



FIRST EDITION

IAF AEAR AUTOMOTIVE EDUCATION

Programme Standard

A unified framework for institutions, qualification programmes and assessed learning across the automotive education ecosystem.

PREPARED FOR IAF ADOPTION

Version 1.0 | 16 September 2026
English master text

International Automotive Federation

iaf.com

Document control

Item	Controlled value
Scheme	IAF Automotive Education Accreditation & Recognition (IAF AEAR)
Document	Programme Standard
Edition / version	First Edition Version 1.0
Preparation date	16 September 2026
Status	Prepared for IAF adoption. Effective use requires recorded adoption and an approved implementation notice.
Owner	International Automotive Federation
Master language	English
Hierarchy	Standard including all internal directives, profiles and specialty schedules; implementation notice within those rules; Operations Manual; Applicant Guide; controlled forms and records.
Scope of assurance	Voluntary sectoral educational assurance with precise public scope; no automatic public authorization, degree equivalence or universal acceptance.
Distribution	Controlled master. Completed applications, learner samples and case records require appropriate confidentiality.

Purpose and use

A unified framework for institutions, qualification programmes and assessed learning across the automotive education ecosystem.

This is one coordinated eight-document set. The main Standard contains all institution categories, learning profiles, automotive specialties and internal scheme directives. Separate operational and writable documents implement the same requirements. This prepared edition does not itself grant accreditation or recognition.

Normative language

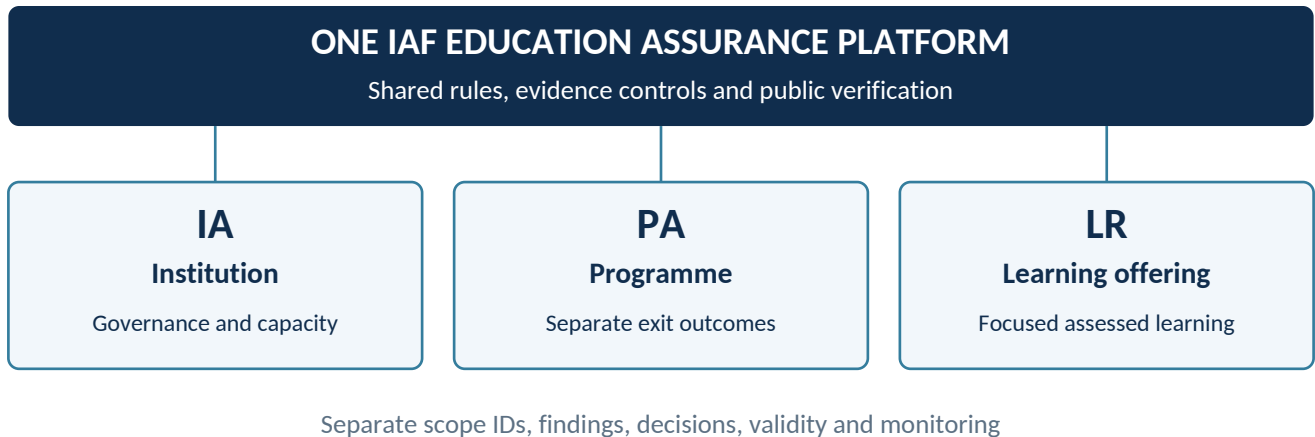
Shall indicates a mandatory requirement, should guidance and may an allowed choice. Sections 01-18, Annexes A-H, common outcomes, profiles, specialty schedules and internal directives are normative unless explicitly marked illustrative. AEAR and other internal codes identify requirements; they are not references to external standards.

Contents

Document control	2
Purpose, scope and architecture	4
Terms and interpretation	5
Three routes and six institution categories	6
01 Authority, identity and programme boundaries	7
02 Governance, leadership and financial continuity	8
03 Learner information, admission and progression	9
04 Safeguarding, inclusion and wellbeing	10
05 Educational purpose and outcome architecture	11
06 Teaching, faculty and technical currency	12
07 Facilities, workshops and physical safety	13
08 Assessment validity and individual competence	14
09 Work-based learning and partnerships	15
10 Digital, blended and AI-enabled education	16
11 Research, design and integrative work	17
12 Outcomes, equity and continuous improvement	18
13 Application, self-evaluation and scope review	19
14 Findings, decisions and status control	20
15 Candidacy, change and learner protection	21
16 Public register, credentials and marks	22
17 Complaints, privacy and evidence integrity	23
18 Scheme assurance and international development	24
Annex A - Internal scheme directives	25
Annex B - Common learning outcomes	34
Annex C - Six education profiles	35
Annex D - Automotive specialty schedules	42
Annex E - Decisions, sampling and examples	64
Annex F - Platform and public-record specification	66
Annex G - Records, timelines and evidence retention	67
Annex H - Adoption and international acceptance roadmap	69

Purpose, scope and architecture

IAF Automotive Education Accreditation & Recognition (IAF AEAR) provides one governed platform for universities, colleges, polytechnics, technical secondary schools, vocational/apprenticeship providers and continuing/industry education. It examines the quality and integrity of automotive education through three distinct assurance routes.



The platform covers design, engineering, manufacturing, testing, software, energy, maintenance, repair, services, mobility, business and end-of-life practice. It scales expectations to six learning profiles, preserving distinct evidence requirements for foundation learning, technicians, applied technologists, engineers, advanced specialists and researchers.

Accreditation concerns the assessed education scope. It does not automatically certify each graduate, authorize regulated work, recognize a degree in another jurisdiction or accredit every department of a university. International acceptance is an objective supported by evidence, transparency and actual agreements; it is not an assumed legal consequence.

