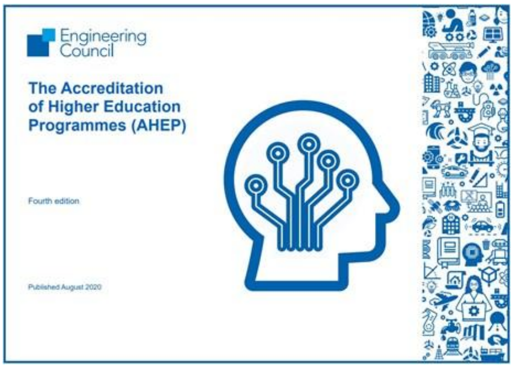
Programme Recognition Handbook

Edition 1.0

November 2025

To support Accreditation of Higher Education Programmes (AHEP) 4.0 and Approval and Accreditation of Qualifications and Apprenticeships (AAQA) 1.0
with reference to Regulations for Registration (RfR) 4.3



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1 Introduction

1a Purpose and scope of this Handbook

The Programme Recognition Handbook (hereafter referred to as this Handbook) is a resource to provide and signpost guidance to support recognition of programmes by Licensed professional engineering institutions against the Engineering Council's Approval and Accreditation of Qualifications and Apprenticeships (AAQA) and Accreditation of Higher Education Programmes (AHEP) standards. These standards set out the overall requirements for programmes to be recognised (approved or accredited) as delivering some or all of knowledge and understanding (expressed as learning outcomes) and/or competence for professional registration as a Chartered Engineer (CEng), Incorporated Engineer (IEng), Engineering Technician (EngTech). The standards are internationally recognised and periodically reviewed to ensure that they remain relevant to the profession and society.

Recognition is the overriding term used by the Engineering Council to refer to approval and accreditation of programmes.

This is the application of processes which judge the extent to which a programme delivers the learning outcomes and/or competences required for a particular level of professional registration. Recognition is a process of peer review – an assessment being made by professional registered peers.

The Engineering Council licenses some Professional Engineering Institutions (PEIs) to approve or accredit programmes of learning. Licensed PEIs may contextualise the threshold learning outcomes and/or competences set by the Engineering Council as appropriate for their sector of the engineering profession.

Recognition is applied to individual programmes of learning, not to all programmes from an awarding organisation, provider or department.

Where programmes are approved or recognised by other bodies, such as government agencies, and in some cases where they are endorsed by Licensed PEIs, this should not be confused with Licensed PEI recognition against AAQA or AHEP, which should be confirmed with reference to the Engineering Council's recognised course search database.

It is hoped that the information provided in this Handbook will be useful to all stakeholders in programme recognition – including:

- Awarding organisations (organisations that award qualifications, including degrees and apprenticeships)
- Education and training providers that are seeking recognition of their programmes. These include FE colleges, universities, private training providers, and employers that run their own programmes – hereafter referred to collectively as providers
- Staff and volunteers from Licensed PEIs involved in programme recognition
- Engineering Council staff and volunteers with an interest in programme recognition

This Handbook brings together a lot of information, much of which was previously in a number of separate documents, as well as signposting some documents that remain separate due to their purpose and/or length.

Readers are encouraged to skip sections of this Handbook that are not relevant to their interests and activities. However, they should ensure that they familiarise themselves with sections that are relevant to the recognition and programme types they are interested in, as well as the relevant standard(s).

This Handbook should be read alongside[1]:

- AHEP for accreditation of degrees and other HE programmes such as Foundation degrees and some HNDs
- AAQA for recognition of other qualifications (including work-based qualifications) and apprenticeships
- The UK Standard for Professional Engineering Competence and Commitment (UK-SPEC)
- (For Licensed Professional Engineering Institutions) the Regulations for Registration (RfR)

It is anticipated that updates and additions will be made to this document in due course, so readers are asked to ensure that they are referring to the latest version.

1b Terminology

Some of the terms used in this Handbook and the associated standards and regulations may be used externally to mean different things. For example, approval by an education or apprenticeship regulator or funder is not the same as approval by a Licensed PEI and does not exempt awarding organisations or providers from any of the approval or accreditation process for programme recognition against the Engineering Council's standards.

Licensed PEIs are professional engineering institutions licensed by the Engineering Council to conduct registration, with some additionally licensed to conduct programme recognition. Professional Affiliates are closed affiliated with but not licensed by the Engineering Council. However, they can process members for registration through agreements with Licensed PEIs. The term Professional Engineering Institution (PEI) refers to both Licensed PEIs and Professional Affiliates, although in some contexts the PEI may be used to refer to Licensed PEIs.

Awarding organisations are bodies that award a qualification or apprenticeship. Providers are organisations that deliver (or contribute towards the delivery of) a qualification or apprenticeship. In some cases, such as university programmes, the awarding organisation and provider will be the same.

Programmes refers to degrees, apprenticeships and qualifications, with a broad definition of qualifications used.

Level refers to the level of a programme in relevant qualification frameworks or equivalent eg EQF, ESCED, FHEQ, SCQF. This translates to the level of award types, eg HND, bachelors, masters and the level of programme which may be recognised in a particular way against the AAQA or AHEP standards to support a professional title at a particular level. For example:

[1] These are the Standards and Regulations and if any updates result in inconsistences between this document and those, those documents take precedence.

- ISCED level 3 programmes such as T levels may be recognised for EngTech in full
- ISCED level 6 programmes such as bachelors degrees may be recognised for IEng in full or CEng with further learning required
- ISCED level 7 integrated masters may be recognised for CEng in full, and non-integrated masters may be recognised as further learning for CEng

Learning outcomes which programmes may be recognised as addressing, express the threshold (minimum) knowledge and understanding that underpins the competences required for professional registration.

Competence and professional commitment are also required for registration, with UK-SPEC specifying the threshold (minimum) competences and commitments required.

Recognition refers to formal recognition of programmes by Licensed PEIs against the Engineering Council AAQA or AHEP standard. Recognition may be through approval (at the status of an awarding organisation recognising a programme for delivery in multiple locations) or accreditation (at provider status, recognising a programme for delivery in a specific location).

Registration refers to professional recognition that an individual has demonstrated via a PEI professional review process, the required competences and commitments for one of four legally protected professional titles:

- Engineering Technician (EngTech)
- Incorporated Engineer (IEng)
- Chartered Engineer (CEng)
- Information and Communications Technology Technician (ICT*Tech*)

A glossary on page 66 of this Handbook sets out a list of key terms.

1c Programmes that can be recognised against AAQA or AHEP

Programmes including degrees, apprenticeships, qualifications, and other types of learning and vocational education and training, including those led by employers and PEIs, can be recognised by PEIs under licence to the Engineering Council.

Recognition is not limited to UK programmes and some Licensed PEIs operate internationally. There should be no engineering programme which cannot be recognised if at the right level and demonstrating the threshold learning outcomes and/or competences for recognition.

AAQA sets the standard for recognition of non-degree programmes and degree/graduate apprenticeships may also be recognised against it. AAQA supports approval and accreditation of apprenticeships and qualifications from a wide range of awarding organisations and providers including employers.

Programmes that can be recognised against AAQA include:

- Apprenticeships (including degree apprenticeships, graduate apprenticeships and other higher apprenticeships)
- T levels
- Higher National Certificates (HNCs)

- Higher National Diplomas (HNDs)
- Foundation degrees
- Employer programmes (sometimes known as company or in-house training schemes)
- Other qualifications

AHEP sets the standard for accreditation of degrees and other HE programmes. Programmes that can be accredited against AHEP include:

- Higher National Diplomas (HNDs)
- Foundation degrees (Fds)
- Bachelors degrees (with and without honours, including top-ups)
- Integrated masters (such as MEng)
- Non-integrated masters (such as MSc)
- Doctorates (such as EngD)

Licensed PEIs cannot formally recognise programmes below EQF level 4/ISCED level 3 or equivalent as no professional title is underpinned by knowledge and understanding (learning outcomes) and competences below that level. It is also not currently possible for programmes that are too small to deliver a full set of specified learning outcomes or competences to be approved or accredited. However, there may be circumstances where a smaller or lower-level programme contributes towards some of the requirements for a professional title. Licensed PEIs may consider endorsing this, particularly where the programme forms part of a progression pathway. This may be helpful in guiding the awarding organisation, provider, learner or apprentice on what knowledge and understanding and/or competence gaps may need to be filled to demonstrate the requirements for professional registration.

Note, this Handbook does not cover recognition of Initial Professional Development (IPD), the period when an individual is developing the knowledge, understanding and skill, and professional attitude required for professional registration) except in circumstances where IPD is in a form that permits formal recognition against AAQA.

For further information about IPD, see section 2d and the IPD policy statement on the Engineering Council website

Programmes may not be recognised, even where there is scope for recognition, for a number of reasons:

- Approval and accreditation are voluntary activities so it may be that the awarding organisation or provider has not yet sought this recognition
- Newly developed qualifications and apprenticeships may be awaiting approval or accreditation
- The recognition panel or Licensed PEI might have concluded that the programme does not meet the requirements for recognition, or that a number of conditions must be met before recognition can be confirmed

It should be noted that non-UK qualifications may be recognised by an agency in the jurisdiction in which they are delivered, and, in some cases, this will afford recognition via International Accords. For more information visit www.engc.org.uk/international-recognition

1d The benefits of programme recognition by Licensed PEIs against AAQA or AHEP

All learners and apprentices deserve an education that is world-class and that develops industry-relevant skills.

Programme recognition by Licensed PEIs against AAQA or AHEP ensures that:
- The programme meets and/or exceeds the learning outcomes and/or competence threshold standard, (or in some cases an intermediate set of learning outcomes or competences to support progression set by the Engineering Council) as set out in AAQA or AHEP
- Any sector specific requirements set by the Licensed PEI are met
- The programme meets and/or exceeds the appropriate ISCED or EQF qualification level, or if it lies outside these frameworks, is demonstrably at a comparable level
- The delivery, assessment and quality assurance arrangements are appropriate and satisfactory

There are a number of stakeholders who benefit from programme recognition, these include:

- Students, graduates, apprentices, and individuals selecting a programme. They will be assured that their chosen programme delivers learning outcomes and/or competences that meet professional standards, which may confer an advantage when seeking employment and professional registration
- Employers will be assured that an employee (current or future), following or holding a recognised qualification or apprenticeship is, or will be, at a standard associated with that required for professional registration. It is an indicator that the programme's content and quality is good, and that they can trust its validity
- Those who design the learning outcomes, competency content, and assessment of qualifications and apprenticeships (including awarding organisations, government agencies and representatives of industry) can demonstrate that their programme has been designed to meet professional standards and to demonstrate high quality
- Colleges, training providers and universities, by offering recognised qualifications and apprenticeships, will demonstrate that they are committed to offering programmes which have been designed to meet professional standards
- Licensed PEIs will demonstrate to their stakeholders (including employers, registrants, universities and training providers) that they are committed to supporting high quality qualifications and apprenticeships. In turn, this could have positive benefits through increased membership, an easier registration process and more engineers and technicians being professionally registered

1e Progression to registration

Professional registration confirms that an individual has been assessed through a PEI professional review process as demonstrating the competences and commitments required for one of four legally protected professional titles:
- Engineering Technician (EngTech)
- Incorporated Engineer (IEng)
- Chartered Engineer (CEng)
- Information and Communications Technology Technician (ICT*Tech*)

Achievement of professional registration demonstrates a high standard of competence and commitment and sets the individual apart as a professional engineer or technician.

Registration also provides a firm foundation of ethics, commitment to continuing professional development, contribution to sustainable development, and compliance with professional codes of conduct. Achieving a professional title demonstrates that an employee has a positive attitude and the drive to succeed within the engineering profession.

Some, or all, of the knowledge and understanding (learning outcomes), and some, or all, of the competence required for registration may be acquired through recognised programmes. All candidates for registration also need to demonstrate their professional competence and commitment through a Professional Review. Individuals who successfully complete a recognised programme will find the process of achieving professional registration more straightforward.

Successfully completing a recognised programme smooths the pathway to professional registration. This is a valuable advantage to all parties and demonstrates a strong commitment to professionalism.

The registration process may be easier for individuals who have completed recognised programmes. However other learning and evidence of competence, whether formal or informal,can be assessed by Licensed PEIs who can guide individuals on their registration processes.

Licensed PEIs make their own decisions as to whether to accept approval or accreditation conferred by another Licensed PEI when considering applicants for registration.

A key step in the registration process is to join a Licensed PEI. Licensed PEI membership ensures individuals belong to a network of skilled professionals in their chosen field. Licensed PEI membership may also provide opportunities for involvement in influential activities, access to up-to-date research and other information, as well as access to a range of Initial and Continuing Professional Development (IPD & CPD) opportunities.

Many Licensed PEIs offer specific membership categories to students and apprentices, often without fees.

1f Professional registration of academics and laboratory technicians in education

Professional registration is open to engineers and technicians working in education.

Holding a professional title enables educators to lead by example. Educators with professional titles not only enjoy the benefits of status and recognition, they also gain credibility with their students.

Education institutions also benefit. A professionally registered faculty shows prospective students and industry partners that its teachers and researchers are committed to keeping their knowledge, understanding and skills up to date.

The registration process is the same for engineers and technicians working in education as for those working industry. However, evidence presented during the registration process may be different, for example it might include evidence from in-course development, research and teaching.

The Engineering Council does not prescribe a minimum requirement for professional qualification of academics. However, Licensed PEIs are encouraged to support engineering departments and their staff to increase the levels of professionally qualified engineering academics. This provides role models for their students and provides a mechanism for active engagement with the profession.

1g International recognition

Programmes recognised against Engineering Council standards may additionally benefit from international recognition through an International Accord.

In an increasingly global market for engineering education, the opportunity to have a programme recognised under an International Accord offers potential benefits to awarding organisations and providers including:

- The programme is more attractive to students who value an internationally recognised qualification, particularly to international students and those who may want to work in countries where 'engineer' is a legally protected title
- Assurance that a programme meets international standards.

