N))$ from the latest completed cohort. This is a review minimum, not a statistical confidence claim. Increase for risk, variation or disagreement.

Select

IR04.02 Representation

Standard p. 29

The team selects the sample from the complete register. Include high, borderline, failed/reassessed, transferred/prior-learning and adjusted assessments where present, plus each material language and assessor. Where a category is absent record that fact; do not fabricate cases.

Select

IR04.03 Coverage beyond the sample

Standard p. 29

Review assessment design and aggregate attainment for every mandatory outcome. Deep-review the selected learner portfolios, observe at least two assessment events including a practical event where claimed, interview at least six learners or all if fewer, and sample at least three hosts or all if fewer.

Select

IR04.04 Escalation and limits

Standard p. 29

A mismatch, suspected coaching, safety failure or unsupported outcome expands sampling across affected cohorts, sites and assessors. Records supplied by the institution shall be reconciled to originals. A clean sample cannot erase known adverse evidence elsewhere.

Select

IR05 Decision, term and conditional-status directive

INSTITUTION / PROGRAMME / CASE REFERENCE

IR05.01 Full grant

Standard p. 30

All applicable controls, outcomes and selected specialty requirements must be Met, with required operating history. No Critical, Major, Pending or unresolved Minor finding may remain for a full grant. NA needs a scope reason and independent approval.

Select

IR05.02 Conditional IA/PA

Standard p. 30

Only one to three isolated Minor findings are permitted; safety, integrity, legal authority and mandatory outcomes must be fully met. Close within 90 calendar days. The conditional certificate expires no later than twelve months; no repeated conditional renewal. LR has no conditional grant route.

Select

IR05.03 Conversion and failure to close

Standard p. 30

After verified closure, a new decision may convert conditional IA/PA to full status with expiry no later than four years from the original conditional effective date. Failure to close by day 90 triggers suspension review and protective action; there is no silent extension.

Select

IR05.04 Monitoring and renewal

Standard p. 30

Annual reports are due within 30 calendar days after each anniversary, with review targets of 60 days after a complete report. IA/PA require mid-cycle review by month 24 and at least one physical follow-up during the four-year term. Submit renewal at least six months before expiry; pending renewal alone does not extend validity.

Select

IR06 Decision independence and due-process directive

INSTITUTION / PROGRAMME / CASE REFERENCE

IR06.01 Case roles

Standard p. 31

The minimum three-person assessment team, three-person Decision Panel and three-person Appeal Panel shall be independent for that case. The same person may serve in different roles on unrelated cases if conflicts are managed.

Select

IR06.02 Conflict thresholds

Standard p. 31

Paid consultancy, employment or leadership at the applicant in the preceding 36 months normally disqualifies a case assessor or panel member. Significant financial, family, supervisory or adversarial interests require recusal regardless of age; record borderline decisions and rationale.

Select

IR06.03 Factual review

Standard p. 31

Provide the draft report and 15 calendar days for factual response. Correct substantiated errors without deleting the original trail. A provider may challenge a team conflict with reasons; it may not select favorable assessors or veto an unfavorable finding.

Select

IR06.04 Appeals and urgent protection

Standard p. 31

Permit accreditation appeals within 30 calendar days. Appeals do not automatically stay an urgent safety suspension; record the independent stay decision. Give reasons and meaningful response access while protecting learners and confidential third-party evidence.

Select

IR07 Register, certificate and learner-record directive

INSTITUTION / PROGRAMME / CASE REFERENCE

IR07.01 Stable identities

Standard p. 32

Use separate institution, programme/offering, site and decision IDs. A corrected record keeps its identity and gains a version; a materially different programme receives a new programme ID with predecessor linkage. Do not encode status permanently into the identifier.

Select

IR07.02 Public scope fields

Standard p. 32

Publish route, legal institution, named unit/programme, local award title, IAF profile where applicable, selected specialties, sites, modes, languages, effective and expiry dates, conditions, current status and history. Do not publish learner names or private samples.

Select

IR07.03 Cohort wording

Standard p. 32

State the assessed curriculum and cohort boundary. Learners completing before the effective date shall not be represented as graduates of an IAF-accredited period. Current enrolment, retrospective evidence review and individual professional authorization are separate concepts.

Select

IR07.04 Verification and change

Standard p. 32

Provide a stable verification link or QR destination showing current status, accessible text and exportable data. Test revocation, correction and recovery. A static certificate without current status access shall not be the only verification mechanism.

Select

IR08 Future readiness and international acceptance directive

INSTITUTION / PROGRAMME / CASE REFERENCE

IR08.01 Foundations and transition

Standard p. 33

Require enduring reasoning, safe practice and learning capability across powertrain and digital transitions. Maintain competence in legacy fleets and repair access; adding fashionable modules must not displace mandatory fundamentals.

Select

IR08.02 New learning models

Standard p. 33

Assess micro-credentials, modular pathways, AI tutors, remote laboratories and immersive simulation on actual outcomes, identity, accessibility and evidence. No technology label creates automatic equivalence or exemption from practical assessment.

Select

IR08.03 Pilot and calibration

Standard p. 33

Before broad launch, pilot at least one university-level, one applied/vocational and one technical-secondary setting, including more than one delivery context. Independently compare assessor findings, learner protection and burden; amend prospectively based on evidence.

Select

IR08.04 Acceptance development

Standard p. 33

Build an openly verifiable register, stakeholder participation, independent scheme review and documented acceptance agreements. Measure actual credit, employer or partner acceptance through scoped evidence. Describe global acceptance as an objective until specific arrangements are demonstrably in force.

Select

Findings, outcome gates and closure

INSTITUTION / PROGRAMME / CASE REFERENCE

MET/MINOR/MAJOR/CRITICAL/PENDING/NA COUNTS BY MODULE; APPROVED NA REASONS

EVERY MANDATORY OUTCOME AND SAFETY/INTEGRITY GATE DEMONSTRATED; EXACT SOURCES

OPEN FINDINGS, AFFECTED LEARNERS, CONTAINMENT, OWNERS AND DEADLINES

IF CONDITIONAL IA/PA: ONLY 1-3 PERMITTED MINOR FINDINGS, 90-DAY CLOSURE AND <=12-MONTH TERM

INDEPENDENT CLOSURE VERIFICATION, UNRESOLVED LIMITS AND RECOMMENDATION

Separate scope decision and monitoring

INSTITUTION / PROGRAMME / CASE REFERENCE

INSTITUTION/PROGRAMME SCOPE, ROUTE, HISTORY ELIGIBILITY AND REVIEWED MANIFEST

THREE INDEPENDENT PANEL MEMBERS, COMPETENCE/CONFLICTS, VOTES AND DISSENT

DECISION, REASONS, EXACT SITES/MODES/LANGUAGES, PROFILE/SPECIALTIES AND EXCLUSIONS

EFFECTIVE/EXPIRY, CONDITIONS, ANNUAL AND MID-CYCLE REVIEW, RENEWAL AND PUBLIC RECORD

FACTUAL RESPONSE, NOTICE, APPEAL ROUTE, AUTHORIZATION AND LEARNER PROTECTION

Continuation and supporting detail

INSTITUTION / PROGRAMME / CASE REFERENCE

PARENT FIELD, REQUIREMENT OR RECORD ID / CONTINUATION NUMBER

FULL RESPONSE, SOURCE REFERENCES, RATIONALE AND LIMITATIONS

PREPARED BY / ROLE / DATE / AUTHORIZATION