Terms and interpretation

Term	Meaning
Accreditation	A bounded IAF sectoral assurance decision for an institution/unit or a named qualification programme.
Recognition	A bounded IAF quality decision for an assessed short learning offering; not degree accreditation or personal certification.
Programme	A coherent course of study leading to one named qualification, with defined entry, curriculum, assessment and exit outcomes.
Profile	An IAF description of outcome complexity and independence; not an automatic national qualification level or title.
Scope row	One approved combination of institution/programme, site, mode, language, curriculum version and relevant cohort boundary.
Candidate	A time-limited developmental status that makes no accreditation or outcome-recognition claim.
Safety-critical outcome	A competence whose failure could expose people, systems or the environment to significant harm.
Major finding	A systemic failure, missing essential capability or unproven mandatory outcome.
Minor finding	An isolated gap that does not compromise safety, integrity or demonstrated mandatory attainment.
Met	A requirement is implemented and supported by credible evidence of its intended effect.
Teach-out	A resourced arrangement protecting enrolled learners through completion, transfer or other fair remedy.
Material change	A change capable of altering approved scope, educational outcomes, resources, protection or decision validity.
Business day	A working day under IAF's published service calendar; all case deadlines record the time zone.
Calendar day	Every calendar date, including weekends and public holidays; used unless a rule explicitly says business days.

Three routes and six institution categories

Route	Scope and minimum history
IA Institutional Accreditation	Assurance of governance, resources and learner protection within a precisely named automotive education institution or unit. It does not automatically accredit individual programmes. At least one completed academic operating year and verifiable implementation; each named site evaluated.
PA Programme Accreditation	A separate decision for each named qualification programme, profile, awarding entity, curriculum version, site, mode and language. Shared evidence may be reused; decisions remain separate. At least one completed graduating cohort with assessed outcomes and an improvement review.
LR Learning Offering Recognition	A bounded assessed short course, continuing-development activity or micro-credential. Recognition is of the offering, not of an entire degree or the personal competence of every attendee. At least one completed delivery and assessment cycle with verified learner evidence. Attendance-only events are outside this route.

Category classification

Category	Required interpretation
U University and degree-awarding institution	Verify authority to award each claimed qualification, academic governance, research supervision where relevant and the automotive unit boundary. Non-automotive faculties are excluded unless separately and explicitly evaluated.
C College and higher education provider	Verify the awarding body, franchise or validation arrangement, progression claims and responsibility for assessment and records. The title college does not establish an academic level.
P Polytechnic and technical institute	Evaluate the actual balance of scientific reasoning, applied design, laboratories, workplace practice and technician or technologist outcomes. Use the demonstrated graduate profile rather than a translated title.
S Technical secondary school	Apply age-appropriate learning, general-education integration, child safeguarding, placement controls and permitted task limits. School completion shall not be advertised as independent authorization for hazardous work.
V Vocational college and apprenticeship provider	Verify observed individual trade competence, current trainers, employer agreements, supervised practice and fair assessment across worksites. An employer signature alone is insufficient.
L Continuing education and industry learning provider	Use IA only for a stable assessable education unit; use LR for specific assessed short offerings. Corporate academies, community providers and online providers must meet the same integrity and protection requirements.

01 Authority, identity and programme boundaries

Applicability: All routes

AEAR-01.01 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.

Required evidence: Identity, operating permissions, award authority and restriction register. | Essential gate.

AEAR-01.02 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.

Required evidence: Controlled scope schedule and organization/programme map. | Essential gate.

AEAR-01.03 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.

Required evidence: Membership reference, role separation and impartiality controls.

AEAR-01.04 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.

Required evidence: Public information, claim review and agreement evidence. | Essential gate.

02 Governance, leadership and financial continuity

Applicability: All routes

AEAR-02.01 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.

Required evidence: Delegations, minutes, learner input and decisions.

AEAR-02.02 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.

Required evidence: Resource plan, viability review, continuity and teach-out provisions. | Essential gate.

AEAR-02.03 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.

Required evidence: Risk register, declarations, reporting route and action examples. | Essential gate.

AEAR-02.04 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.

Required evidence: Master list, approval records and cohort version history.

03 Learner information, admission and progression

Applicability: All routes

AEAR-03.01 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.

Required evidence: Prospectus, learner agreement, change notices and remedies.

AEAR-03.02 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.

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

AEAR-03.03 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.

Required evidence: Cohort register, interventions and reconciled completion data.

AEAR-03.04 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.

Required evidence: Learner appeal procedure, case records and systemic remedies. | Essential gate.

04 Safeguarding, inclusion and wellbeing

Applicability: All routes

AEAR-04.01 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.

Required evidence: Safeguarding risk plan, appointments, host checks and response route. | Essential gate.

AEAR-04.02 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.

Required evidence: Accessibility review, agreed adjustments and equivalence rationale. | Essential gate.

AEAR-04.03 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.

Required evidence: Support information, staff briefing and anonymized response records.

AEAR-04.04 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.

Required evidence: Feedback process, independent interviews and safe reporting.

05 Educational purpose and outcome architecture

Applicability: PA and LR; IA system assurance

AEAR-05.01 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.

Required evidence: Purpose statement, profile rationale and consultation evidence.

AEAR-05.02 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.

Required evidence: Outcome-to-curriculum-to-assessment matrix and evidence index. | Essential gate.

AEAR-05.03 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.

Required evidence: Curriculum map, workload analysis and prerequisite logic.

AEAR-05.04 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.

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

06 Teaching, faculty and technical currency

Applicability: All routes

AEAR-06.01 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.

Required evidence: Competence matrix, verified records, task authorization and observations. | Essential gate.

AEAR-06.02 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.

Required evidence: Timetables, workloads, supervision rationale and cover plan.

AEAR-06.03 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.

Required evidence: Development plans, practice exposure and applied improvements.

AEAR-06.04 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.

Required evidence: Delivery plans, teaching observations, feedback and language checks.

07 Facilities, workshops and physical safety

Applicability: All routes

AEAR-07.01 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.

Required evidence: Risk assessments, permissions, inspections and emergency exercises. | Essential gate.

AEAR-07.02 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.

Required evidence: Inventory, access agreements, maintenance and usage schedules. | Essential gate.

AEAR-07.03 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.

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

AEAR-07.04 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.

Required evidence: Technology-specific risk plan, safe surrogates and competence boundaries. | Essential gate.

08 Assessment validity and individual competence

Applicability: PA and LR; IA system assurance

AEAR-08.01 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.