The Engineering Council is a signatory to the following International Accords:

- The EUR-ACE® Accord, administered by the ENAEE, demonstrates the international standing of accredited degrees. Programmes that carry the EUR-ACE® label are recognised within the QualificationsFramework of the European Higher Education Area (QF-EHEA). Award of the EUR-ACE® label shows that a programme is recognised by ENAEE as a first cycle degree (bachelors degrees delivering the equivalent of at least 180 ECTS credits) or second cycle degree (Integrated masters (MEng), MSc, etc).For further details see: www.engc.org.uk/eurace
- The Washington Accord was first signed in 1989. It recognises that professional engineering education programmes accredited by the signatories deliver outcomes that meet, or exceed, the Washington Accord Graduate Attributes (learning outcomes). Degrees accredited under the Engineering Council licence as meeting the educational base for CEng are recognised by the Washington Accord. For further details see: www.internationalengineeringalliance.org/accords/washington-accord.
- The Sydney Accord was first signed in 2001. It recognises that engineering technologist education programmes accredited by the signatories deliver outcomes that meet, or exceed, the Sydney Accord Graduate Attributes (learning outcomes). Degrees accredited under the Engineering Council licence as meeting the educational base for IEng are recognised by the Sydney Accord. For further details see: www.internationalengineeringalliance.org/accords/sydney
- The Dublin Accord was first signed in 2002. It recognises that the educational base for Engineering Technicians (EngTechs) approved or accredited by the signatories deliver outcomes that meet, or exceed, the Dublin Accord Graduate Attributes (learning outcomes). Programmes approved under the Engineering Council licence as meeting the educational base for EngTech before June 2024 are recognised by the Dublin Accord. The Engineering Council moved to Dublin Accord (DA) conditional signatory status on 13 June 2024, as Licensed PEIs had been unable to identify EngTech recognition activity for the Dublin Accord review panel to observe. EngTech programmes for which a decision was made to approve or accredit after that date would not be recognised under the Dublin Accord by other signatories and therefore should not be tagged DA on the course search database. This includes reapprovals of currently approved programmes. This situation is temporary, and the Engineering Council's conditional status will be reassessed in 2026. For further details see: www.ieagreements.org/dublin

Note: international recognition only applies to programmes (or combinations of programmes for Washington Accord) that are approved or accredited against all the learning outcomes for a relevant professional title and for UK delivery. For further details, including links to lists of current signatories, see: www.engc.org.uk/international-recognition

2 The categories of recognition

2a The categories of recognition – approval and accreditation

There are two categories of recognition that can be applied against AAQA: approval and accreditation. Accreditation is the recognition process against AHEP. Whichever recognition process is applied, both confirm that a programme meets the standards set by the Engineering Council, as well as any sector contextual requirements set by the Licensed PEI.

Approval recognises programmes at an awarding organisation, thus allowing one recognition process to confirm recognition of the same programme across multiple providers, and does not require a visit[2].

For a programme to be considered for approval, external quality assurance must be conducted by an awarding organisation which oversees the programme on a national or international basis. Programmes can only be approved if the Licensed PEI is satisfied that the awarding organisation's external quality assurance ensures that the requirements of AAQA and the Regulations for Registration (RfR) are met by all providers who deliver the programme overseen by that awarding organisation. Awarding organisations (eg City and Guilds, EAL, Pearson) offer an assessment arrangement, including quality checks and final certification on a commercial basis. These are regulated by public bodies (eg Ofqual in England, CCEA in Northern Ireland, SQA in Scotland, and Qualifications Wales).

Accreditation recognises programmes delivered at a specific provider site or sites.

If there is more than one delivery location, accreditation usually either requires a visit to each delivery location or only provides recognition for the programme(s) in the location(s) visited. The range of evidence considered during accreditation is wider in scope than that required for approval. For example, the accreditation panel will need to review facilities and assessed student work, while during the approval process, they will rely on the awarding organisation to appropriately quality assuring these elements. A programme can be accredited without being subject to other external quality assurance processes. Accreditation will apply primarily in circumstances where the same organisation is both the awarding organisation and delivery organisation, for example where an employer has an in-house training programme or in the case of most university programmes.

In some cases, a provider may ask a Licensed PEI to accredit delivery in a specific location for a programme that is, or has the potential to be, approved. This is not the most resource-efficient approach. Ideally, consideration should be given to approval for any programme delivered in multiple locations with oversight from a single awarding organisation as this confers recognition regardless of delivery provider.

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[2] In some circumstances a visit may be virtual or hybrid, see Additional Requirements for Accreditation (section 6bof this Handbook)

Occasionally there may be a case for considering accreditation where a programme already has approval. For example, accreditation may be used to confirm that provision in a specific location delivers competence, particularly where existing approval only confirms that learning outcomes are delivered, and the awarding organisation does not want to seek approval against competences. If a programme is already approved, a Licensed PEI may consider evidence from that approval when they are considering accreditation.

It is anticipated that most recognition activity against AAQA will be in the form of approval. All recognition activity against AHEP will be in the form of accreditation.

AAQA includes further information about approval and accreditation, including tables on pages 14-15 to assist in identifying when approval or accreditation would be the most appropriate recognition process.

2b The categories of recognition– recognition against learning outcomes or competences

Programme recognition may be against learning outcomes and/or competences. Recognition confirms that a programme delivers either the learning outcomes and/or competences in AAQA or AHEP, or PEI contextualised versions of these.

Essentially, learning outcomes are about the prerequisite knowledge and understanding necessary to underpin competence, whilst competence is about the application of knowledge in a work environment.

UK-SPEC specifies competences which must, alongside professional commitment, be demonstrated for registration. AAQA specifies both learning outcomes and competences, including intermediate learning outcomes and competences to support recognition of programmes at a level between EngTech and IEng. Learning outcomes for degrees are specified in AHEP. The higher-level learning outcomes specified in AAQA are common to AHEP.

The learning outcomes need to be read in the context of the generic statements of competence and commitment for EngTech, IEng and CEng in UK-SPEC.

Recognition against learning outcomes confirms that programmes are approved or accredited as developing and assessing some, or all, of the knowledge and understanding that underpins the competences required for registration. A provider may request approval or accreditation of a programme as:

- Delivering all of the learning outcomes (underpinning knowledge and understanding) for a professional registration title as set out in AHEP or AAQA
- Delivering some, but not all, of the learning outcomes required for a professional registration title, either as further learning or requiring further learning, as set out in AHEP or AAQA

Recognition against competences refers to approval or accreditation of programmes as developing and assessing some, or all, of the competences required for registration. A provider may request approval or accreditation of a programme as:

- Delivering all of the competence required for a professional registration title as set out in UK-SPEC
- Delivering some, but not all, of the competence required for a professional registration title, against an intermediate set of competences set out in in AAQA, either as further learning or requiring further learning

Though different learning outcomes and competences are listed, this does not mean there should be a compartmentalised or linear approach to learning and teaching, or that each learning outcome or competence should be the focus of a single module. Throughout each programme, different learning outcomes and/or competences are likely to be delivered concurrently, for example, through project work.

While all learning outcomes and/or competences required must be delivered and assessed in order to achieve recognition, the weighting of learning outcomes and/or competences may be different in each programme.

The decision to approve or accredit should be based on programme learning outcomes and/or competences, alongside evidence that requirements are met to ensure that the teaching, assessment, quality assurance etc is appropriate to deliver the learning outcomes and/or competence. Thus, the expectation is that recognition panels will look at learning outcomes and/or competences for a whole programme. Consideration of learning outcomes and/or competences for individual modules may prove to be useful if further information is required but these should not be the prime source of evidence.

For a programme to be recognised against learning outcomes, each learning outcome must be assessed at least at the stipulated threshold ISCED/EQF level. This does not mean that every learning outcome must be assessed at the level of the qualification or in the final year of study. Where learning outcomes are phrased identically for recognitions related to different qualifications levels (eg both bachelors and masters) there does not need to be a differentiation in level and assessment, and these could be identical (eg with common assessment at ISDED/EQF level 6 for both bachelors and integrated masters programmes). Awarding organisations and/or providers may choose to differentiate for academic purposes when delivering the same learning outcomes for students on programmes at different levels, eg bachelors and masters students. Alternatively, they may use identical delivery and assessment which allows co-teaching, for example of bachelors and integrated masters students who may be permitted to transfer between the bachelors and integrated masters programmes in later years of study.

Note, recognised programmes do not need to cover any learning outcomes specified in AAQA or AHEP as 'achieved at previous level of study'.

2c The categories of recognition– recognition in full, requiring further learning or as further learning

Programmes can be recognised as delivering all the learning outcomes and/or competence required for a professional title in full, requiring further learning or as further learning. In each case the recognition must be against the threshold or intermediate learning outcomes and/or

competences set out in AAQA or AHEP, or a version of these contextualised by a Licensed PEI, and recognition does not lead to registration until a professional review process is completed.

It is acknowledged that whilst competences are absolute in the way they relate to the different categories of professional registration (EngTech, ICT*Tech*, IEng, CEng), there are programmes which exceed the threshold learning outcomes and/or competences specified for one category of professional registration, yet only partially meet the requirements of the next category. Hence learning outcomes and competences have been specified in AAQA to support recognition of programmes that sit at an intermediate level between EngTech and

IEng. In AHEP, learning outcomes are specified to support accreditation of HE programmes below full degree, such as Fds and HNDs that address some, but not all of the learning outcomes for IEng, and for top-up degrees, and for degrees that exceed the learning outcomes for IEng, but are not at the level of full CEng accreditation and non-integrated masters, which provide further learning. Recognition of intermediate programmes is considered important in terms of supporting the process of professional registration and help awarding organisations, providers, potential registrants, employers and PEIs to identify gaps and establish strategies to reach the next level of professional registration.

When an individual has completed a programme that is recognised ‘with further learning required’, the further learning may take the form of a programme that is recognised ‘as further learning’. For the purposes of professional registration in the UK, further learning does not have to be in the form of a recognised programme, it could, for example, comprise formally taught elements, individual private study, work-based activity or a combination of these, and may or may not lead to a formal academic award. Note, that for Washington Accord recognition, further learning must be in the form of an appropriately recognised programme.

Further learning should provide the further evidence of learning outcomes and/or competence, beyond that provided by the initial programme recognised with further learning required. It is a means for an individual to meet the knowledge and understanding and/or competence requirements for registration. The level of further learning required depends on the level of the qualifications already held by an individual and the level of professional qualification sought, and further learning may be informal (eg work-based learning).

As competence is underpinned by knowledge and understanding (learning outcomes) a programme recognised against competence should also address learning outcomes. Hence if an individual has completed a programme requiring further learning and a programme of further learning, and one of the programmes is recognised against learning outcomes and the other against competence, the individual can be considered to have completed programmes that together demonstrate the learning outcomes for the relevant title.

Programmes that are at ISCED Level 5/EQF Level 4/5 (such as HNCs, Foundation degrees or HNDs) may be recognised as either programmes that meet the EngTech requirements in full or programmes that partially fulfil the requirements for IEng, with further learning required. Programmes that are recognised as ISCED/EQF Level 6 (typically bachelors degrees) or equivalent, may be recognised as meeting IEng requirements in full or CEng with further learning required.

For those seeking IEng registration, further learning is required for holders of HNDs, Foundation degrees and other equivalent recognised programmes, who began studying for those qualifications from September 1999 onwards (until 1 September 1999 the academic requirement for IEng registration was an accredited HNC or HND). There are various ways

that individuals who complete programmes accredited for IEng with further learning required may demonstrate the further learning required for IEng registration, including completion of recognised programmes of further learning for IEng (including top-up degrees), or other further learning activities which may be similar to those listed above for CEng, but to demonstrate further learning to bachelors learning outcomes/IEng competences level.

For individuals seeking CEng registration, further learning is required for holders of an accredited bachelors (honours) degree, except if the bachelors degree was accredited before 1999. The level of underpinning knowledge and understanding (learning outcomes) for CEng was raised to masters level in 1999. Therefore, individuals who began studying for a degree accredited for CEng before September 1999, need not undertake further learning. The nature of the accreditation cycle means that some degrees accredited by some Licensed PEIs which began after 1999, may be accredited for CEng in full.

There are various ways by which holders of bachelors (hons) degrees accredited for CEng with further learning required might demonstrate the further learning required for CEng registration. One option is an accredited masters or doctorate, or other programme formally recognised as further learning for CEng. Other options include the production of a substantive report or several shorter reports related to technical work activity, achievement demonstrated on in-house and external courses or company-approved schemes, and a report on a work-based project. Whatever means is chosen, demonstration of achievement of masters level learning outcomes or CEng competences is required.

Programmes that can be considered for recognition with further learning required may also be considered for recognition in full for a title that requires underpinning knowledge and understanding (learning outcomes) or competence at a lower level. For example, Foundation degrees can be accredited as partially meeting the requirement for IEng registration and/or recognised for EngTech registration, and bachelors degrees can be accredited as partially meeting the requirement for CEng registration and/or accredited for IEng. Note, dual recognition is not automatic (see section 7h for further information about dual recognition).

Where recognition is given with further learning required it is helpful if students, apprentices and, where applicable, their employers are advised on options for further learning.

2d The categories of recognition – how is further learning distinguished from Initial Professional Development (IPD)?

Further learning is about filling the gap between a programme that is recognised as a set of learning outcomes and/or competences where further learning is required to meet the threshold for professional registration, and IPD is about developing competence. There are occasions when further learning and IPD take place in parallel, and some activities that meet the requirements for both further learning and IPD. Some employers have developed their own professional development programmes or use ones that have been developed by a relevant Licensed PEI. These may have potential to be recognised against AAQA if they address appropriate learning outcomes and/or competences.

For further information about IPD see the IPD policy statement on the Engineering Council website: www.engc.org.uk/ipd

3 The Standards and Regulations

3a The UK Standard for Professional Engineering Competence and Commitment (UK-SPEC)

The UK Standard for Professional Engineering Competence and Commitment (UK-SPEC) sets out the competences and commitment that individuals must demonstrate to become registered as an Engineering Technician (EngTech), Incorporated Engineer (IEng) or Chartered Engineer (CEng). It also includes examples of activities that demonstrate the required competence and commitment.

Each registration title requires demonstration of five broad areas of competence and commitment:
- A – Knowledge and understanding
- B – Design, development and solving engineering problems
- C – Responsibility, management and leadership
- D – Communication and interpersonal skills
- E – Professional commitment

To assist potential registrants, their advisers and professional review interviewers in deciding which title an individual should apply for, a comparison table of the three titles is included in UK-SPEC. A separate table with examples of evidence for each title is also available to support potential registrants.

AAQA and AHEP are designed to support development of knowledge and understanding and/or competence to support UK-SPEC competences, and completion of programmes recognised against either AAQA or AHEP will help individuals towards registration.

UK-SPEC is published online at www.engc.org.uk/ukspec

3b Regulations for Registration (RfR)

The primary purpose of RfR is to lay out the Regulations that Licensed PEIs must adhere to when registering applicants, recognising programmes of learning and development, and undertaking related processes.

RfR is published online at www.engc.org.uk/rfr

3c Approval and Accreditation of Qualifications and Apprenticeships (AAQA)

The primary purpose of AAQA is to set out the threshold standard to be achieved by qualification or apprenticeship programmes if they are to be approved or accredited by Licensed PEIs on behalf of the Engineering Council.

The AAQA document:
- Explains the benefits of recognition (approval or accreditation) of qualifications and apprenticeships
- Identifies what indicators are considered when judging whether a programme should be approved or accredited
- Sets out the learning outcomes and/or competences that programmes must meet to be recognised
- Outlines how to decide whether approval or accreditation would be appropriate, and the associated processes
- Outlines how the Engineering Council ensures that recognised programmes are internationally recognised

AAQA is published at www.engc.org.uk/aaqa. A toolkit to support use of AAQA is published under the useful documents section at www.engc.org.uk/resources-and-guidance/education-and-skills/qualifications-and-apprenticeships. The toolkit

including matrices for mapping AAQA learning outcome and competences against programme modules.

3d Accreditation of Higher Education Programmes (AHEP)

The primary purpose of AHEP is to set out the threshold standard to be achieved by higher education programmes if they are to be accredited by Licensed PEIs on behalf of the Engineering Council.

