UK SPEC and the RAPID Progress File:

A Tool for Academic, Personal and Professional Development in Engineering

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Overview

- Introduction
- Engineering Competences and UK-SPEC
- The RAPID Progress File
- RAPID and UK-SPEC
- Conclusion

Introduction

- **Background**
- **Aim**
  - Methodology
  - RAPID
  - UK-SPEC

Engineering Competences and UK-SPEC

- More flexible and transparent registration procedure
- Two separate documents: CEng/IEng and EngTech
- Competence-based assessment and Output Standards Framework
- No reduction in the levels of competence
- Fewer competence substatements

UK-SPEC vs SARTOR 3

- CEng and IEng
  - Emphasis on personal and social skills
  - Emphasis on sustainable development
- Eng Tech
  - Inclusion of/emphasis on (practical and technical) skills
  - Increased emphasis on effective communication and interpersonal skills
  - Emphasis on involvement with own licensed institution

RAPID Progress File

- **Web - based Personal and Professional Development Planning (PDP) Tool**

  - **R**ecording
  - **A**cademic,
  - **P**rofessional and
  - **I**ndividual
  - **D**evelopment

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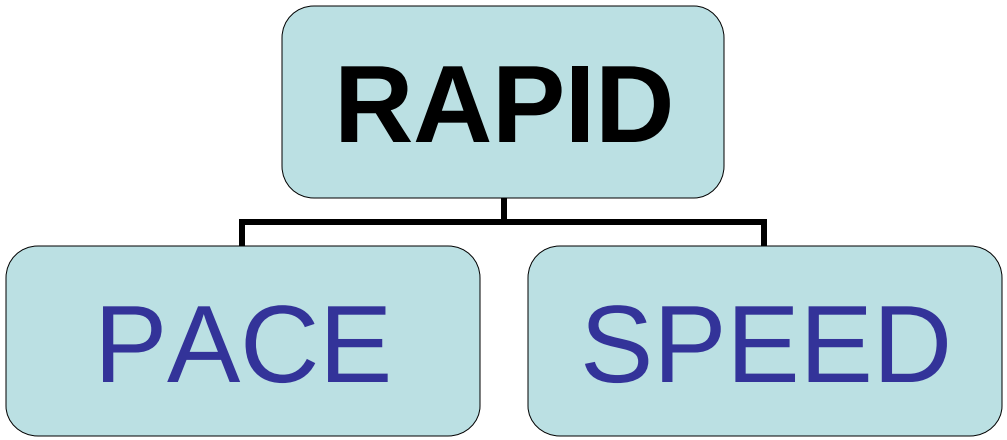
Development and Implementation

- **1998 – 2000 / 2000 – 2003**
  - January 2003 – Dec 2004
- **ESF funding (2003-04)**
- **3000 + students**
- **14 HE Institutions**
- **8 Versions**
  - plus a UK-SPEC compliant generic Engineering version.