Required evidence: Assessment blueprint, rubric, pre-use validation and revisions. | Essential gate.

AEAR-08.02 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.

Required evidence: Individual work, observation, questioning and authenticity checks. | Essential gate.

AEAR-08.03 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.

Required evidence: Outcome completion record, critical-step checks and reassessment evidence. | Essential gate.

AEAR-08.04 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.

Required evidence: Moderation sample, disagreement resolution and reassessment records. | Essential gate.

09 Work-based learning and partnerships

Applicability: Conditional: placement or partner delivery

AEAR-09.01 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.

Required evidence: Institution-host-learner agreement and suitability review. | Essential gate.

AEAR-09.02 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.

Required evidence: Host checks, task limits, learner contact and incident records. | Essential gate.

AEAR-09.03 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.

Required evidence: Task logs, observation, assessor judgments and replacement arrangements. | Essential gate.

AEAR-09.04 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.

Required evidence: Partner register, agreements, monitoring and public wording.

10 Digital, blended and AI-enabled education

Applicability: All routes; depth follows delivery

AEAR-10.01 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.

Required evidence: Mode equivalence, practical access and validated alternatives. | Essential gate.

AEAR-10.02 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.

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

AEAR-10.03 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.

Required evidence: AI-use rules, task design, disclosures and fair-review cases. | Essential gate.

AEAR-10.04 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.

Required evidence: Data inventory, access controls, permissions and incident response. | Essential gate.

11 Research, design and integrative work

Applicability: Profile-dependent; PA and LR

AEAR-11.01 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.

Required evidence: Project or task brief, individual evidence and final rubric. | Essential gate.

AEAR-11.02 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.

Required evidence: Supervision plan, ethics decisions, data provenance and integrity record. | Essential gate.

AEAR-11.03 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.

Required evidence: Examiner declarations, defense record and corrections.

AEAR-11.04 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.

Required evidence: Contribution and rights record, bounded claims and verification access.

12 Outcomes, equity and continuous improvement

Applicability: All routes

AEAR-12.01 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.

Required evidence: Cohort dataset, definitions, reconciliations and disaggregated review. | Essential gate.

AEAR-12.02 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.

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

AEAR-12.03 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.

Required evidence: Internal review, action register and effectiveness checks.

AEAR-12.04 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.

Required evidence: Technology watch, renewal plan and evaluated curriculum changes.

13 Application, self-evaluation and scope review

Applicability: IAF operator and applicant

AEAR-13.01 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.

Required evidence: Application IDs, linked evidence and separate scope/decision schedule. | Essential gate.

AEAR-13.02 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.

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

AEAR-13.03 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.

Required evidence: Team competence, declarations, assignments and learner-input plan. | Essential gate.

AEAR-13.04 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.

Required evidence: Site plan, sample selection, observations and justified mode of review. | Essential gate.

14 Findings, decisions and status control

Applicability: IAF operator

AEAR-14.01 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.

Required evidence: Requirement-specific finding, fact, impact and evidence. | Essential gate.

AEAR-14.02 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.

Required evidence: Decision matrix, gate checks and independent reasons. | Essential gate.

AEAR-14.03 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.

Required evidence: Panel declarations, report response, signed decision and appeal route. | Essential gate.

AEAR-14.04 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.

Required evidence: Certificate scope, dates, monitoring schedule and renewal record. | Essential gate.

15 Candidacy, change and learner protection

Applicability: IAF operator and institution

AEAR-15.01 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.

Required evidence: Readiness assessment, milestones, status wording and expiry. | Essential gate.

AEAR-15.02 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.

Required evidence: Change notification, impact review, approval and containment. | Essential gate.

AEAR-15.03 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.

Required evidence: Status action, scope impact, response, decision and appeal. | Essential gate.

AEAR-15.04 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.

Required evidence: Learner protection plan, communications, transfer agreement and records custodian. | Essential gate.

16 Public register, credentials and marks

Applicability: IAF operator and institution

AEAR-16.01 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.

Required evidence: Registry schema, public record and history. | Essential gate.

AEAR-16.02 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.

Required evidence: Approved certificate annex, use agreement and claim checks. | Essential gate.

AEAR-16.03 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.

Required evidence: Credential specimen, issuer authority and verification fields.

AEAR-16.04 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.

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

17 Complaints, privacy and evidence integrity

Applicability: All routes and IAF operator

AEAR-17.01 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.

Required evidence: Case intake, triage, independence and fair investigation. | Essential gate.

AEAR-17.02 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.

Required evidence: Appeal record, independent review, reasons and remedy. | Essential gate.

AEAR-17.03 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.

Required evidence: Data map, privacy notice, access, retention and deletion records. | Essential gate.

AEAR-17.04 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.

Required evidence: Integrity manifest, logs, recovery tests and incident/hold record. | Essential gate.

18 Scheme assurance and international development

Applicability: IAF operator

AEAR-18.01 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.

Required evidence: Terms of reference, appointments, competence and separation matrix. | Essential gate.

AEAR-18.02 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.

Required evidence: Annual review, independent evaluation and tracked actions.

AEAR-18.03 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.

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

AEAR-18.04 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.

Required evidence: Adoption, controlled document set, pilot/rehearsal and release approval. | Essential gate.

Annex A - Internal scheme directives

Normative. IR01-IR08 separate routes, categories and responsibilities within one system. They apply alongside the common requirements; none is an exemption from lawful operation, learner protection or honest claims.

Directive	Purpose
IR01	Route and institution-category directive
IR02	Profile, specialty and outcome directive
IR03	Site, mode, language and partner directive
IR04	Evidence sampling and visit directive
IR05	Decision, term and conditional-status directive
IR06	Decision independence and due-process directive
IR07	Register, certificate and learner-record directive
IR08	Future readiness and international acceptance directive

IR01 Route and institution-category directive

IR01.01 Route selection

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.

IR01.02 Institution category

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.

IR01.03 Shared parent controls

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.

IR01.04 History and candidacy

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.

IR02 Profile, specialty and outcome directive

IR02.01 Profile selection

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.

IR02.02 Specialty selection

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.