The AHEP document:

- Explains the benefits of accreditation of higher education programmes
- Identifies what indicators are considered when judging whether a programme should be accredited
- Sets out the learning outcomes that programmes must meet to be accredited.
- Outlines how to apply for accreditation
- Outlines how the Engineering Council ensures that accredited programmes are internationally recognised

AHEP is published at www.engc.org.uk/ahep

3e Defining characteristics, learning outcomes and programme levels

Defining characteristics and learning outcomes for approved and accredited programmes are set out in two tables in one document.

The defining characteristics and learning outcomes are common to AAQA and AHEP for recognised programmes at the higher levels (those that may demonstrate knowledge and understanding for IEng or CEng).

The learning outcomes and competences represent a threshold (minimum) standard related to a professional title (EngTech, IEng or CEng) or intermediate (between EngTech and IEng or between IEng and CEng) standard. Awarding organisations, providers and Licensed PEIs may contextualise the learning outcomes and/or competences.

To be approved or accredited programmes must be at the correct level, as referred to in AAQA, AHEP and the defining characteristics. This removes the risk of students being disadvantaged by selecting a programme that does not fully address the learning outcomes and/competences expected to be delivered by a recognised programme at that level. It does not prevent Licensed PEIs from considering qualifications recognised at a higher level as providing evidence of demonstrating knowledge and understanding and/or competence when assessing individual applicants for registration.

Programmes cannot be approved or accredited for a title that requires a lower level of underpinning knowledge and understanding (learning outcomes) or competence than that for which recognition in full may be considered. For example, masters degrees (whether integrated or non-integrated masters), cannot be accredited for IEng or for CEng with further learning required, and bachelors degrees (with or without honours), cannot be accredited for EngTech.

Programmes cannot be approved or accredited for a title that requires a lower level of underpinning knowledge and understanding (learning outcomes) or competence than that for which recognition in full may be considered. For example, masters degrees (whether integrated or non-integrated masters) cannot be accredited for IEng or for CEng with further learning required, and bachelors degrees (with or without honours) cannot be accredited for EngTech.

The AAQA/AHEP learning outcomes should be referred to by Licensed PEIs when assessing the knowledge and understanding of an individual who has not completed a recognised programme, unless the PEI has set alternative criteria which map to the learning outcomes.

3f The Information and Communications Technology Technician (ICT*Tech*) Standard

The Information and Communications Technology Technician (ICT*Tech*) Standard outlines the competence and commitment requirements for registration as an Information and Communications Technology Technician (ICT*Tech*). In an increasingly mobile and data-driven world, ICT technicians are needed to help design, develop, install and operate ICT solutions. The ICT*Tech* Standard has been designed to support demand for the professional registration of competent technicians in this vital field.

The ICT*Tech* Standard is published online at www.engc.org.uk/icttech

Note, this Handbook has been written to support programme recognition against AAQA or AHEP but may also provide a useful reference to those with an interest in ICT*Tech*.

3g UK-SPEC contextualised for Higher-Risk Buildings (UK-SPEC HRB)

The UK Standard for Professional Engineering Competence and Commitment Contextualised for Higher-Risk Buildings (UK-SPEC HRB) is a new Standard from the Engineering Council that sets out the competences and commitments expected of engineers and technicians who work in the built environment sector, in particular on higher-risk buildings.

Assessment to UK-SPEC HRB, and admission to the Engineering Council's HRB Register, provides assurance to building owners and occupants that an engineer or technician is competent to carry out work that complies with building regulations, and is committed to practising ethically and in accordance with their professional engineering institution's code of conduct.

UK-SPEC HRB is published online at https://www.engc.org.uk/uk-spec-hrb/

Note, this Handbook has been written to support programme recognition against AAQA or AHEP but may also provide a useful reference to those with an interest in UK-SPEC HRB.

4 Programme delivery and assessment

4a Flexible approach to delivery and assessment

The Engineering Council is not prescriptive about delivery or assessment approaches, does not mandate use of any particular approach (such as use of projects or examinations), and welcomes innovation in programme delivery and assessment.

The Engineering Council Standards and recognition processes support innovation in both the delivery and content of engineering programmes. Awarding organisations are encouraged to develop innovative programmes in response to industry needs, and to make use of a range of assessment types, including authentic assessment (assessment that reflects industry practice). Innovative programmes may include a range of providers, the involvement of several departments within a provider, or a specific approach to and/or industrial engagement or curriculum delivery and/or assessment.

Awarding organisations may find it useful to contact the relevant PEI for advice on meeting recognition requirements at an early stage when developing a programme, particularly when planning something new and innovative or if they do not currently have programmes recognised by the PEI.

Reference to a learning outcome or competence in the Standards does not mean that it has to be the focus of an entire module or assessment, so long as it can be demonstrated that all students or apprentices who complete the programme will be assessed against the learning outcome or competence.

Assessment should be designed to support a diversity of learners whilst maintaining academic integrity. Wherever possible, a suitable variety of delivery and assessment methods should be used to allow students a range of opportunities to build and demonstrate their knowledge, understanding and skills.

It is recognised that different assessment approaches may suit some students better than others, and that delivery and awarding organisations should have arrangements for reasonable adjustments in place where appropriate, to ensure that students with particular needs are not unfairly disadvantaged during teaching and assessment in comparison with other students.

4b Minimising risks of academic misconduct

Whatever assessment methods are used, academic integrity must be promoted and upheld with appropriate quality assurance arrangements in place.

Policies and procedures relevant to academic integrity should be clear, accessible, and actively promoted rather than simply made available.

Recognition panels must assure themselves that robust systems are in place to confirm the identity of students completing assessments.

4c Reasonable adjustments and extenuating circumstances

Providers have a legal duty to make reasonable adjustments to ensure that disabled and neurodivergent students and employees are not discriminated against. The Equality Act 2010 requires reasonable adjustments to ensure that disabled students can fully participate in their education. The Equality Act 2010 defines disability as: “a physical or mental impairment … [that] has a substantial and long-term adverse effect on [their] ability to carry out normal day-to-day activities.”

Providers should have a person responsible for ensuring fair treatment of disabled and neurodivergent students and that reasonable adjustments are being made.

Reasonable adjustments may include adjustments to the recruitment processes (as well as avoiding discrimination and unconscious bias during the process), provision of extra support or aids, and/or reasonable adjustments to teaching and assessment. All universities and higher education colleges should have a person responsible for ensuring fair treatment of neurodivergent and disabled students and that reasonable adjustments are being made.

Some disabilities and/or neurodiversity can make it harder for students to show what they know and can do in an assessment than it would have been had the student not been living with that condition. Reasonable adjustments may include changes to an assessment or to the way an assessment is conducted that reduce or remove such a disadvantage.

Although not covered by the Equality Act, providers may also make reasonable adjustments in extenuating circumstances, for example, if a student’s study is disrupted by an illness, accident, period of mental health, or a bereavement.

Some examples of adjustments may include:
- Modified exam papers (for example, large print or braille exam papers, word-processing rather than hand-written answers)
- Screen and presentation adjustments for hue, font etc
- Access to assistive software (for example, voice recognition systems or computer readers) or other equipment
- Help with specific tasks (for example, another person might read questions to the student or write their dictated answers)
- Provision of alternative assessment formats (for example, a closed oral assessment instead of a presentation in front of peers)
- Extra time to complete assessments, and/or regular breaks in invigilated assessments
- Exemptions from an assessment (if an assessment addresses learning outcomes and/competences required for programme recognition an alternative assessment will be required)

It is important to understand that effective adjustments for an individual student will depend on how – and by how much – their disability and/or neurodiversity affects them when taking a particular assessment. It is not uncommon for a neurodivergent individual to have two or more diagnoses, but it is also not uncommon for an individual to be neurodivergent without diagnosis, and two individuals with the same diagnosis may have very different needs. Reasonable adjustments should be tailored to the individual’s needs whilst maintaining academic integrity.

That means:
- Different students with the same disability or neurodiversity won’t always benefit from the same adjustments
- The same student might benefit from different adjustments for different assessments
- Some individuals may not want any adjustments, although this may change in time
- If a student’s disability or neurodiversity doesn’t affect their ability to participate in student life and education, or to demonstrate what they know and can do in an assessment, it is unlikely that they will benefit from any adjustments

The awarding organisation and provider should decide, based on each student's circumstances and in consultation with the student concerned, which (if any) adjustments are reasonable. Factors they should consider when making that decision include:

1. How (and by how much) a student's disability and/or neurodiversity affects their ability to demonstrate their knowledge and understanding in the assessment. This is particularly important for assessments addressing learning outcomes or competences required for programme recognition. Adjustments that do not allow the student to demonstrate their capabilities are unlikely to be reasonable in this context
2. How well an adjustment helps a student deal with the difficulties their disability and/or neurodiversity causes when taking their assessment. An adjustment that works well is more likely to be reasonable than one that doesn't really help. It is therefore helpful to discuss with the individual what adjustments might help them, rather than making assumptions
3. How much the adjustment would cost. A significantly more expensive adjustment is less likely to be reasonable than a cheaper one
4. How difficult it is to make the adjustment. A complicated adjustment is less likely to be reasonable than a straightforward one
5. Whether (and by how much) the adjustment could compromise the validity of the assessment. An adjustment that gives a disabled or neurodivergent student an unfair advantage isn't reasonable
6. Whether the adjustment would have any detrimental impact on others (including teaching staff as well as other students)
7. Whether the adjustment would break any of the awarding organisation's rules and regulation. If their rules require exams, then another form of assessment is unlikely to be reasonable, but other adjustments (such as dictating answers to a scribe or using speech recognition tools) are more likely to be reasonable

In some cases, consideration of a request for an adjustment may usefully prompt consideration of adjustment to teaching and/or assessment approaches for all students. This may be the case, particularly in circumstances where it is difficult to make an adjustment without impacting on other students, for example, in design of group work. Flexible approaches to delivery and assessment may reduce the need for reasonable adjustments. In circumstances where the provider is not the awarding organisation and is unsure what adjustments might be appropriate, they should discuss any adjustments with the awarding organisation as early as possible. The awarding organisation will be able to provide advice about the different adjustments that are available, and the evidence that will be needed to support the application. Some adjustments take time to arrange, and early notice helps the exam board or approval panel provide the adjustment in time.

Providers are responsible for making sure that any adjustments agreed with the awarding organisation are put in place and are used properly when students take their assessments.

The awarding organisation and/or provider should have a policy/procedure framework covering reasonable adjustments and extenuating circumstances, and this should be considered during the recognition process.

PEIs should review policies relating to academic misconduct, reasonable adjustments, and extenuating circumstances at the point of programme recognition. Where these policies are not considered sufficiently robust and fair, programme recognition should not be confirmed.

In recognised programmes, these policies should allow providers to make reasonable adjustments and apply extenuating circumstances policy without consulting PEIs on a case-by-case basis. Consequently, neither providers nor awarding organisations should use programme recognition as an excuse not to make reasonable adjustments.

5 The recognition process

5a How to start – information for all stakeholders - general

The recognition process can be summarised as follows:

Awarding organisation submits an application for approval to Licensed PEI(s) or provider submits an application submission for recognition to Licensed PEI(s).

↓

Licensed PEI reviews submission and, assuming information is complete and confirms that the recognition sought looks to be appropriate*, arranges for an approval panel to consider the submission and supporting evidence or an accreditation visit.

↓

Licensed PEI's approval review, or accreditation visit is completed (both involve a review of written evidence, with accreditation additionally involving a visit).

↓

Approval panel or accreditation panel make recommendations to Licensed PEI – these may include conditions or recommendations for the awarding organisation or provider to address before approval or accreditation is considered by the relevant Licensed PEI committee.

↓

Licensed PEI committee considers approval or accreditation.

↓

Assuming approval or accreditation is confirmed, the Licensed PEI updates the Engineering Council course search database to record this.

* For a recognition activity to proceed the PEI should be satisfied that the recognition(s) sought are appropriate to the programme(s) (e.g. at the correct level) and if approval is sought the programme(s) are awarded by a single awarding organisation that externally quality assures delivery across multiple providers

Licensed PEIs can advise on whether:

- How early an application should be made (lead times may be significant, often 12-18 months for accreditation)
- Recognition might be appropriate for the programme
- Approval or accreditation would be the most appropriate form of recognition
- They have contextualised (specified or expanded on) the Engineering Council standards for their own specialism
- It might be sensible to delay, withdraw or amend the recognition sought

The decision about which Licensed PEI(s) to contact will normally be straightforward, dictated by the programme's specialism or underlying content. In some cases, a provider may request recognition from more than one Licensed PEI, either through a joint recognition exercise or separate recognition activities (see section 5b of this Handbook for information about joint recognition activity).

For a current list of Licensed PEIs, information about sectors of the engineering profession that they serve and information about the activity they are licensed to conduct, please see the Guide to Professional Registration.

Awarding organisations, providers and others involved in programme design, review and delivery are encouraged to refer to AAQA or AHEP and to talk to Licensed PEIs early, including to seek guidance when proposing a new programme, and to maintain dialogue up to and beyond initial recognition. A Licensed PEI may agree to get involved at the design stage with a view to ensuring that the relevant learning outcomes and/or competences are included in the qualification or apprenticeship. This early-stage involvement does not ensure approval or accreditation and there will need to be a separate peer review process conducted by a recognition panel (sometimes referred to as an approval or accreditation panel) to do this.

It is normal practice that the awarding organisation or provider will submit a formal request for approval or accreditation. The Licensed PEI will advise on the procedure and the requirements for the submission and should be able to provide details of any fees for the recognition activity.

The Licensed PEI may request an initial brief submission covering basic details that it will use to determine if the provision being put forward is likely to meet its requirements for approval or accreditation. This may include the type of recognition sought (approval or accreditation and against which professional title), as well as details of the programme (such as award, title and mode(s) of delivery) and details of any prior recognition.

Once satisfied that the programme is likely to meet its requirements for approval or accreditation, the Licensed PEI will invite the awarding organisation or provider to make a full submission if it has not already done so. They will also appoint a review panel and make arrangements for the recognition activity (which for accreditation will usually involve a visit). The panel will include academic and industrial members trained in, and familiar with, the principles and requirements of approval or accreditation, as appropriate.There may also be a visit secretariat and there may be observers (eg trainee accreditors).

The recognition panel will review the assessment, resources, quality assurance and wider delivery processes to ensure these are at the required level and are reliable (for approval the review may be entirely remote, for accreditation a visit will be involved although in some circumstances this may be remote or hybrid).

Some programmes may have multiple modes of delivery (full time, part time, distance learning, work-based learning, sandwich) and where this is the case it is important to be clear for which modes of delivery recognition is sought, and for this to be recorded on the course search database. Licensed PEIs may require additional information if assessing some modes of delivery for recognition and should ensure that this is communicated as early as possible.

5b How to start – information for all stakeholders - recognition by multiple Licensed PEIs

When a programme has the potential to be recognised by a number of Licensed PEIs, an awarding organisation or provider may wish to request joint recognition activity involving two or more Licensed PEIs.