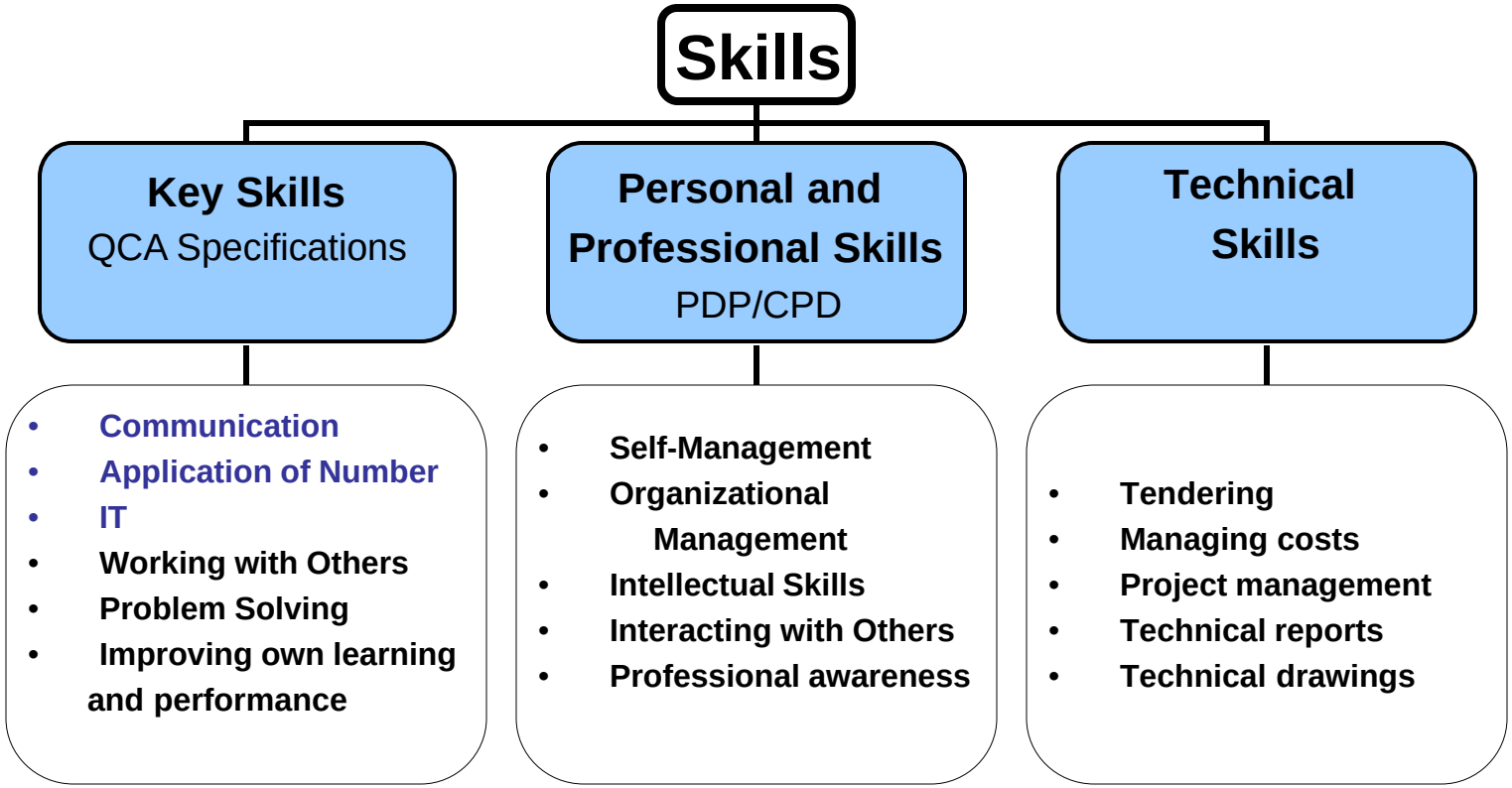
Benefits of using RAPID

- Comprehensive Record of Achievement
- Framework to audit, record, monitor skills/competences
- A set of personal attributes, and Skills (Key, Personal and Professional and Technical)
- A means to determine skill gaps and make action plans
- An online, web-based tool
- A means to ease transition from study to lifelong professional development
- Personal awareness
- CV / Application Forms / Interviews
- Access to Online Skills Resources
- Minimal time commitment
- Online help

The Structure of RAPID



Types of Skills in RAPID



COMPETENCE LEVELS

Statement of competence	Corresponding NVQ/GNVQ level
Statement A *Trainee*	**Level 2**
Statement B *Supervised Practitioner*	**Level 3**
Statement C *Practitioner*	**Threshold levels 3/4**
Statement D *Expert*	**Threshold levels 4/5**

RAPID	UK - SPEC															
	A Engineering knowledge and understanding		**B** Apply theoretical and practical methods to the analysis and solution of engineering problems			**C** Provide technical and commercial leadership				**D** Demonstrate effective interpersonal skills			**E** Professional conduct			
	A1	A2	B1	B2	B3	C1	C2	C3	C4	D1	D2	D3	E1	E2	E3	E4
KEY SKILLS																
• **Communication**										■	■					
• **IT**										■	■					
• **Application of Number**	■			■												
• **Working with others**			■				■	■				■				
• **Improving Own Learning & Performance**	■											■				■
• **Problem Solving**			■	■	■											
PERSONAL AND PROFESSIONAL SKILLS																
• **Self - Management**	■	■										■				■
• **Organisational Management**	■	■	■	■	■	■	■									
• **Interacting with others**	■	■		■	■	■	■									
• **Professional Awareness**	■	■	■		■		■		■				■	■	■	
• **Intellectual Skills**	■	■	■	■	■											
TECHNICAL SKILLS																
• **Tendering**	■	■	■	■	■	■	■									
• **Managing costs**	■	■	■	■	■	■	■									
• **Project Management**	■	■	■	■	■	■	■		■							
• **Technic al Reports**	■	■	■	■	■						■					
• **Technical Drawings**	■	■	■	■	■											
PERSONAL ATTRIBUTES																
• **Initiative Taking**												■				■
• **Assertiveness**												■				
• **Adaptability**												■				
• **Motivation**												■				■
• **Resilience**												■				■

Conclusion

- Complete coverage of UK-SPEC competences in RAPID
- RAPID for skills audit/development/monitoring: company requirements & professional registration
- RAPID eases transition from undergraduate study to a lifelong PD
- Visit
  - http://engskills.lboro.ac.uk/abe/
  - http://rapidprojects.lboro.ac.uk
  - http://rapid.lboro.ac.uk

Any Questions?