IR02.03 Outcome completeness

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.

IR02.04 Assessment and exit

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.

IR03 Site, mode, language and partner directive

IR03.01 Scope granularity

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.

IR03.02 Physical access

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.

IR03.03 Remote and hybrid provision

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.

IR03.04 Partners and cross-border delivery

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.

IR04 Evidence sampling and visit directive

IR04.01 Learner-work sample

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.

IR04.02 Representation

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.

IR04.03 Coverage beyond the sample

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.

IR04.04 Escalation and limits

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.

IR05 Decision, term and conditional-status directive

IR05.01 Full grant

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.

IR05.02 Conditional IA/PA

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.

IR05.03 Conversion and failure to close

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.

IR05.04 Monitoring and renewal

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.

IR06 Decision independence and due-process directive

IR06.01 Case roles

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.

IR06.02 Conflict thresholds

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.

IR06.03 Factual review

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.

IR06.04 Appeals and urgent protection

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.

IR07 Register, certificate and learner-record directive

IR07.01 Stable identities

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.

IR07.02 Public scope fields

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.

IR07.03 Cohort wording

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.

IR07.04 Verification and change

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.

IR08 Future readiness and international acceptance directive

IR08.01 Foundations and transition

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.

IR08.02 New learning models

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.

IR08.03 Pilot and calibration

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.

IR08.04 Acceptance development

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.

Annex B - Common learning outcomes

Normative. O01-O10 apply at the selected profile to qualification programmes. IA assesses whether the institution can govern their consistent application; PA verifies actual programme attainment. LR may delimit breadth to its focused published claim under IR02, with justified mapping of relevant outcomes and all essential safeguards.

Outcome	Required graduate capability
O01 Technical foundations	Explain and apply the mathematics, science, system principles and terminology needed for the selected profile and specialty.
O02 Evidence and problem solving	Gather relevant information, check its reliability, diagnose or formulate a problem and justify a response within role limits.
O03 Safe and competent practice	Plan and execute tasks with effective hazard controls, correct tools, traceable records and verification of results.
O04 Design or improvement	Compare alternatives and improve a product, process or service at the complexity appropriate to the selected profile.
O05 Digital and data responsibility	Use technical software and data critically, protect information and disclose permitted automation or AI assistance.
O06 Quality and professional integrity	Work honestly, maintain configuration and measurement discipline, identify defects and escalate unacceptable risk.
O07 Communication and teamwork	Communicate technical findings, document individual contribution and cooperate across roles and backgrounds.
O08 Sustainability and lifecycle judgment	Consider energy, materials, repair, reuse, emissions and end-of-life trade-offs without unsupported environmental claims.
O09 Inclusion and human needs	Consider diverse users, accessibility, ergonomics and social effects relevant to the work.
O10 Learning and future adaptation	Identify personal limits, seek current knowledge, evaluate emerging technology and plan continued development.

Mapping and evidence rule

For every applicable outcome record: profile, specialty link, course/task, teaching and practice, summative assessment, pass/critical-fail rule, learner evidence location, assessor, moderation and improvement. Distinguish an institutional aggregate attainment target from each learner's mandatory pass requirements. A cohort target cannot authorize graduation with a missing mandatory competence.

Annex C - Six education profiles

Normative. Profiles describe the expected complexity and independence of assessed work. They do not rename local qualifications or create automatic credit, duration or academic-level equivalence. Select one primary profile for each exit award and retain the local title and workload system.

Profile	Purpose
P1 Foundation and technical secondary	Supervised foundational practice; progression readiness, safe conduct and basic reasoning.
P2 Service and maintenance technician	Reliable execution and diagnosis of defined systems within an authorized role.
P3 Applied engineering technologist and advanced technician	Integrate, adapt and improve established technology in broadly defined operational situations.
P4 Engineering design and development	Formulate and solve complex open-ended automotive engineering problems.
P5 Advanced professional and specialist study	Advanced synthesis, specialist investigation and independent technical leadership.
P6 Research and doctoral development	Original, rigorous and ethically governed contribution to automotive knowledge.

P1 Foundation and technical secondary

Supervised foundational practice; progression readiness, safe conduct and basic reasoning.

P1.01 Knowledge

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

P1.02 Analysis

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

P1.03 Practice

Complete bounded workshop tasks under supervision without bypassing safety controls.

P1.04 Judgment

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

P1.05 Communication

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

P1.06 Integrative evidence

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

Profile application

Use O01-O10 and every selected specialty at this level of complexity and independence. Verify actual individual attainment and any safety-critical observed work. A local title or longer course duration is supporting context, not a substitute for the required evidence.

P2 Service and maintenance technician

Reliable execution and diagnosis of defined systems within an authorized role.

P2.01 Knowledge

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

P2.02 Analysis

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

P2.03 Practice

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

P2.04 Judgment

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

P2.05 Communication

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

P2.06 Integrative evidence

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

Profile application

Use O01-O10 and every selected specialty at this level of complexity and independence. Verify actual individual attainment and any safety-critical observed work. A local title or longer course duration is supporting context, not a substitute for the required evidence.

P3 Applied engineering technologist and advanced technician

Integrate, adapt and improve established technology in broadly defined operational situations.

P3.01 Knowledge

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

P3.02 Analysis

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

P3.03 Practice

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

P3.04 Judgment

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

P3.05 Communication

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

P3.06 Integrative evidence

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

Profile application

Use O01-O10 and every selected specialty at this level of complexity and independence. Verify actual individual attainment and any safety-critical observed work. A local title or longer course duration is supporting context, not a substitute for the required evidence.

P4 Engineering design and development

Formulate and solve complex open-ended automotive engineering problems.

P4.01 Knowledge

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

P4.02 Analysis

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

P4.03 Practice

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

P4.04 Judgment

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

P4.05 Communication

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

P4.06 Integrative evidence

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

Profile application

Use O01-O10 and every selected specialty at this level of complexity and independence. Verify actual individual attainment and any safety-critical observed work. A local title or longer course duration is supporting context, not a substitute for the required evidence.

P5 Advanced professional and specialist study

Advanced synthesis, specialist investigation and independent technical leadership.