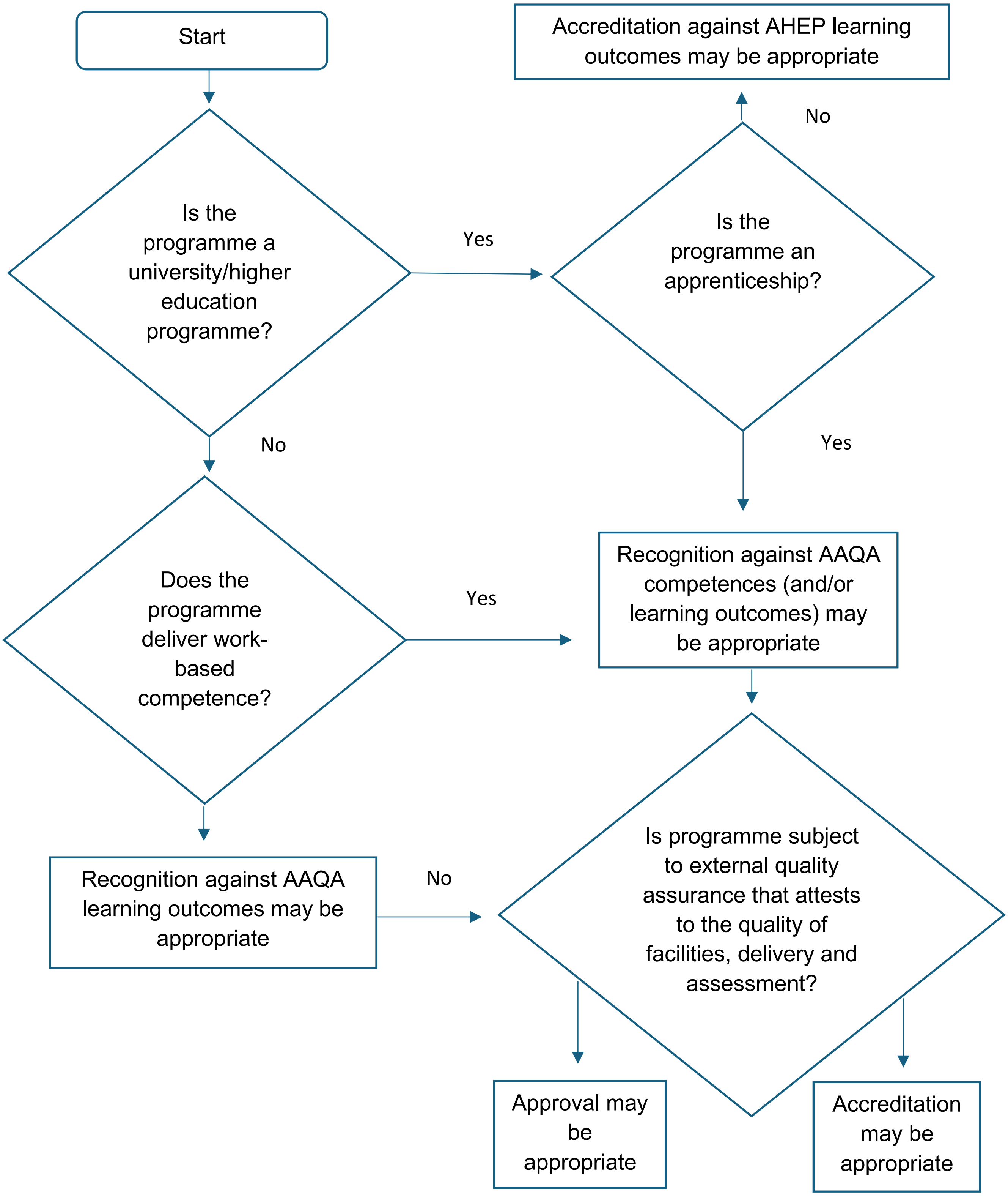
Note that following the closure of the Engineering Accreditation Board (EAB), any requests for joint recognition activity should be made directly to the Licensed PEIs. Any requests may be considered on a case-by-case basis, noting that Licensed PEIs are not required to engage in joint recognition activity. In the first instance, please contact the Licensed PEI that you consider to be your lead approval or accreditation body. If unsure which Licensed PEI this is, the awarding organisation or provider seeking recognition should contact the Licensed PEI that you want to approve or accredit the largest number of your programmes through joint recognition activity. You are advised to do this as early as possible, to allow time to discuss your needs and make arrangements.

If the Licensed PEI is unable to arrange a joint recognition activity or is not able to arrange one to cover all the programmes and Licensed PEIs you would like to be involved, you may need to contact other Licensed PEIs to arrange separate recognition activity.

Note, with the exception of the Joint Board of Moderators (JBM) recognition, decisions will still be made independently by each Licensed PEI.

5c How to start – information for all stakeholders - selecting the appropriate recognition

The decision tree below, suggests which recognition might[3] be appropriate in which circumstances:



[3] This is indicative only, the appropriate recognition may be influenced by additional factors.

5d How to start - information for all stakeholders – evidence required

When considering programmes for approval or accreditation recognition panels will review evidence from a range of indicators, including:

- The learning outcomes of the programme (or competences where recognition is against delivery of competences)
- The teaching and learning processes
- The assessment strategies employed
- The human, physical and material resources involved
- Quality assurance arrangements
- Feedback from meetings with students
- How previous accreditation or approval recommendations and requirements have been dealt with
- Entry to the programme and how the cohort entry extremes will be supported

In the case of degree accreditation, the evidence considered shall include the awarding institution's regulations regarding progression and the award of degrees and may also include any relevant Teaching Excellence Framework (TEF), other education and skills regulator reports and/or external examiners reports.

In the case of approval, the evidence shall include that it has clearly defined outcomes and is of an appropriate technical nature, and that it has satisfactory quality assurance arrangements.

In considering applications for recognition, Licensed PEIs shall:

- Recognise only programmes which provide awards granted on the basis of clearly defined learning outcomes and/or competences
- Ensure that the programme is at the appropriate level in the applicable UK qualifications framework or at an equivalent level within an appropriate international framework
- Monitor the accuracy of information published about the programme's recognition status and registration
- Visit the awarding institution as part of the assessment if necessary
- Ensure that where recognition will attest to acquisition of competence, the programme covers the relevant competence standards in UK-SPEC or AAQA

The learning outcomes and/or competences delivered by the programme will need to be mapped against those required for the recognition sought. This mapping should usually be completed by the awarding organisation requesting approval or the provider requesting accreditation. The Licensed PEI recognition panel will analyse mapping (alongside other evidence) and judge the extent to which its content covers the learning outcomes and/or competences for the recognition requested.

The mapping of learning outcomes and/or competences is designed to provide the recognition panel with information to allow them to make an assessment as to whether the programme covers the learning outcomes, and/or the competences defined in AAQA or AHEP. Early mapping can also usefully inform programme development or review. In the best cases, those responsible for developing the programme will be considering the UK-SPEC, AAQA and/or AHEP learning outcomes and/or competences whilst developing or updating the programme. There may be some circumstances where the mapping process reveals gaps in the programme, which may be easier to address at the development stage.

Note, a far more comprehensive assessment will be required than just checking mapping of learning outcomes or competences. Both approval and accreditation require Licensed PEIs to assure themselves that wider requirements are met so that they can be confident that all learners have access to the quality assured facilities, teaching, learning and assessment required to deliver the learning outcomes or competences.

It is an important aspect of accreditation and approval processes to see that effective quality assurance processes are in place. These should give appropriate consideration to the types and range of assessment used and provide assurance that appropriate mechanisms are in place to address risks of academic malpractice, including where remote assessment is used.

The decision to recognise a programme will be made if the programme delivers the learning outcomes and/or competences which the Licensed PEI has specified, and the requirements set out in RfR, AAQA or AHEP and Licensed PEI documentation are met. The learning outcomes and/or competences may be the generic ones specified in AAQA or AHEP, or contextualised versions, but in all cases the AAQA or AHEP learning outcomes and/or competences relevant to the recognition sought must be demonstrated at a minimum threshold standard.

5e How to start - information for all stakeholders – confidentiality agreements and programme recognition activity

The following statement relates to use of confidentiality agreements (sometimes referred to as non-disclosure agreements). Professional Engineering Institutions may adopt the same approach or issue their own guidance.

A majority of awarding organisations and providers that seek recognition (approval or accreditation) of their programmes do not request that panel members sign confidentiality agreements.

Programme recognition processes require:

- Production of a written report
- Discussion with committees that make recognition decisions, of information seen prior to and during an accreditation visit. Generic confidentiality agreements tend to forbid such sharing of information which would prevent normal decision-making processes needed to award recognition to programmes

It is recognised that some student work may be covered by confidentiality agreements with industry. In such instances the awarding organisation or provider may decide not to include this work in the materials available for review, or to present work in such a way that information is removed or anonymised as appropriate.

Should an awarding organisation or provider consider it impossible for recognition activity to proceed without participants signing confidentiality agreements, they should:

- Make the Licensed PEI Secretariat aware at the earliest opportunity of the request for confidentiality agreements to be signed and provide any draft agreement with or prior to the final submission

- Recognise that a request for a confidentiality agreement to be signed may restrict the Professional Engineering Institutions that feel able to participate in a recognition activity or even make it impossible for the recognition process to go ahead
- Provide a confidentiality agreement that is suitable for the purpose of recognition activity, bearing in mind that:
    - Recognition processes require production of a written report and discussions, including with committees that make accreditation decisions, of information seen prior to and during an accreditation visit.
    - Participants in recognition activities are primarily volunteers and should not be asked to sign anything that implies personal liability

5f How to start – information for all stakeholders - costs for recognition activity

Charging for approval and accreditation varies between and at the discretion of the Licensed PEIs.

There is no common policy on charging. The Engineering Council believes that it is a matter for an individual Licensed PEI to decide whether to make a charge, in accordance with its own business plans. Should a decision to charge be made, this should be specified in the Licensed PEI's procedures and made clear to an awarding organisation or provider at an early stage.

Fees to Licensed PEIs will not be the only cost for programme recognition activity. Other costs will include staff time (which may be significant) with additional costs for accreditation to include provision of a room for the accreditation panel to meet and review documentation, as well as catering for reviewers whilst they are at the provider location. In some cases, Licensed PEIs may expect providers to reimburse some or all of the expenses incurred by accreditation panel members associated with an accreditation visit. In some cases, approval activity may involve a review panel meeting with the awarding organisation with costs involved.

5g How to start – information for PEIs that are licensed for approval and/or accreditation

Please read information for all stakeholders before this section.

Programme recognition against AAQA or AHEP and professional registration against UK-SPEC offers Licensed PEIs the opportunity to increase their value to their partners, members, and employers in their sector(s). Because applicants must be members of a Licensed PEI before they can become professionally registered with the Engineering Council, there are also opportunities to increase Licensed PEI membership and improve member retention.

The Engineering Council, in its capacity as regulatory body, grants licences to PEIs to permit them to carry out certain activities in accordance with RfR. The approval or accreditation process is conducted by Licensed PEIs against the Engineering Council's requirements, applying these to their own sector.

Licensed activities include:

- Accreditation of Academic Programmes (against AHEP)
- Accreditation / Approval of Qualifications and Apprenticeships (against AAQA)

- Accreditation / Approval of Professional Development Schemes (not covered by this Handbook)

Each Licensed PEI must either specify details of its own criteria or confirm that its criteria are the same as those set out in the standards. It must also publish procedures for accreditation and/or approval processes, in line with the Engineering Council's RfR.

The approval and accreditation processes are designed to be flexible so that they can be used in each of the following circumstances:

- Assessment of learning outcomes only
- Assessment of the development of competence only
- Assessment of both learning outcomes and the development of competence

In the latter case the Licensed PEI may specify a combined process or the processes may need to be completed independently.

If the programme is a national programme overseen by a single awarding organisation, approval would be the appropriate recognition process.

In the case of a degree or a location-specific qualification or apprenticeship, the accreditation process will apply.

All Licensed PEIs should read and fully understand AAQA and/or AHEP and associated regulations and guidance before integrating both or either standard into their appropriate policies, procedures, arrangements, and risk assessments. Licensed PEIs policies and processes are reviewed through the licence review process and must meet the requirements of RfR.

If a PEI has no prior experience of recognition they should seek advice from the Engineering Council Licensing Team. They will need to establish systems of recognition, for either approval or accreditation, or both. This will include processes and procedures, and guidance for potential registrants. This will need to reflect the learning outcomes defined in AAQA and AHEP, the competences defined in UK-SPEC and any requirements set out in RfR. Licensed PEIs should make the process for applying for recognition as transparent and as accessible as possible, giving organisations an idea of how long the process might take and any fees involved. Licensed PEIs should encourage awarding organisations and providers to, where practical, share existing evidence which has already been provided to other authorities, in an attempt to avoid duplicating effort and improve efficiency. Recognition is not intended to be a prescriptive exercise, and Licensed PEIs are encouraged to avoid introducing unnecessary prescription into their individual requirements.

Recognition should be viewed as a developmental process, with more of a continuing dialogue between awarding organisations and/or providers and Licensed PEIs, rather than placing all the emphasis on the five-yearly recognition activity. This approach helps to establish an understanding of the opportunities that recognition brings and the value of the process, as well as encouraging the development of innovative provision. It also assists awarding organisations and/or providers that are developing new programmes.

Licensed PEIs are encouraged to provide assistance at an early stage to an awarding organisation, provider or other group that is planning or reviewing a programme. This approach is more likely to lead to the development of programmes that meet the required standard. After recognition is conferred, continuing dialogue may take the form of annual reports or the sharing of notable or innovative practice. Awarding organisations, providers and other stakeholder groups should be encouraged to contact the relevant Licensed PEI(s) for advice when considering the development of new programmes or revisions to recognised programmes.

Licensed PEIs should be aware of the possible conflict of interest between coaching and providing guidance ahead of recognition versus assessment. The regulations require reasonable steps to be taken to avoid conflicts of interest during recognition activity. Individuals involved in providing guidance and advice during programme development should not also carry out the recognition activity.

Licensed PEIs must ensure that recognition panel members have appropriate training to carry out the required recognition for the type of programme under review, and that there is a balance of academic and industry assessors. It should be stressed that the primary aim is the achievement of the applicable threshold or intermediate learning outcomes and/or competence requirements.

If it is possible to make prudent use of time and resources to recognise multiple programmes for a single awarding organisation or provider, it is in each party's interests to do so. However, this is at the Licensed PEI's discretion. It should be acknowledged that there is no "one size fits all" and the key focus should be on maintenance of the standards set out in AAQA or AHEP and UK-SPEC.

During recognition activity, Licensed PEIs may wish to draw on the specific technical expertise of smaller Licensed PEIs or Professional Affiliates of the Engineering Council that do not hold appropriate licences. Under such an arrangement, the overall process and outcome remain entirely under the control of the Licensed PEI. Any such input should be clearly recorded, and awarding organisations and/or providers should be encouraged to include reference to the specific input in their course literature.

Given the changing vocational education and training landscape, including qualifications and apprenticeships, Licensed PEIs should routinely review the shape of training and education provision within their sector. This will help them in developing new relationships with awarding organisations and providers and to enhance their understanding of emerging qualifications and programmes. In turn, this will be helpful in identifying new opportunities for recognition through approval and accreditation, over and above those undertaken in the past.