P5.01 Knowledge

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

P5.02 Analysis

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

P5.03 Practice

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

P5.04 Judgment

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

P5.05 Communication

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

P5.06 Integrative evidence

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

Profile application

Use O01-O10 and every selected specialty at this level of complexity and independence. Verify actual individual attainment and any safety-critical observed work. A local title or longer course duration is supporting context, not a substitute for the required evidence.

P6 Research and doctoral development

Original, rigorous and ethically governed contribution to automotive knowledge.

P6.01 Knowledge

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

P6.02 Analysis

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

P6.03 Practice

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

P6.04 Judgment

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

P6.05 Communication

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

P6.06 Integrative evidence

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

Profile application

Use O01-O10 and every selected specialty at this level of complexity and independence. Verify actual individual attainment and any safety-critical observed work. A local title or longer course duration is supporting context, not a substitute for the required evidence.

Annex D - Automotive specialty schedules

Normative. Select all material specialties promised by the programme title and exit outcomes. All four requirements in each selected schedule apply at the chosen profile. Resources may be shared or externally accessed only with verified availability, safe capacity and retained responsibility. The listed resources are functional expectations, not a required brand or purchasing list.

Code / specialty	Educational coverage
D01 Vehicle architecture and mechanical engineering	Vehicle systems, chassis, structures, dynamics, mechanical design and integration.
D02 Combustion, hybrid and alternative-fuel systems	Engines, hybrid integration, transmissions, fuel and exhaust systems.
D03 Electric propulsion, batteries and thermal systems	Electric drives, power electronics, battery systems, energy management and thermal control.
D04 Electrical systems, mechatronics and diagnostics	Sensors, actuators, networks, low-voltage systems and integrated fault finding.
D05 Software, cybersecurity, data and artificial intelligence	Embedded software, secure development, vehicle data, analytics and AI-enabled systems.
D06 Driver assistance, automation and connected mobility	Perception, control, connected vehicle functions and bounded automated operation.
D07 Manufacturing, robotics and industrial operations	Production engineering, automation, assembly, tooling and industrial maintenance.
D08 Quality, metrology, testing and technical assurance	Measurement, laboratory work, inspection, validation, reliability and quality improvement.
D09 Maintenance, repair and service technology	General vehicle maintenance, workshop service, diagnosis and customer handover.
D10 Body, collision repair and refinishing	Damage assessment, structural repair, joining, coatings and post-repair verification.

Automotive specialty map (continued)

Code / specialty	Educational coverage
D11 Materials, joining and circular manufacturing	Metals, polymers, composites, joining, remanufacturing and material recovery.
D12 Charging, energy infrastructure and vehicle-grid integration	Charging equipment, electrical interfaces, energy management and customer service.
D13 Commercial, heavy-duty and off-highway vehicles	Trucks, buses, agricultural, construction and specialist automotive equipment.
D14 Two-wheelers, three-wheelers and micromobility	Powered two/three-wheelers, light electric mobility and relevant small-vehicle systems.
D15 Design, ergonomics, accessibility and human factors	Vehicle and service design, interfaces, comfort, inclusive access and user research.
D16 Sustainability, resources and end-of-life systems	Lifecycle impacts, energy, materials, emissions, circularity and responsible transition.
D17 Fleet, logistics and mobility operations	Fleet management, transport logistics, shared mobility and service reliability.
D18 Retail, aftersales, parts and automotive business	Dealers, parts distribution, service management, warranty and technical customer support.
D19 Motorsport, prototypes and performance development	Competition engineering, prototype development, performance analysis and specialist testing.
D20 Automotive education, technical leadership and knowledge transfer	Teacher preparation, assessor development, training design and technical education leadership.

D01 Vehicle architecture and mechanical engineering

Coverage: Vehicle systems, chassis, structures, dynamics, mechanical design and integration.

D01.01 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.

D01.02 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.

D01.03 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.

D01.04 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.

Resource and practice expectations

Drawings, component or system models, measurement tools and physical or validated digital demonstrators.

Integrated application

For an interdisciplinary programme, show how this specialty connects to the other selected schedules. Assessors shall verify the promised breadth without demanding an unrelated specialty merely because it is listed in this Standard. An unselected material claim must be removed from scope or properly assessed.

D02 Combustion, hybrid and alternative-fuel systems

Coverage: Engines, hybrid integration, transmissions, fuel and exhaust systems.

D02.01 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.

D02.02 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.

D02.03 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.

D02.04 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.

Resource and practice expectations

Representative rigs or vehicles, technical information, diagnostic access and safe emissions/energy measurement arrangements.

Integrated application

For an interdisciplinary programme, show how this specialty connects to the other selected schedules. Assessors shall verify the promised breadth without demanding an unrelated specialty merely because it is listed in this Standard. An unselected material claim must be removed from scope or properly assessed.

D03 Electric propulsion, batteries and thermal systems

Coverage: Electric drives, power electronics, battery systems, energy management and thermal control.

D03.01 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.

D03.02 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.

D03.03 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.

D03.04 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.

Resource and practice expectations

De-energized training systems where suitable, supervised specialist facilities, protected instruments and current emergency arrangements.

Integrated application

For an interdisciplinary programme, show how this specialty connects to the other selected schedules. Assessors shall verify the promised breadth without demanding an unrelated specialty merely because it is listed in this Standard. An unselected material claim must be removed from scope or properly assessed.

D04 Electrical systems, mechatronics and diagnostics

Coverage: Sensors, actuators, networks, low-voltage systems and integrated fault finding.

D04.01 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.

D04.02 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.

D04.03 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.

D04.04 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.

Resource and practice expectations

Circuit rigs, safe fault insertion, diagnostic tools, oscilloscopes or equivalent instruments and controlled technical information.

Integrated application

For an interdisciplinary programme, show how this specialty connects to the other selected schedules. Assessors shall verify the promised breadth without demanding an unrelated specialty merely because it is listed in this Standard. An unselected material claim must be removed from scope or properly assessed.

D05 Software, cybersecurity, data and artificial intelligence

Coverage: Embedded software, secure development, vehicle data, analytics and AI-enabled systems.

D05.01 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.

D05.02 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.

D05.03 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.

D05.04 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.

Resource and practice expectations

Isolated computing environments, controlled datasets, version management, test tooling and authorized security laboratories.

Integrated application

For an interdisciplinary programme, show how this specialty connects to the other selected schedules. Assessors shall verify the promised breadth without demanding an unrelated specialty merely because it is listed in this Standard. An unselected material claim must be removed from scope or properly assessed.

D06 Driver assistance, automation and connected mobility

Coverage: Perception, control, connected vehicle functions and bounded automated operation.

D06.01 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.

D06.02 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.

D06.03 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.

D06.04 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.

Resource and practice expectations

Safe simulation and hardware/software demonstrators, controlled test access and documented scenario/data provenance.

Integrated application

For an interdisciplinary programme, show how this specialty connects to the other selected schedules. Assessors shall verify the promised breadth without demanding an unrelated specialty merely because it is listed in this Standard. An unselected material claim must be removed from scope or properly assessed.

D07 Manufacturing, robotics and industrial operations

Coverage: Production engineering, automation, assembly, tooling and industrial maintenance.

D07.01 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.

D07.02 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.

D07.03 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.

D07.04 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.

Resource and practice expectations

Representative manufacturing or training cells, safe robotics controls, measurement tools and verified access to industrial practice.

Integrated application

For an interdisciplinary programme, show how this specialty connects to the other selected schedules. Assessors shall verify the promised breadth without demanding an unrelated specialty merely because it is listed in this Standard. An unselected material claim must be removed from scope or properly assessed.

D08 Quality, metrology, testing and technical assurance

Coverage: Measurement, laboratory work, inspection, validation, reliability and quality improvement.

D08.01 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.

D08.02 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.

D08.03 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.

D08.04 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.

Resource and practice expectations

Checked instruments, representative samples, controlled methods, original-data retention and competent independent review.

Integrated application

For an interdisciplinary programme, show how this specialty connects to the other selected schedules. Assessors shall verify the promised breadth without demanding an unrelated specialty merely because it is listed in this Standard. An unselected material claim must be removed from scope or properly assessed.

D09 Maintenance, repair and service technology

Coverage: General vehicle maintenance, workshop service, diagnosis and customer handover.

D09.01 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.

D09.02 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.

D09.03 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.

D09.04 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.

Resource and practice expectations

Representative vehicles or rigs, maintained lifting and service equipment, consumables and accessible current technical information.

Integrated application

For an interdisciplinary programme, show how this specialty connects to the other selected schedules. Assessors shall verify the promised breadth without demanding an unrelated specialty merely because it is listed in this Standard. An unselected material claim must be removed from scope or properly assessed.

D10 Body, collision repair and refinishing

Coverage: Damage assessment, structural repair, joining, coatings and post-repair verification.

D10.01 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.

D10.02 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.

D10.03 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.

D10.04 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.

Resource and practice expectations

Safe extraction and protective facilities, material/joining demonstrators, measurement systems and controlled repair information.

Integrated application

For an interdisciplinary programme, show how this specialty connects to the other selected schedules. Assessors shall verify the promised breadth without demanding an unrelated specialty merely because it is listed in this Standard. An unselected material claim must be removed from scope or properly assessed.

D11 Materials, joining and circular manufacturing

Coverage: Metals, polymers, composites, joining, remanufacturing and material recovery.

D11.01 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.

D11.02 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.

D11.03 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.

D11.04 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.

Resource and practice expectations

Representative samples, safe preparation/joining facilities, characterization tools and traceable recovered-material examples.

Integrated application

For an interdisciplinary programme, show how this specialty connects to the other selected schedules. Assessors shall verify the promised breadth without demanding an unrelated specialty merely because it is listed in this Standard. An unselected material claim must be removed from scope or properly assessed.

D12 Charging, energy infrastructure and vehicle-grid integration

Coverage: Charging equipment, electrical interfaces, energy management and customer service.

D12.01 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.

D12.02 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.

D12.03 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.

D12.04 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.

Resource and practice expectations

Safe charging demonstrators, controlled electrical access, test equipment and representative digital/payment interface scenarios.

Integrated application

For an interdisciplinary programme, show how this specialty connects to the other selected schedules. Assessors shall verify the promised breadth without demanding an unrelated specialty merely because it is listed in this Standard. An unselected material claim must be removed from scope or properly assessed.

D13 Commercial, heavy-duty and off-highway vehicles

Coverage: Trucks, buses, agricultural, construction and specialist automotive equipment.

D13.01 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.

D13.02 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.

D13.03 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.

D13.04 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.

Resource and practice expectations

Suitable full-scale access or justified representative rigs; rated support/lifting arrangements and specialist supervision.

Integrated application

For an interdisciplinary programme, show how this specialty connects to the other selected schedules. Assessors shall verify the promised breadth without demanding an unrelated specialty merely because it is listed in this Standard. An unselected material claim must be removed from scope or properly assessed.

D14 Two-wheelers, three-wheelers and micromobility

Coverage: Powered two/three-wheelers, light electric mobility and relevant small-vehicle systems.

D14.01 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.

D14.02 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.

D14.03 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.

D14.04 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.

Resource and practice expectations

Representative vehicles or rigs, secure stands/fixtures, appropriate energy safeguards and safe evaluation arrangements.

Integrated application

For an interdisciplinary programme, show how this specialty connects to the other selected schedules. Assessors shall verify the promised breadth without demanding an unrelated specialty merely because it is listed in this Standard. An unselected material claim must be removed from scope or properly assessed.

D15 Design, ergonomics, accessibility and human factors

Coverage: Vehicle and service design, interfaces, comfort, inclusive access and user research.

D15.01 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.

D15.02 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.

D15.03 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.

D15.04 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.

Resource and practice expectations

Accessible prototypes, measurement and observation tools, participant protection and safe task environments.

Integrated application

For an interdisciplinary programme, show how this specialty connects to the other selected schedules. Assessors shall verify the promised breadth without demanding an unrelated specialty merely because it is listed in this Standard. An unselected material claim must be removed from scope or properly assessed.