All PEIs have an interest in recruiting new members, promoting professional registration, and developing strong and productive relationships with employers. Recognition through approval and accreditation helps Licensed PEIs to tap into new market potential and provides an opportunity to increase membership.

The Engineering Council's regulations include provision for Licensed PEIs not to recognise a programme. The Engineering Council does not intervene in recognition decisions taken by a Licensed PEI, assuming these are undertaken in accordance with its licence. However, such decisions not to recognise a programme may have serious and lasting implications, and Licensed PEIs are encouraged to view recognition as a supportive developmental process that supports opportunities to improve provision where needed to meet approval or accreditation requirements.

It is hoped that this Handbook will support consistency in practice amongst Licensed PEIs.

5h How to start - regulatory requirements on Licensed PEIs for recognitions against AAQA or AHEP, and recognition outside the terms of the regulations

Regulatory requirements for programme recognition against AAQA and AHEP are set out in the Regulations for Registration.

Regulations for Registration state that:

> Licensees shall not register individuals with the Engineering Council, or recognise programmes of development and learning for such registration, outside the terms of these Regulations for Registration, without the authorisation of the Registration Standards Committee.

Any Licensed PEI considering a request to recognise a programme in a way that is not explicitly covered by RfR or in which it has an interest must consult the Engineering Council before proceeding.

Where Registration Standards Committee (RSC) authorisation is required, this must be granted before a record can be published on the Engineering Council course search database and before a decision to approve or accredit a programme has been confirmed to the awarding organisation, provider or any other stakeholders.

In addition to the regulations and standards, Licensed PEIs should refer to the table of delegations on the Partner Portal to see what recognitions are permitted.

Licensed PEIs wishing to extend a period of accreditation or approval beyond one year or for a second time must seek authorisation from the RSC.

For information about requesting RSC authorisation Licensed PEIs should refer to Requesting RSC Authorisation to Recognise Programmes on the Partner Portal.

Where possible, RSC will endeavour to make decisions out of committee, but this may not always be possible. Some RSC authorisation requests will need to be considered by a Task and Finish Group or Working Group, and this may take several months depending upon the details of the request and availability of volunteers.

5i How to start - recognition where a Licensed PEI may have a commercial interest/conflict of interest

Licensed PEIs may occasionally be asked to approve or accredit programmes in which they or their partner organisations have an interest. To safeguard standards and avoid any reputational risk arising from perceived conflict of interest, Licensed PEIs will usually be expected to demonstrate independence from awarding organisations and providers when recognising programmes against AAQA or AHEP.

On occasions where a Licensed PEI wishes to recognise a programme that they or a partner organisation have an involvement with, the following conditions must be met:

- The recognition activity must be conducted with at least one other Licensed PEI
- Another Licensed PEI must take the lead and appoint a Chair
- The Chair will be responsible for ensuring no conflict of interest impacts upon the accreditation decision
- The Chair will be responsible for achieving agreement on the recognition decision with the Licensed PEI that has the potential conflict of interest

- If agreement cannot be reached the Chair must refer the matter to RSC
- Permission to recognise programmes where a Licensed PEI has an interest in must be sought from RSC. The template for such authorisations can be found on the Partner Portal

5j How to start - Information for Professional Affiliates and Licensed PEIs that don't have licences for approval or accreditation

Programme recognition against AAQA or AHEP can only be conducted by PEIs that are appropriately licensed by the Engineering Council.

The complex nature of PEIs licensed by the Engineering Council means that some PEIs have a licence to accredit programmes, but not a licence to approve and vice versa, and some may not be licensed for approval or accreditation. Under these circumstances, the Licensed PEI should liaise with the Engineering Council Licensing team to establish the best way forward and to reach an understanding of what they need to do to progress the process of recognition.

The only scope for a Professional Affiliate to undertake any form of programme approval or accreditation would be to gain licensed status.

5k How to start – information for awarding organisations, providers and employers

Please read information for all stakeholders before this section.

Anyone involved with the development of a new programme should look for it to be designed so that it addresses the relevant learning outcomes and/or competences as described in UK-SPEC, AHEP and/or AAQA. By doing this, the programme can be designed so that the learning outcomes and/or competences that support professional registration are built in at the outset.

Some Licensed PEIs contextualise the learning outcomes and/or competences specified in the Engineering Council Standards. Early communication between an awarding organisation or provider and Licensed PEI can help ensure that any discipline specific requirements are addressed.

Recognition means different things to different stakeholders. Engagement with a Licensed PEI in the design and/or mapping of a qualification or apprenticeship, or recognition by another regulator (such as the government agency, awarding organisation or industry sector) does not equate to recognition by the engineering profession against Engineering Council standards unless a full approval or accreditation exercise against AAQA and AHEP has been completed and the programme is listed on the Engineering Council's course search database.

Programme recognition (approval or accreditation by a Licensed PEI against AAQA or AHEP) confirms that a programme delivers learning outcomes and/or competences to support registration. In many cases programmes will have other recognition, for example from education regulators or funders, and in some cases a Licensed PEI may indicate a level of support or endorsement, but such recognitions do not equate to formal recognition on behalf of the engineering profession against Engineering Council Standards. An awarding organisation or provider that believes it has a programme that would benefit from approval or accreditation on behalf of the Engineering Council should approach the relevant Licensed PEI, which holds a licence to approve or accredit, and apply for recognition.

The decision about which Licensed PEI to approach will normally be straightforward, determined by the programme's specialism or underlying content. In some circumstances, an awarding organisation or provider may seek recognition through more than one Licensed PEI.

In the case of a nationally awarded qualification or apprenticeship an employer or provider might consider approaching an awarding organisation to ask if they would consider seeking approval of the programme. In this context, an awarding organisation is an organisation taking overall responsibility for the development, quality assurance and assessment of a programme. In some cases, the same organisation fulfils both the awarding organisation and provider role - this is usually the case with university degrees and employer programmes.

Employers with a commitment to or interest in professional registration of their staff should consider whether the programmes they use to develop their workforce have been recognised against AAQA or AHEP. Recognised programmes are listed on the Engineering Council's course search database.

If a programme is not listed the employer may consider approaching the awarding organisation or provider to ask if recognition is being sought.

5I How to start – information for public and regulatory bodies, and their stakeholders

Please read information for all stakeholders before this section.

A number of public and regulatory bodies have responsibilities that impact upon programmes that could potentially be approved or accredited by Licensed PEIs against the AAQA or AHEP standard. These bodies may have responsibility for developing, funding, approving (in this context the term 'approval' is as defined by their respective organisations against their own specific criteria and may mean something very different to approval against AAQA), monitoring, reviewing, and/or revising apprenticeships and technical qualifications.

In supporting and engaging with awarding organisations, providers, employers and others in programme development or review, public and regulatory bodies should consider or encourage adoption of the UK-SPEC, AAQA and/or AHEP standard from the outset. This will ensure that the learning outcomes and/or competences identified as core for professional engineers are addressed.

Recognition through approval and accreditation by a Licensed PEI against Engineering Council Standards should not be confused with those approaches and systems used by public and regulatory bodies. It is also important to understand that a Licensed PEI endorses a programme without conducting full approval or accreditation against AAQA or AHEP that does not have the same status. Therefore, the programme must not be presented as being recognised on behalf of the Engineering Council. A variety of statements have been published related to professional recognition of programmes that have not been approved or accredited against AAQA or AHEP, which may result in confusion and unrealistic expectations amongst learners, apprentices and employers.

The following wording was agreed between IfATE (now replaced by Skills England) and the Engineering Council in 2023 to provide consistency when describing professional recognition of apprenticeships and qualifications that have some support from PEIs but have not been approved or accredited against AAQA or AHEP:

> *This programme has been designed to align with the requirements of the engineering profession. This does not guarantee recognition by either the Engineering Council or the professional engineering institutions (PEIs) it licenses, unless the programme has been formally recognised (approved or accredited) by one or more PEIs and listed on the Engineering Council's [recognised course search database.](#)* ***Anyone seeking professional registration or further advice is advised to contact the appropriate PEI to discuss their application.***

6 Additional requirements for approval and accreditation

6a Additional requirements for approval

Approval is the appropriate recognition for programmes that are awarded by a single awarding organisation and delivered by multiple providers. It is expected that approval will be sought at awarding organisation level allowing a single recognition to apply to a programme across multiple providers.

Approval does not require a visit to all (or indeed any) delivery locations and may be desk-based.

Licensed PEIs conducting approval must satisfy themselves that the required learning outcomes and/or competences will be demonstrated by all learners or apprentices who complete the programme under the identified awarding organisation regardless of provider. This requires not only mapping of learning outcomes and/or competences but consideration of the awarding organisation's quality assurance processes to ensure that the delivery and assessment meet all the requirements of RfR and AAQA.

6b Additional requirements for accreditation

Accreditation is the appropriate recognition for programmes delivered in a single location where the provider is also the awarding organisation, including HE programmes and employers' in-house training programmes. Accreditation can be granted where programmes are delivered by more than one provider, but that would usually require a visit to each location and be less efficient than approval.

If accreditation is requested for a programme (other than a HE or employer programme) delivered in multiple locations, consideration should be given to whether approval would be more appropriate. Accreditation may occasionally be appropriate for a programme that is overseen by an awarding organisation, for example if a provider wants recognition that the programme delivers competence, but approval was against learning outcomes, or if a degree provider does not have degree awarding power.

The Engineering Council introduced a risk-based approach to accreditation for accreditation visits taking place after 1 January 2023. This relates to accreditation of programmes against AAQA or AHEP and permits some accreditation activity to be completed through a virtual visit or a hybrid visit (involving some in-person and some virtual activity), at the discretion of the Licensed PEI(s). In the context of this policy, a 'visit' refers to visit activity, whether conducted in-person (on site), virtually or through a hybrid approach (with a mix of virtual and in-person activity). In some circumstances a visit containing a significant in-person element is mandatory. The policy includes information for Licensed PEIs on circumstances when they may consider a remote or hybrid visit, or in exceptional circumstances, waiving the requirement for a visit.

Individual Licensed PEIs may decide to complete all or a majority of their accreditation activity in-person. Licensed PEIs must decide and confirm to all participants whether a visit will be in-person, virtual or hybrid at least six weeks in advance of a visit.

Awarding organisations must inform accrediting Licensed PEIs if they have:
- Franchised programmes, and/or
- Programmes delivered through collaborative partnership(s), and/or
- Programmes delivered at different campuses

If a programme is delivered in multiple locations (including through franchise or partner arrangements), the awarding organisation must either:
- Ensure that the programme is accredited for delivery in every location for the same intake dates, or
- Agree a means of clearly presenting the campus of study and other information needed to confirm the recognition status of each qualification or apprenticeship awarded with the Licensed PEI(s)[4], and make it absolutely clear in marketing materials where programmes are not approved or accredited

A visit is usually required to each campus for which programme accreditation is sought to enable Licensed PEIs to consider evidence from a range of indicators including human, physical and material resources, and meeting(s) with students. If a programme is delivered at more than one campus, students will only be considered to have completed an accredited programme if they have completed the programme at a campus for which accreditation is confirmed.

Licensed PEIs may refuse to accredit programmes if they believe that HEIs (or their partners) are not being sufficiently clear about the non-accredited status of franchised degree programmes and/or degrees delivered through collaborative partnership(s) and/or at different campuses.

The panel will expect to meet staff, students and industry/employer representatives involved in programme design and delivery, who may be members of an [Industrial Advisory Board (IAB)] or equivalent. Meetings may be face-to-face or use a suitable telecommunication technology or platform.

During the visit, the panel will expect to see laboratories and other teaching spaces and be provided with examples of the full range of marked student work including any major projects, along with marking schemes/assessment criteria and written feedback to students. The operation of internal quality assurance systems will also be reviewed, which for degrees in the UK will include external examiner reports.

The visit duration will depend upon the accreditation(s) being considered but will typically be between one and three days.

[4] It is not acceptable to some Licensed PEIs for the award or delivery campus to be referred to only on the programme transcript or the back of certificates as these are not used in their membership processes.

6c. Programme titles

When considering applications for recognition of programmes professional engineering Licensed PEIs must monitor information the awarding institutions publish about the accredited or approved status of the programmes. This includes the titles of the programmes under consideration.

The Engineering Council recognises that awarding organisations have the right to determine what they call their programmes and resulting qualifications. However, the Engineering Council and the Licensed PEIs have a duty to check that information about qualifications that are recognised as supporting professional registration is clear and request that any information that could be misleading is corrected. Reference to recognition within programme titles may be misleading. Programmes with such titles must not be accredited or approved on behalf of the Engineering Council. This includes

1. Reference to accreditation, approval or recognition (eg 'with accreditation', 'accredited' 'approved' 'recognised'), unless those words are clearly being used in a different context
2. Reference to professional titles (eg 'CEng' or 'IEng')
3. Reference to a specific professional engineering institution (eg ICE, IET, BCS), unless the Licensed PEI awards or delivers the programme
4. Reference to the Engineering Council (eg EngC) The reasons we consider reference to recognition in programme titles to be potentially misleading include:
    a. Such terminology could potentially be included in a title before recognition is confirmed or after it has expired
    b. Inclusion of such terminology would likely indicate recognition without confirming what the recognition means (ie is a programme accredited for full IEng, partial CEng, full CEng or some other purpose)
    c. The scope of recognition given by Licensed PEIs or other regulatory bodies may vary in respect of disciplinary or other requirements
    d. Inclusion of professional titles may also cause confusion about how the programme relates to award of the professional title

If a provider decides to award an alternative qualification to any students who follow a recognised programme but do not meet the requirements for award of the recognised qualification (eg students for whom credit is either condoned or compensated beyond the level acceptable to the Engineering Council – see compensation and condonement policy), they must ensure that the two qualifications are clearly differentiated.

Examples of acceptable approaches used by some HEIs to differentiate between accredited and non-accredited variants include to add terms such as 'studies' or 'science' to the titles for non-accredited degrees (eg to say 'Engineering Studies in Civil Engineering' for a non-accredited variant, and just 'Civil Engineering' for the accredited variant).

6d Interruptions impacting accreditation and approval activity

There may be occasions when factors outside the control of awarding organisations, providers and Licensed PEIs impact upon approval and accreditation processes. These may include circumstances where it is not possible to accommodate some or all in-person elements of an accreditation visit, for example due to industrial action or health and safety issues.

The risk-based accreditation visits policy permits some accreditation activities to be completed remotely, at the discretion of the Licensed PEIs and in circumstances where there is not a requirement for a significant in person element as set out in the policy.

RfR permits Licensed PEIs to consider some backdating or extending[5] of approval or accreditation in exceptional circumstances because it has not been possible to complete the recognition activity when scheduled.

Licensed PEIs must not award recognition outside what is permitted by RfR, unless RSC has issued guidance permitting a temporary change in approach due to a significant situation (for example the requirement for all accreditation visits to be in person was waived during the Covid restrictions), or authorisation given to backdate or extend recognition beyond that permitted by RfR.

7 Recognition of particular programme types

7a Additional information related to qualifications

The AAQA Standard has been designed to facilitate the recognition of any qualifications (and other programmes) that meet the Standard, including those qualifications which fall between established levels associated with professional registration. This includes both qualifications that are nationally funded and awarded by regulated awarding organisations such as City and Guilds, Pearson and EAL, and also employers' own programmes.

Although AAQA is the key reference point when recognising qualifications, consideration must also be given to whether a qualification is at the correct level for the recognition sought. International Standards Classification of Education (ISCED) and any applicable national qualifications framework, are key reference points in determining whether the programme is delivering knowledge, understanding and skills at the appropriate level. Reference may also be usefully made to the Engineering Subject Benchmark Statement, UK-SPEC, relevant QAA qualification descriptors and in the UK external examiners reports and the TEF.

Further information about evidence required for recognition of qualifications is set out in RfR and AAQA.

7b Additional information related to apprenticeships - general

The term apprenticeship refers in some jurisdictions specifically to work-based programmes which have been approved by a statutory regulator. It is recognised that in jurisdictions that do not have equivalent regulation, there may be programmes that are very similar to apprenticeships that could be approved or accredited as qualifications, or indeed programmes may have an apprenticeship title without being subject to statutory regulation.

When developing an engineering apprenticeship standard (in England) or framework (in Wales, Scotland or Northern Ireland), employer development groups should refer to the AAQA learning outcomes and competences.

[5] Recognition periods may be extended by up to one year without RSC authorisation. RSC authorisation is required to extend accreditation by more than a year. For further information see section 8a of this Handbook.

In jurisdictions where apprenticeships are subject to statutory regulation, there may be some work-based programmes that do not have the apprenticeship title that can approved or accredited as qualifications.

Although AAQA is the key reference point when recognising apprenticeships, consideration must also be given to whether an apprenticeship is at the correct level. International Standards Classification of Education (ISCED), European Credit Transfer and Accumulation System (ECTS), and any applicable national qualifications framework, are key reference points in determining whether the programme is delivering knowledge, understanding and skills at the appropriate level. Reference may also be usefully made to the Engineering Subject Benchmark Statement, UK-SPEC, relevant QAA qualification descriptors, and in the UK external examiners reports and TEF.

Further information about evidence required for recognition of apprenticeships is set out in RfR and AAQA.

7c Additional information related to apprenticeships – the relationship between apprenticeship end-point assessment and the professional review

With respect to apprenticeship assessment and the process of professional registration, a balance needs to be struck to avoid unnecessary bureaucracy and duplication of recording, while also maintaining standards and adhering to the requirements relating to the professional review. The process requirements are set out in the Engineering Council's Regulations for Registration.

Professional engineering institutions undertake an assessment of an individual's professional (not occupational or job-specific) competence and commitment at the professional review. Assessment must be against the standards of competence and commitment for the relevant category of registration that are set out in the most recent versions of the UK Standard for Professional Engineering Competence (UK-SPEC) and the ICT Technician Standard.

Recognition of an apprenticeship by a professional engineering institution through approval or accreditation against the AAQA standard applies to the programme and not to the individual. Approved or accredited apprenticeships must be entered onto the Engineering Council's public course search database by the Licensed PEI(s).

Those following an approved or accredited apprenticeship should understand that they are on a pathway towards professional engineering registration and be encouraged to join the relevant professional engineering institution at the earliest opportunity. The benefits of membership will be articulated by the institution, along with any associated costs. However, it is important that individuals embarking on an apprenticeship, whether or not it is approved or accredited, are not misled about the assessment outcome and its relationship with professional registration. It must be made clear that completion of an apprenticeship does not guarantee the award of a registration title. Registration depends on success at the professional review, undertaken in accordance with the procedures outlined in the Regulations for Registration.

Unnecessary bureaucracy and duplication in recording the achievement of competence and commitment should be avoided. The Engineering Council is not prescriptive about the documentation to be used for the professional review application, or the types of evidence offered or how it might be presented. Professional engineering institutions may make use of documentation that has been prepared by an individual for the purposes of their on

programme (formative) or final end point (summative) apprenticeship assessment, to demonstrate that some or all the required standards for registration have been achieved. In some cases, this may mean that an individual may need to supply only a minimal amount of information in addition to that prepared for their apprenticeship assessment(s). In some cases, professional engineering institution assessors may be involved in the apprenticeship (final end point) summative assessment as well as the professional review.
Professional engineering institutions are advised to take note where a candidate for registration has not been a member of an institution during their apprenticeship journey. This precludes access to the institution's support and advice about the required standards and process, and it may make it harder to demonstrate 'commitment' as an individual will not have signed up to the institution's Code of Conduct.

Where the professional review is fully embedded in the apprenticeship end-point assessment, apprentices must be made fully aware of the impact of passing or failing one element on the other. Professional engineering institutions should encourage employers not to put the apprentice forward for professional review until the individual is ready.

7d Additional information related to higher apprenticeships (including degree apprenticeships and graduate apprenticeships)

Degree apprenticeships (known as Graduate Apprenticeships in Scotland) may be recognised in the following ways:

- Accredited against AHEP (if looking at the degree component only and recognition is sought against learning outcomes and not competences)
- Approved against AAQA (for delivery of learning outcomes and/or competences through a specific awarding organisation)
- Accredited against AAQA (for delivery of learning outcomes and/or competences by a specific provider)

Degree apprenticeships and other work-based degree programmes may deliver some, or all, of the competences required for registration, and/or may be more suitable for approval than accreditation. For this reason, consideration should be given to recognition against AAQA, although the degree component may be accredited against AHEP.

A degree apprenticeship is known as a graduate apprenticeship in Scotland.

The QAA document Characteristics Statement - Higher Education in Apprenticeships may be a useful reference foranyone who is not familiar with degree apprenticeships.

7e Additional information related to qualifications that are embedded in apprenticeships

Apprenticeships may contain embedded qualifications and, where they do, these qualifications may be considered for approval or accreditation in their own right and/or included in the evidence presented if an apprenticeship is considered for approval or accreditation.

Where an apprenticeship includes an embedded qualification, that qualification can only be treated as a recognised qualification if it has been subject to recognition as a stand-alone qualification against AAQA or AHEP. It is good practice to align recognition periods for apprenticeships and any embedded qualifications, but this is not always possible.

If a qualification within a recognised apprenticeship expires or is updated during that recognition period, this will be a significant change to a recognised apprenticeship, and the awarding organisation or provider must inform the Licensed PEI. The Licensed PEI recognising the apprenticeship must reassure itself that the learning outcomes and/or competences met through the qualification component are still being met within the overall apprenticeship programme. Where an embedded qualification is superseded by an updated version, or a new qualification developed the Licensed PEI must satisfy itself that the apprenticeship still meets the requirements it was recognised against. If removal of recognition is considered because of a change which means recognition requirements are no longer met the Licensed PEI must inform the Engineering Council at the earliest opportunity.

7f Additional information related to degrees and other higher education programmes

Degrees and other higher education programmes cannot usually be approved. This is because a Higher Education Institution (HEI) is both the awarding organisation and delivery provider, and therefore degrees are not subject to programme level external quality assurance by an external awarding organisation.

Many universities run both accredited integrated masters (often MEng) and accredited bachelors programmes and have some arrangements in place to permit students to transfer between these programmes. If a student transfers from an integrated masters (accredited or unaccredited) to an accredited bachelors or from a bachelors (accredited or unaccredited) to an accredited integrated masters, they can still be awarded an accredited degree.

However, if on completion of an integrated masters programme a student is awarded a bachelors rather than an integrated masters degree, they will hold a non-accredited degree and any application for registration must be individually assessed. In circumstances where an accredited bachelors is available, HEIs must ensure that any student receiving a non-accredited bachelors, including those awarded a bachelors because they did not meet the requirements for an integrated masters, is clearly identified through a differentiated award and/or degree title.

Prior to 1999, bachelors degrees could be accredited as demonstrating the knowledge and understanding required for CEng in full. Since the threshold requirement changed in 1999, bachelors degrees with honours have been accreditable against learning outcomes for CEng with further learning required or for IEng, with non-honours bachelors degrees being accreditable for IEng only. Integrated masters can be accredited against learning outcomes for CEng in full. Bachelors degrees cannot be accredited for CEng in full, nor can integrated masters be accredited for CEng with further learning required.

Accredited degree programmes should feature student engagement with relevant current scholarship, research, and/or professional practice. An accreditation panel will expect to see evidence of ongoing industry/employer involvement in programme design and delivery.

Degrees may be recognised for delivery in a variety of modes, including for delivery within a degree apprenticeship. Each mode of study (including degree apprenticeship/graduate apprenticeship) will need to be explicated accredited and recorded on the course search database. Consideration can also be given to additional accreditation or approval of the degree apprenticeship as delivering some, or all, of the competences required for registration, as set out in AAQA.

Although AHEP is the key reference point when accrediting degrees, consideration must also be given to whether a degree is at the correct level. The Frameworks for Higher Education Qualifications of UK-Degree Awarding Bodies, International Standards Classification of Education (ISCED) and European Credit Transfer and Accumulation System (ECTS) are key reference points in determining whether the programme is delivering knowledge, understanding and skills at the appropriate level. Reference may also be usefully made to the Engineering Subject Benchmark Statement, UK-SPEC, relevant QAA qualification descriptors and in the UK external examiners reports and TEF.

Further information about evidence required for accreditation of degrees and other higher education programmes is set out in RfR and AHEP.

7g Additional information related to degrees - compensation and condonement

Driven by international standards for engineering graduates and in pursuit of consistency between Licensed PEIs, the Engineering Council decided to implement a mandatory policy for compensation and condonement. Many UK universities' examination board rules include some allowance for compensation or condonement of limited failure in one or more modules, where this is compensated by a stronger performance across the programme as a whole. The Regulations for Registration (RfR) requires accrediting institutions to consider the awarding institution's regulations regarding progression. They may impose constraints on an accreditation decision as a result of this.

The Engineering Council defines compensation as: "The practice of allowing marginal failure (ie not more than ten percentage points below the nominal pass mark) of one or more modules, often on the basis of good overall academic performance."

The Engineering Council defines condonement as: "The practice of allowing students to fail one or more module(s) with a fail mark of more than ten percentage points below the nominal pass mark yet still qualify for the award of the degree."

In the consideration of the accreditation of undergraduate and postgraduate engineering degree programmes:

1. Evidence that all Accreditation of Higher Education Programmes (AHEP) learning outcomes are met by all variants of each programme must be provided before accreditation can be granted.
2. No condonement of modules delivering AHEP learning outcomes is allowed.
3. A maximum of 30 credits in a bachelors or integrated masters degree programme can be compensated, and a maximum of 20 credits in a masters degree other than the integrated masters degree.
4. Major individual and group-based project modules must not be compensated. 5. The minimum module mark for which compensation is allowed is no more than ten percentage points below the nominal module pass mark (or equivalent if a grade-based marking scheme is used).

The key consideration in the rules above is to ensure that graduates of accredited engineering degree programmes have met all the programme learning outcomes specified in the Engineering Council's AHEP specification.

Further information, including a Guidance Note of Compensation and Condonement, and Compensation and Condonement Questions and Answers is available online via www.engc.org.uk/compensation.

7h Additional information related to degrees - dual accreditation

In 1999, the Engineering Council established a precedent that bachelors programmes accredited as partially meeting CEng learning outcomes could be assessed for IEng registration in the same way as an applicant holding a degree accredited for IEng.

From 2009, this precedent was replaced by a policy whereby all honours degrees accredited from intake year 1999 were deemed to automatically have 'dual accreditation' for IEng and be eligible[6] for recognition under the Sydney Accord[7].

This policy was reviewed during 2021 when it was decided to revoke the policy of automatic dual accreditation and revert to a precedent that allows for someone applying for IEng with a degree accredited for CEng to be assessed for IEng registration in the same way as a candidate who holds an IEng accredited degree.

This means that for intakes of students after this change, an honours degree accredited for CEng (with further learning required) will:

- Continue to be treated by professional engineering institutions (PEIs) licensed by the Engineering Council to assess candidates for IEng registration as a qualification that demonstrates knowledge and understanding for IEng
- Not be automatically accredited for IEng
- Not be eligible for recognition as an accredited engineering technology degree under International Accords[8], unless separately and specifically accredited as meeting IEng learning outcomes

The policy was reviewed and revised to more clearly differentiate between IEng and CEng accredited degrees, and in doing so, protect the international standing of CEng accredited UK honours degrees. Internationally, qualifications recognised under the Sydney Accord are referred to as qualifications for 'technologists' rather than 'engineers'. The Engineering Council is keen to emphasise that bachelors (honours) degrees are professional engineering degrees and believes that automatic dual accreditation risks devaluing UK bachelors (honours) degrees. It was noted that demand for IEng accreditation appeared to be very low, and there was little evidence of an international market for IEng or use of IEng accredited degrees to facilitate international mobility.

All honours degrees accredited for CEng registration (with further learning required) from intake September 1999 until the expiry of the accreditation period applicable as of the end of August 2022 will continue to be considered to have automatic dual accreditation. This means that, in effect, a bachelors accredited for CEng in the 2021-22 academic year, which most likely covers intakes 2022-2026, would continue to be considered to have automatic dual accreditation until its next re-accreditation. However, a degree accredited in the 2022-23 academic year (or later) would not.

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[6] At the discretion of the Signatory giving recognition.
[7] A voluntary international agreement recognising 'engineering technology' programmes accredited by the signatory organisations as leading to substantially equivalent outcomes.
[8] International organisations may provide recognition under their normal assessment procedures at their own discretion.

For accreditations in progress at the effective date of the policy[9] change, the accrediting Licensed PEI would invite the provider to state whether or not they wish to retain dual accreditation. If so, dual accreditation would be automatic and should be formally recorded in the accreditation decision. This was to allow a transition period for the change of policy to be communicated and for Licensed PEIs to put in place procedures to enable providers to apply for both IEng and CEng accreditation for their honours degrees in the next accreditation cycle if they wish to do so.

For accreditations commencing after the effective date, providers are able to apply for both IEng and CEng accreditation for their honours degrees, if they wish. The accrediting Licensed PEI(s) will need to verify that the programmes deliver both sets of learning outcomes. As a minimum, this will require the HEIs to submit module mapping matrices against both IEng and CEng learning outcomes.

7i Additional information related to degrees - combined/dual honours degrees

Combined degrees (eg Engineering with French) can be accredited if they meet AHEP requirements. Licensed PEIs have suggested that generally around two thirds of the total programme would be required to deliver the required engineering outcomes, however this is not a fixed requirement. Whether a programme holistically delivers the required learning outcomes is still the ultimate criterion in awarding accreditation.

The non-engineering modules (eg French) would not usually[10] be considered to contribute towards AHEP learning outcomes and therefore would not be subject to the Engineering Council's policy on compensation and condonement.

7j Additional information related to postgraduate diplomas

Postgraduate diplomas cannot be accredited. They may be accepted by Licensed PEIs on an individual basis as meeting part or all of the further learning requirements, or as part of an integrated package of further learning and professional development. Postgraduate diplomas accredited before 1 February 2007 retain accredited status for those intake cohorts.