D16 Sustainability, resources and end-of-life systems

Coverage: Lifecycle impacts, energy, materials, emissions, circularity and responsible transition.

D16.01 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.

D16.02 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.

D16.03 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.

D16.04 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.

Resource and practice expectations

Traceable activity data, calculation tools, safe process observations and evidence of actual reuse/recovery routes.

Integrated application

For an interdisciplinary programme, show how this specialty connects to the other selected schedules. Assessors shall verify the promised breadth without demanding an unrelated specialty merely because it is listed in this Standard. An unselected material claim must be removed from scope or properly assessed.

D17 Fleet, logistics and mobility operations

Coverage: Fleet management, transport logistics, shared mobility and service reliability.

D17.01 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.

D17.02 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.

D17.03 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.

D17.04 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.

Resource and practice expectations

Anonymized operational datasets, fleet/service access, planning tools and representative disruption scenarios.

Integrated application

For an interdisciplinary programme, show how this specialty connects to the other selected schedules. Assessors shall verify the promised breadth without demanding an unrelated specialty merely because it is listed in this Standard. An unselected material claim must be removed from scope or properly assessed.

D18 Retail, aftersales, parts and automotive business

Coverage: Dealers, parts distribution, service management, warranty and technical customer support.

D18.01 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.

D18.02 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.

D18.03 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.

D18.04 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.

Resource and practice expectations

Controlled business simulations or supervised workplace cases, parts/catalogue records and privacy-protected customer examples.

Integrated application

For an interdisciplinary programme, show how this specialty connects to the other selected schedules. Assessors shall verify the promised breadth without demanding an unrelated specialty merely because it is listed in this Standard. An unselected material claim must be removed from scope or properly assessed.

D19 Motorsport, prototypes and performance development

Coverage: Competition engineering, prototype development, performance analysis and specialist testing.

D19.01 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.

D19.02 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.

D19.03 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.

D19.04 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.

Resource and practice expectations

Risk-approved project facilities, instrumentation, safe test access and accountable configuration control.

Integrated application

For an interdisciplinary programme, show how this specialty connects to the other selected schedules. Assessors shall verify the promised breadth without demanding an unrelated specialty merely because it is listed in this Standard. An unselected material claim must be removed from scope or properly assessed.

D20 Automotive education, technical leadership and knowledge transfer

Coverage: Teacher preparation, assessor development, training design and technical education leadership.

D20.01 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.

D20.02 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.

D20.03 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.

D20.04 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.

Resource and practice expectations

Supervised teaching practice, learner-work samples, observation tools and competent independent assessor feedback.

Integrated application

For an interdisciplinary programme, show how this specialty connects to the other selected schedules. Assessors shall verify the promised breadth without demanding an unrelated specialty merely because it is listed in this Standard. An unselected material claim must be removed from scope or properly assessed.

Annex E - Decisions, sampling and examples

Decision	Mandatory basis	Term / follow-up
Full IA	All applicable requirements Met; at least one completed academic operating year.	4 years; annual monitoring; mid-cycle review by month 24.
Full PA	All applicable requirements Met; at least one graduating cohort with verified outcomes.	4 years; annual monitoring; mid-cycle review by month 24.
LR recognition	All applicable focused-offering requirements Met; at least one completed assessed delivery.	2 years; annual monitoring; no conditional LR.
Conditional IA/PA	Only 1-3 isolated Minor findings; all safety, integrity, lawful basis and mandatory outcomes Met.	Close within 90 calendar days; maximum 12-month term; no conditional renewal.
Candidate	Eligible developmental scope with credible readiness and milestones, but insufficient operating history.	Up to 36 months; one evidenced renewal up to 36 months; not accredited.
Defer / refuse	Material evidence pending, Major/Critical finding or eligibility failure.	No grant; reasoned remedy or refusal and appeal route.
Suspend / reduce / withdraw	Existing grant basis materially compromised; proportionate scope and learner protection.	Reasoned action, public status update, response and appeal.

No compensating total score

The scheme uses requirement-specific findings. Do not average Met and unmet requirements, count policies as competence, or accept strong resources as compensation for unproven learner outcomes. All selected specialties and mandatory profile outcomes apply to the claimed scope. A reasoned NA is permitted only when the trigger is absent; missing evidence remains Pending.

Conditional findings and critical requirements

A Critical-gate label in the checklist identifies a protection, integrity or assurance gate. Any actual gap affecting that gate prevents a grant. A purely clerical discrepancy may be Minor only where the assessor demonstrates that the gate itself remains fully satisfied; the finding must identify the separate record defect and its limited impact. Major and Critical findings cannot be relabeled to qualify for conditional status.

Sampling examples and limits

Latest completed cohort per stratum	Minimum deep-review sample
N = 7	All 7 completers; add relevant failed/reassessed or other cases outside that completer set where needed.
N = 40	10 completers, plus coverage needed for relevant assessment categories.
N = 117	12 completers: ceiling(11.7).
N = 240	24 completers.
Two sites with 40 and 117	10 at the first site and 12 at the second, not one pooled sample of 16.

The completer sample is a minimum deep review, not the institution's assessment of all learners. Review the complete cohort register, failed/withdrawn pathways, aggregate attainment and every mandatory outcome. Include additional cases when category coverage cannot be achieved within the minimum. The sample is not a claim of a quantified statistical confidence level.

Worked decision cases

Case 1: A programme has excellent laboratories but no direct evidence that graduates can perform a required safe isolation task. This is an unproven mandatory outcome and prevents a grant. It is not offset by facilities or other examination marks.

Case 2: A mature programme meets all outcomes and safeguards but has two isolated, nonessential version-index errors. A conditional PA decision may be considered, with verified closure within 90 calendar days and a maximum twelve-month conditional term. A new full decision after closure preserves the original four-year maximum end date.

Case 3: A new engineering programme has a complete curriculum and functioning laboratories but no graduating cohort. Candidate status may be considered after readiness review; PA cannot be granted on predicted graduate attainment.