7k Additional information related to recognition of Foundation degrees, Higher National Diplomas (HNDs) and equivalent qualifications

Foundation degrees and HNDs may be approved or accredited as fully addressing the learning outcomes and/or competences for EngTech, or for IEng with further learning required. It will depend upon the awarding and delivery arrangements whether recognition against AAQA or accreditation against AHEP would be appropriate. If an HND or Fd is awarded and delivered by a university then accreditation against AHEP would be appropriate. If an awarding organisation other than a HEI awards an HND or Fd recognition should be against AAQA.

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[9] 1 September 2022

[10] If a module that isn't engineering is nonetheless considered to count towards an AHEP learning outcome that module would be covered by the compensation and condonement policy. There is potential that this might be the case for some combined honours degrees such as engineering and management.

Historically, Foundation degrees and HNDs could only be accredited against AHEP (3rd edition) alongside a top-up degree. In such instances, the conditions of accreditation have been recorded on the relevant course search database records.

Higher National awards
Until 1 September 1999, the academic requirement for IEng registration was an accredited Higher National Certificate (HNC) or Higher National Diploma (HND). From that date, the requirement was raised to bachelor degree level. This means that HNC/HND qualifications that started in September 1999 or later do not fully satisfy the IEng registration requirement, with the exception of a small number of courses whose accreditation extends beyond this date. However, these only satisfy the IEng education requirement where further learning is not required for the intake year. See the rules below to determine whether an HNC/HND started before September 1999 satisfies this requirement.

Changes to national qualification frameworks in 2010 resulted in the HNC being positioned as a lower-level qualification than the HND. Consequently, the HNC is no longer a potential exemplifying qualification for IEng registration. This change only affects individuals beginning HNC qualifications from 1 September 2010. The position of HNDs remains the same.

IEng Registration
Holders of Higher National qualifications seeking IEng registration should contact an Engineering Council licensed professional engineering institution that is discipline-appropriate to their area of professional practice. The relevant institution will assess academic qualifications and experience for registration and will provide guidance and advice where further learning is required.

Since the introduction of UK-SPEC in 2004 and continuing until 2027, programmes leading to the award of an HNC or HND have generally not been accredited by Engineering Council licensed professional engineering institutions. Instead, these qualifications have been approved on a national basis.

UK-SPEC states that Higher National Diplomas (HNDs), plus appropriate further learning to degree level, provide individuals with the exemplifying knowledge and understanding for registration as an Incorporated Engineer. Since 2011, HNDs can be treated as recognised without needing to be approved or accredited by Licensed PEIs. Following a review by the Engineering Council's Registration Standards Committee, all HNDs will, from 2027, be required to be assessed against either AAQA (Approval and Accreditation of Qualifications and Apprenticeships) or AHEP (Accreditation of Higher Education Programmes) in order to be included on the Engineering Council's course search database.

To allow sufficient time for those organisations responsible for the delivery of HNDs to promote this change, the implementation of this decision will commence from September 2027 with the option to backdate such approval or accreditation.

Sydney Accord
Holders of Higher National awards seeking recognition of their qualifications under the Sydney Accord for the migration purposes, whose qualifications do not appear on our recognised course list, should contact international@engc.org.uk for more information.

Rules applicable for IEng registration and Sydney Accord recognition
The following rules apply:
- EdExcel/BTEC/TEC/SCOTVEC/SCOTEC Engineering HD/HNDs started before September 1999 satisfy the academic requirements for IEng registration

- BTEC/TEC HC/HNC courses in a specified engineering discipline started before September 1987 satisfy the academic requirements for IEng registration
- Scottish HC/HNC courses in a specified engineering discipline started before September 1989 satisfy the academic requirements for IEng registration
- The academic requirement for BTEC/TEC/EdExcel HNC courses started between September 1987 and September 1999 is a minimum of 8.0 H units (or level IV and V), including 1.0 H units project, 1.0 N/H or H units computing, and 1.0 Units N/H level (level III) mathematics. Where the candidate completed an ONC prior to the HNC, the mathematics requirement may have been satisfied in an ONC. The same applies to the computing requirement, and may be comprised of different units, eg computing for engineering, introduction to robotics, CAD, etc
- The academic requirement for SCOTVEC/SCOTEC/SQA HNC courses started between September 1989 and September 1999 is a minimum of 12.0 HN credits, including 1.5 HN credits Project, 1.5 NC credits mathematics at the level of M2, and 1.5 NC credits computing. The computing requirement may be comprised of different units, eg computing for engineering, introduction to robotics, CAD, etc
- Where a Higher National qualification does not satisfy the profile, the missing units required to satisfy the profile may be taken. An HND started after September 1999 would require further learning to ordinary bachelor degree level to be completed. An HNC started after September 1999 and before 1 September 2010 would require further learning to ordinary bachelor degree level to be completed

7I Additional information related to recognition of top-up degrees and students who enter later years of recognised programmes

Higher Education institutions (HEIs) may offer ‘top-up’ bachelors degree programmes (with or without honours). These are designed for students who have completed a foundation degree or HND who wish to progress to achieve a bachelors degree. These programmes are usually equivalent to the final year of a full duration degree and permit the conversion of an existing qualification to a bachelors degree. Under AHEP guidelines, top-up degrees may be accredited as further learning for IEng, or as programmes accredited for CEng with further learning required.

Top-up degrees differ from direct entry to a later year of a full duration programme (following an assessment of prior learning) because they are designed to build upon outcomes from a previous qualification. Full duration in this context refers to a degree designed as a cohesive programme for which students usually study the full duration and required credits to be awarded the degree.

A candidate admitted directly into a later year of an accredited full duration programme who graduates with a cohort from an accredited intake is considered to hold an accredited degree. HEIs with accredited programmes or seeking accreditation of their programmes must ensure they clearly differentiate between any top-up degrees and full duration that permit direct entry to later years of study.

If the same or a similar title is awarded for full duration and top-up programmes, students will only be considered to have completed an accredited programme if they have completed a variant for which accreditation is confirmed. If a HEI awards a top-up degree which it believes to be identical and equivalent to the final year of an accredited full duration degree, it should seek specific accreditation for the top-up degree. A graduate from a top-up degree that has not specifically been accredited will not be considered to hold an accredited degree, even if the HEI offers an accredited full duration variant of the same degree.

To be considered to hold an accredited degree, graduates from a top-up degree that has been accredited must also have completed a prior qualification (eg foundation degree or HND) that has been appropriately recognised (accredited or approved for IEng with further learning required).

Many top up-degrees are designed to support progression from a specific foundation degree or HND, in such cases this requirement will be recorded on the course search database. Where this is not the case, the accreditation process may seek evidence of how students admitted to the top-up programme are supported to bridge any gaps in discipline-specific knowledge.

If accreditation is sought for a degree programme where full duration and top-up variants are delivered with the same award and title(s), HEIs must either:

- Ensure that the full duration and top-up programme are both accredited for intakes graduating at the same time or
- Agree with the accrediting professional engineering institution(s) a means of clearly differentiating the accreditation status of each degree awarded, and make it absolutely clear in any material referring to the programmes where such programmes have not been accredited. If the words 'top-up' are included in the title of the top-up variant and will appear on degree certificates that would be accepted as clear differentiation

Historically, students had to spend at least two years on an accredited undergraduate programme, but this rule does not exist under UK-SPEC. An HEI will have made the decision to admit someone to the final year of a programme on the basis that their previous academic experience enables them to achieve the necessary outcomes. However, accrediting Licensed PEIs may ask HEIs to demonstrate how those graduating after one year would achieve the required learning outcomes and decide whether to limit accreditation in the light of the response. This arrangement would therefore apply, for example, to holders of an HND or graduates from foundation degrees who wish to follow the final year of a bachelors degree programme.

7m Additional information related to non-integrated masters (eg MScs) and doctorates

Non-integrated masters (such as MScs) and doctorates (including but not limited to EngDs) can be accredited as further learning for CEng when the required learning outcomes can be demonstrated.

Many post-graduate degrees and doctorates have a mixed intake with not everyone having a CEng (with further learning required) accredited bachelors degree. This does not prevent accreditation of these programmes, but does mean that only those students who hold a CEng accredited bachelors as well as a masters or doctorate accredited as further learning for CEng will be considered to hold accredited degrees.

Individuals who complete a programme that is accredited further learning for CEng but have not completed an appropriately accredited bachelors (hons) degree may still apply for registration. However, their knowledge and understanding will need to be considered through an individual assessment.

Licensed PEIs are encouraged to consider accreditation of doctorates where students complete sufficient common learning to demonstrate the learning outcomes required for accreditation. When reviewing a doctorate for accreditation as further learning for CEng, accreditors are reminded that the programme is not expected to provide full competence for

CEng. The assessment is whether or not the programme is delivering knowledge and understanding that underpin the CEng standard.

Accreditors considering doctorates for accreditation may find it useful to pay particular attention to:

- The nature of the project
- The balance between the management and more technical engineering content
- The integration of learning with the research project objectives and application
- Supervision arrangements for the doctoral student
- Systems for ensuring that the doctoral student is allowed sufficient time to undertake any university modules and prepare for exams

Accreditors should satisfy themselves that the attainment of knowledge and understanding is not lessened by an emphasis on research.

In line with normal accreditation practice, there will be a meeting with doctoral students. It is also useful for accreditors to meet with some employers of doctoral students.

In addition to material normally considered during degree accreditation, accreditors considering accreditation of a doctorate may find it useful to refer to:

- Monitoring reports and mid-term reviews provided for funding agencies such as the EPSRC.
- The validation document that an Industrial Doctorate Centre (IDC) would have had to prepare for the university, showing the learning objectives.

7n Additional information related to work-based learning

Many programmes involve an element of work-based learning. This is obviously the case for apprenticeships and employers' in-house training but also applies for many vocational qualifications and where qualifications include a significant work placement.

If a programme has an element of work-based delivery and/or assessment, the Licensed PEI must assure itself that the awarding organisation has effective mechanisms in place to quality assure work-based learning and/or assessment that contributes to AHEP or AAQA learning outcomes.

Where recognition is sought for a programme with both campus-based and work-based delivery modes, particular emphasis should be placed on the evidence presented to confirm that work-based students have a learning experience equivalent to, and to the same standard as that for students enrolled on campus-based programmes.

7o Additional information related to distance learning

In general, distance learning is a mode that does not require the student to attend particular classes or events at set times and locations and is not an apprenticeship. However, in some cases degrees or qualifications included in an apprenticeship might be described as distance learning. A wide range of programmes may be offered as distance learning, ranging from a whole qualification to individual modules.
Note that in the context of programme recognition and recording of programmes on the course search database, reference is made to distance learning when it is the mode of delivery used for a whole programme.

The same approval and accreditation aims and standards apply to distance learning programmes as for any other type of programme. Assessment of distance learning assignments must be at the same standard and level as any equivalent programme being delivered to students via other modes of study. Recognition panels may be reviewing different types of material than for a campus-based course, but these are no less valid. Licensed PEIs should ensure that recognition panels pay attention to the particular characteristics of distance learning provision when considering their recognition.

The common flexibility of distance learning programmes that is often attractive to potential students can pose some challenges to established recognition policies and procedures.

Issues and topics that may need particular consideration in relation to distance learning include:

- The open-ended nature of some distance learning programmes
- The robustness of systems in support of students
- Project work and access to laboratories
- The involvement of a range of delivery partners
- The diverse needs of students
- Individually tailored programmes
- Confirming the authenticity of the student

Recognition of programmes is framed by intake date. In view of the pace of change in engineering and technology practice, concern has been expressed about students taking long periods to complete a distance learning degree, especially where the programme was approved or accredited some time ago. However, the length of time that students might take to complete a programme need not in itself be a barrier to recognition if the required learning outcomes and/or competences are still being delivered. Licensed PEIs may specify that distance learning students must complete their programme within a prescribed period, which may be the same or less than that prescribed by the awarding organisation or provider, and this information should be presented on the course search database. Awarding organisations or providers should be required to specify in their approval or accreditation submission document the maximum length of time permitted for completion of their distance learning programme(s). As a guide, a maximum completion period of six to eight years is suggested for a distance learning degree.

Programmes delivered by distance learning must be underpinned by a sound delivery platform. Greater emphasis may need to be placed on the delivery and communications systems, and the awarding organisation or provider may be required to provide more detail about this than is required for campus-based or employer-based programmes. There should be equitable access to student, academic and administrative services, and timely feedback on assignments. Recognition panels should seek evidence that the views of distance learning students are included in student feedback and that questions about distance learning are included. These may cover, for example, the quality of web-based learning systems and access to the library. When considering a distance learning programme for accreditation, the accreditors must meet with some distance learning students during the accreditation visit (this meeting may be remote or in person).

The Engineering Council is not prescriptive about the mode of delivery. However, some learning outcomes are most appropriately demonstrated by laboratory work. Licensed PEIs should be prepared to consider a range of ways by which this may be demonstrated, that need not necessarily be limited to campus laboratories. For example, work-based distance learning students may be able to achieve the required standards through workplace activity.

There may need to be a greater emphasis on the systems in place to ensure that practical skills-based activities are developed, and it may be necessary for awarding organisations or providers to provide additional material to demonstrate how distance learning programmes achieve the required skill-based learning outcomes and/or competences. This may include mandatory on-campus course components. Recognition panels will need to assure themselves that the same rigour and standards apply to the assessment of work-based laboratory work as would apply to full-time campus provision. Similar considerations apply to any project work. Licensed PEIs must make explicit to the awarding organisation or provider any requirement for a practical activity that would make recognition of a distance learning programme difficult, before agreeing to carry out recognition activity. An example is the RAeS' requirement for undergraduates to undertake flight testing.

The requirement for an accreditation panel to visit all providers applies to distance learning provision. A provider may class as distance learning a programme that is in fact being delivered under a franchise agreement. Careful scrutiny of approval or accreditation submission documentation should be undertaken to confirm the accuracy of the information provided and ensure that appropriate recognition activity is undertaken. Particular care should be taken with international franchise arrangements.

The flexibility of distance learning is attractive to those who may not wish, or are unable, to attend campus. Progression data and evidence for support of the extremes of cohort is required as for any programme. Recognition panels should be alert to quantities of non-progression above those for a campus-based programme. In such cases, the awarding organisation or provider should be expected to provide a more detailed breakdown, including the reasons and any mitigating actions. It is important to ascertain whether or not any enhanced quantities of non-progression reflect the quality of provision. Providers are increasingly offering multiple entry points during the academic year and students may not move through distance learning programmes as a cohort. Thus, recognition panels should be aware that the data and evidence provided may differ from that which they are accustomed to with more homogeneous cohorts.

The wide choice of modules offered by some providers could lead some students to undertake programmes whose design and content prevent them from covering all the required learning outcomes. Whilst this is not limited to distance learning provision, it may be a greater risk in this mode. Recognition panels should seek assurance that students are being properly advised about module choice. Information about the flagging of groups of courses as providing particular pathways within an overall programme may be required.

7p Additional information related to recognition of programmes delivered outside the UK

Programme recognition by Licensed PEIs is not restricted to provision within the UK. Although the Engineering Council is the UK regulator, many of the PEIs it licenses operate internationally and some conduct programme recognition activity internationally. The AAQA and AHEP Standards are written to support approval and accreditation of programmes delivered in any country.