Case 4: A university holds IA for its automotive faculty. Its new remote short course needs a separate LR decision and verified assessment. The faculty's institutional mark does not establish course recognition.

Annex F - Platform and public-record specification

Normative. The platform is a controlled operating model and data specification; these documents do not claim that a live portal has been deployed. A system may be implemented through secure records or software if it preserves the requirements below.

Object	Minimum identity and relationship
Institution	Stable institution ID; legal entity; named unit; category; authority; membership reference; contacts and country.
Programme / offering	Stable child ID; parent institution; route; local title; awarding body; profile; specialties; curriculum version.
Delivery scope	Site ID; address/country; mode; language; partner; cohort boundary; approved start/end and limitations.
Evidence / assessment	Case ID; source/version; controls/outcomes; sample and visit; finding; response and verified closure.
Decision	Decision ID/version; independent panel; exact scope rows; status; effective/expiry; conditions; appeal and history.
Public verification	Accessible current record, stable link/QR destination, historical correction and exportable nonpersonal fields.

Permission and change control

Applicants manage their own submissions and see permitted case feedback. Assessors receive only assigned evidence. Decision and appeal panels have separate role access. Register publication uses approved fields and cannot expose learner samples. Log every status change with actor, time, reason and source decision; use two-person review for publication and status correction.

Institution-to-programme propagation

A parent suspension triggers an impact review of linked programmes, not silent blanket propagation. Identify which controls, sites and learner outcomes are affected. A programme grant never automatically raises the parent institution to IA. Public interfaces shall make these distinctions visible.

Annex G - Records, timelines and evidence retention

Register	Minimum content
R01 Scheme authority	Edition, approval, effective date, implementation notice, responsible entity, roles and transition.
R02 Institution and membership	Legal identity, unit, category, authority, membership, contacts, jurisdiction and restrictions.
R03 Programme and scope	Programme ID, title, local award, profile, specialties, curriculum, site, mode, language and cohort boundary.
R04 Evidence and self-evaluation	Source ID, title, version, date, location, owner, control/outcome link, confidentiality and original access.
R05 Learner cohort and sample	Pseudonymous ID, cohort, site/mode, outcome results, selection reason, assessor and limitations.
R06 Staff and resources	Competence, assignment, currency, workload, equipment, maintenance, capacity and access.
R07 Hosts and partners	Entity, agreement, task/award responsibility, safeguarding, visits, findings and scope limits.
R08 Team and conflicts	Case role, competence, interests, 36-month review, recusal, replacement and access.
R09 Visit and observations	Plan, site, date, assessor, activity, source, sample, deviations, protection and release.
R10 Findings and remedies	Requirement, fact, severity, scope, cause, learner effect, action, deadline and verified closure.
R11 Decision and conditions	Panel, independence, quorum, reasons, dissent, scope, dates, conditions, notice and appeal.
R12 Monitoring and change	Anniversary, report, risk, mid-cycle, site visit, proposed change, decision and renewal.
R13 Appeals and protected concerns	Case type, ground, receipt, urgent triage, confidentiality, reviewer, evidence, determination and remedy.
R14 Public records and marks	Current route/status, scope rows, verification, approved wording, corrections and history.
R15 Continuity and information	Teach-out, records custodian, access, incidents, holds, recovery, retention and deletion.
R16 Scheme improvement and acceptance	Pilots, calibration, fairness indicators, external review, revisions and actual acceptance agreements.

Common service calendar

Action	Rule
Receipt / appeal acknowledgment	5 business days.
Initial complete-file screening	Target 15 business days.
Completeness correction	Normally 20 calendar days.
Draft factual response	15 calendar days.
Decision after complete pack	Target 30 calendar days.
Conditional finding closure	90 calendar days from conditional effective date.
Accreditation appeal	Within 30 calendar days of reasoned notice.
Appeal determination	Target 45 calendar days after complete file.
Annual report / review	Within 30 calendar days of anniversary / review target 60 days after complete report.
Serious event / other material notice	48 hours / 30 calendar days.
Renewal application	At least 6 months before expiry.
Decision/evidence retention	6 years after scope expiry or closure; documented holds override disposal.
Incidental recordings	Delete within 30 days after final case/appeal closure unless justified retention applies.

Learner qualification records

The provider maintains learner award and transcript records under its applicable obligations and continuity arrangements. The IAF case-retention period is not an instruction to delete original learner qualifications after six years. Store only the pseudonymized learner samples necessary for the scheme decision, protect reidentification keys and document access and disposal.

Annex H - Adoption and international acceptance roadmap

Normative launch requirements and improvement commitments. Global acceptance is built through transparent evidence and actual adoption by relevant users; it cannot be created by wording in a private standard.

Phase	Required result
1. Authority and consultation	Confirm responsible IAF entity, lawful scheme terminology, governance, stakeholder participation and published scope boundaries.
2. Pilot and calibration	Test university, applied/vocational and technical-secondary cases in varied contexts; review consistency and learner protection independently.
3. Operational release	Approve the eight documents, implementation notice, assessors, decision/appeal pools, registry and data controls.
4. Public evidence	Publish actual scopes, methods, limitations, complaints routes and aggregate scheme-performance results.
5. Scoped acceptance	Negotiate and verify concrete employer, institution or other acceptance arrangements; identify what is accepted and what remains subject to separate approval.
6. External challenge and evolution	Conduct annual review and independent external scheme evaluation at least every four years; revise prospectively with transparent transition.

Implementation notice minimums

Identify adopted edition and effective date, accountable entity, route availability, application channel, languages, service calendar, membership administration, assessors and conflict route, privacy contacts, learner-protection escalation, assessment logistics, decision/appeal arrangements, public register, use terms and transition. Administrative conditions shall never determine technical findings. The forms in this set do not request fee or payment details.

Release alignment

The IAF website and member portal shall distinguish institutional accreditation, programme accreditation and learning-offering recognition. Replace ambiguous umbrella claims with verified scope language before issuing live decisions. This First Edition is a complete proposed framework prepared for formal IAF adoption; no external recognition agreement or existing grant is asserted.