There are four key parameters for recognition outside the UK:

- The same standard, level and learning outcomes and/or competences apply to all programmes put forward for recognition regardless of the awarding organisation, provider and location of delivery
- The Engineering Council's RfR sets out what Licensed PEIs should specify in their detailed criteria and procedures for accreditation

- The Rules and Procedures of the International Engineering Alliance
- The ENAEE policy on transnational accreditation

Licensed PEIs are encouraged to develop their own policy about programme recognition outside the UK. They should be clear and transparent about the basis for agreeing to approval or accreditation requests from non-UK awarding organisations or providers, as well as understanding the reasons why this is being sought. Some have a policy or checklist to assist them in making such decisions. Considerations might include:

- Whether the provision is within an area of strategic interest
- The likely tangible benefit to membership and hence registration
- The existence of an active local/regional group to assist with briefing and assessing
- The ability to resource it, and in a timely way, which may be faster than in the UK
- Preparedness to deal with local customs and politics
- Ability to maintain the relationship between recognition activities

Licensed PEIs may wish to seek more initial data from a non-UK awarding organisation or provider. This assists in deciding how to deal with the recognition request and might cover:

- Staff and student membership of Licensed PEIs
- The programme specification(s)
- Information about facilities
- Details of any local/ national recognition/recognition agencies

Particular attention should be paid to programme content and how it maps to the published learning outcomes and/or competences, albeit in a local context. The requirement for this should be clearly stated in advance. Some Licensed PEIs offer a briefing or undertake a pre-visit, which may involve fewer representatives than a full recognition panel and may involve locally based individual(s) appointed by the Licensed PEI. This can be very useful in revealing areas of concern which the awarding organisation or provider may be asked to address before a formal recognition activity can be confirmed.

Where possible, Licensed PEIs should carry out preliminary independent research into the quality of the awarding institution and/or the provider, especially when considering accreditation of a programme delivered by a provider that is unknown to them.

Resourcing issues and strategies for achieving efficiency

Non-UK recognition activity is more resource-intensive than UK recognition activity in areas such as:

- Staff time (for both the awarding organisation or provider and Licensed PEI)
- Dealing with logistical issues such as travel, and, in some cases, security checks on non-UK personnel
- Tailoring a visit schedule to meet local needs and constraints
- Needing the flexibility to be able to deal with any complex issue(s) at the time rather than later
- The potential need for a larger pool of reviewers
- Increased direct costs

The same requirements apply as for a UK recognition activity in terms of the recognition panel's balance and experience, and their training. In general, only senior or experienced accreditors should be used.

Awareness of different practice

The local context in which non-UK programmes are delivered is likely to differ from the UK environment in a variety of ways, for example:

- The primary and secondary education system
- The relevant qualifications framework
- Student funding
- Health and safety culture
- Quality assurance
- Data protection issues
- The legal basis under which an awarding organisation or provider operates

There is unlikely to be an external examining system like that for HE in the UK. However, it may be possible to secure independent scrutiny of the courses by other means, and this should be investigated with the awarding institution. Where different systems of classification such as Grade Point Average are used, Licensed PEIs will need to ensure that such matters are included in their training for their reviewers.

Recognising programmes that are not delivered in English

There is some limited experience of this amongst Licensed PEIs. In general, it is challenging and involves a great deal of work for the awarding organisation or provider and the visiting panel and should not be undertaken unless it can be properly resourced.

The awarding organisation or provider will need to provide its submission and associated material in English[11]. Arrangements will need to be in place to enable the visiting panel to sample student work, and to translate any new data or documents requested by the panel.

Working with local accrediting bodies

The Engineering Council is a signatory to various international accords, which also apply to the Licensed PEIs by virtue of the licensing process. Arrangements for recognition, rules and good practice for signatories to international accords are set out in the International Engineering Alliance (IEA): Educational Accords Rules and Procedures document. These cover:

- Collaboration between accord signatories
- Arrangements in a non-accord jurisdiction
- What to take into account when agreeing to undertake recognition in a non-accord jurisdiction
- Expectations for the conduct of reviews
- Working in developing countries
- How to deal with differentiated or undifferentiated programmes

Note that the Washington Accord applies only to accreditations conducted by the signatories within their respective national or territorial boundaries. The Sydney and Dublin Accords make some allowance in specific instances for recognition of programmes delivered in multiple jurisdictions.

Licensed PEIs should ensure that the awarding organisation and/or provider is aware of these criteria from the outset.

[11] Subject to the Welsh language act 1993 and any other relevant legislation

Communicating with the local recognition agency helps to establish whether the programme is eligible for accreditation[12] in the delivery jurisdiction, whether the agency accredits the type and level of programme, and to a similar profile. Note that some signatories do not accredit engineering technologist or postgraduate programmes. Others have requirements for non-engineering content which may put a programme outside the scope of the home agency while potentially meeting the UK criteria.

The European Network for Accreditation of Engineering Education (ENAEE) developed a Transnational Accreditation procedure, that sets the standards and procedures which ENAEE Authorized Agencies (those authorised by ENAEE to award the EUR-ACE® label) must follow when performing transnational accreditations. The applicable sections are listed below.

A1. If an ENAEE Authorized Agency is requested to review and accredit a programme by an HEI based in another country, in which an ENAEE authorized Agency exists,

a. the Agency receiving the request must immediately inform the HEI that an ENAEE Authorized Agency exists in that country. At the same time, the requested Agency must ask the HEI and provide ENAEE (via the Label Committee Chair and the Secretariat) the reasons why this request is made when existing a local authorized Agency in the HEI country. This information as identified by the HEI will be evaluated by the Label Committee to identify any problem related to the local Agency accreditation process in continuing the monitoring and improving the transnational accreditation process within ENAEE
b. if the HEI still confirms the request, the requested Agency shall inform the local Agency with copy to the ENAEE Secretariat that it intends to carry out the accreditation in accordance with the EAFSG
c. before signing the contract on accreditation, a formal communication (in writing or by e-mail) between the two Agencies (the requested Agency and the local authorized Agency) shall take place and possible collaboration and agreement shall be explored. Duplication between the two agencies should be avoided and a complementary way of working should be sought; A written agreement from the local Authorised Agency confirming that the requested agency may perform the EUR ACE label accreditation procedure for the indicated programmes will be included in the dossier that will be presented to ENAEE when the concerned programmes are submitted for EUR ACE label approval
d. the requested Agency shall ask the HEI for information that the local Agency or any ENAEE authorized agency has not turned down, in the past two years, any of the programmes submitted by the HEI for accreditation (except for the case mentioned in the footnote2); 2 Note: In exceptional cases (such as, if the turn down of the programme towards EUR-ACE Label was due to the additional requirements of the original Agency beyond the EAFSG) , even though a HEI was denied in the past two years the EUR-ACE label to some of its Engineering programmes submitted for accreditation, the HEI can request another EUR-ACE Agency to ask ENAEE if the case could be revised and the LC would consider the case on its merits and may allow the said programmes to be reviewed by the said other Agency
e. the requested Agency will check that there are no other legal restrictions to do the accreditation
f. if all the above-mentioned conditions are fulfilled, the review can proceed under the sole responsibility of the requested Agency, but the local Agency will be invited to suggest a member of the Review Team or alternatively to nominate an Observer (at the expense of the said local Agency)

[12] accreditation is usually the term used internationally whether the recognition is approved or accreditation

Licensed PEIs are encouraged to keep the Engineering Council informed about planned non-UK recognition activity. Where a Licensed PEI does not have a relationship with the relevant agency, the Engineering Council can assist in establishing contact.

The international team at the Engineering Council can be contacted by emailing international@engc.org.uk.

When assessing overseas qualifications for potential recognition, Licensed PEIs should use the AHEP and AAQA learning outcomes in conjunction with the national qualifications framework of the country concerned. In the absence of an applicable qualifications framework, the level used should be determined by the responsible authority. Normally, this will be a government department or agency. The ENIC (formerly UK-NARIC) evaluation of the qualification level may also be used. For the purposes of the recognition of non-UK qualifications, these two reference points are applied. The guiding principle is that a qualification should be recognised at the level indicated by the provider, or by the responsible authority for the provider's home country, unless there is evidence to support a different evaluation.

8 After approval or accreditation

8a Outcomes of the process – including recognition periods, and backdating and extending accreditation

Programmes may be recognised as demonstrating the knowledge and understanding (learning outcomes) and/or competences for a professional title in full, as further learning or with further learning required. (For further information, see section 2c of this Handbook).

It is the responsibility of individual Licensed PEIs to provide feedback to awarding organisations or providers on the outcome of the recognition process. There may be requests for further information and adherence to certain conditions (some Licensed PEIs use different terminology) before recognition is confirmed.

Given the committee structures and working arrangements across the Licensed PEIs, the time taken to reach a recognition decision will vary. The outcome of the recognition process will be notified to relevant stakeholders once all due process has been followed.

Recognition is awarded by intake date and usually confirmed for a period of up to five years.

Qualifying phrases such as 'provisional accreditation' and 'partial accreditation' are not used. However, programmes which do not have an output cohort at the time of recognition activity may be recognised on the basis of their anticipated output standards. Licensed PEIs undertaking the recognition must monitor the output and review their recognition accordingly. They may recognise a new programme for a shorter period. Should they decide not to extend the recognition, beyond an initial shorter recognition period, the first graduates, and those students already on the programme, would still have recognised qualifications.

Extension and backdating of recognition may be permitted in certain circumstances and for limited periods.

Recognition may be extended once per recognition period, at the discretion of the Licensed PEI, by up to one year beyond the normal five-year term. This should not be usual practice but is to allow for exceptional circumstances, such as where a repeat recognition activity might not be possible or appropriate in the usual recognition cycle, due to timings of programme review or upgrading of provider facilities.

Recognition may be backdated at the discretion of the Licensed PEI to allow cohorts, whose work has been reviewed as part of the recognition process, to benefit from the decision. Backdating should apply for a period immediately before the forwards recognition being considered.

Awarding organisations and providers must ensure that the information they provide about the approval or accreditation status of their qualifications and apprenticeships, as well as their relationship to registration, is accurate.

8b Recording recognition on the course search database

Programmes recognised against AAQA or AHEP are listed on the Engineering Council's publicly accessible course search database. This enables prospective and current students, employers, universities, registration authorities outside the UK, and the public to check whether a programme has been approved or accredited for a particular intake. Licensed PEIs are responsible for entering details of programme recognition on to the database and must ensure that details of all the programmes they recognise against AAQA or AHEP are current, complete and accurate. Licensed PEIs should record on the courses database any limitations to the scope of recognition awarded, for example if they are aware that an unaccredited version of a programme is delivered in other locations to the accredited programme, or any conditions associated with the recognition.

Listing on the database confirms recognition (including for the purposes of registration and International Accord recognition) so it is vital that information presented is accurate and reflects the information to be presented on programme certificates. Therefore, awarding organisations and/or providers must advise Licensed PEIs in a timely manner of any changes to awarding organisation, provider or programme name(s) so that updates can be made.

The database includes programmes where further learning is required in order to meet the requirements for professional registration in a particular category, as well as programmes recognised as further learning.

Licensed PEIs should indicate on a public note when recognition is against competences, otherwise it is assumed that recognition is against learning outcomes.

Where dual accreditation is applied automatically, it is not recorded on the course search database. However, if a programme is explicitly recognised for both IEng and CEng, with further learning required, both recognitions will be listed on the database as separately on the same programme record. The same would apply if a programme is explicitly recognised for both EngTech and IEng with further learning required.

Recognitions are presented on the course search database by intake dates. For degree accreditations, the mode of study (eg part time, full time, distance learning) and duration are shown. Duration is presented either as a usual duration (eg three years for a full-time bachelors degree in England) or as a range (eg four to six years for a distance learning programme). Where possible, intake dates, mode and duration of study should also be shown for apprenticeships and other qualifications listed on the database (note, this information may not be available for older records). The mode of study and duration are important to confirm whether an individual completed a recognised programme. As recognition is by intake date and certificates usually present graduation date, the duration also enables Licensed PEI and EngC registration teams to check whether an individual completed a recognised programme. For further information related to duration of study, see section 8c below.

Staff of Licensed PEIs should visit the Engineering Council partner portal to access the course search database management interface, as well as view the associated user manual and instruction video.

8c Duration of Study

Not all students complete their programmes within the normal duration presented on the course search database. Variations in duration may occur because a student was admitted directly to a later year of study (and therefore completed in a shorter duration) or took longer to complete their programme (sometimes due to extenuating circumstances).

The Engineering Council has published Duration of Study guidance (available on the Partner Portal), which sets out expectations as to whether individuals who completed a programme over a different duration of study to that presented on the Engineering Council course search database should or not be considered to have completed a recognised (approved or accredited) programme.

The key consideration must be whether the individual completed their studies with intakes for which recognition was awarded, as well as whether they completed within a timescale which would be considered reasonable for them to have gained and retained a coherent body of knowledge and understanding (and competence if the programme has been approved or accredited for delivery of competence).

Students who complete a recognised programme over a duration of study that differs to that presented on the Engineering Council's recognised course search database should be treated as having completed a recognised programme, so long as they meet the following condition:

- Students must graduate with a cohort whose programme is recognised. For students joining part way through a programme (eg direct entry to year two) the reference date is not their date of joining but the date the programme started for the cohort with which they graduate.

Licensed PEIs should consider on a case-by-case basis whether they can be confident that students who do not graduate with a cohort whose programme is recognised, but who commenced their studies on a programme that was recognised for their intake, will have demonstrated the learning outcomes and/or competences required for the qualification to be treated as recognised. Factors taken into account might include the extent of any gap in their studies, how much of their studies were completed with an accredited cohort, and why the qualification was not recognised for the cohort with which they graduated (eg had their original programme closed, is a recognition decision pending, or recognition had not been sought for that cohort).

8d Promoting recognition

Awarding organisations and providers are encouraged to promote recognition of their programmes by Licensed PEIs under AAQA or AHEP.

To support promotion of recognised programmes the Engineering Council has produced:

- A recognised programme logo (English and Welsh versions) with suggested wording
- An accredited degree logo (English and Welsh versions) with suggested wording and Unistats statements for use when promoting accredited degrees

Licensed PEIs may refuse to recognise programmes if they believe that awarding organisations or providers are not being sufficiently clear about the recognition status of their programmes.

8e Reasonable adjustments

Providers have a legal duty to make reasonable adjustments to ensure that disabled and neurodivergent students and employees are not discriminated against. Reasonable adjustments may include adjustments to the recruitment processes (as well as avoiding discrimination and unconscious bias during the process), provision of extra support or aids, and/or reasonable adjustments to teaching and assessment. All universities and higher education colleges should have a person in charge of disability issues.

The Equality Act 2010 requires reasonable adjustments to ensure that disabled students can fully participate in their education. The Act defines disability as: "a physical or mental impairment … [that] has a substantial and long-term adverse effect on [their] ability to carry out normal day-to-day activities."

Reasonable adjustments may include changes to an assessment or to the way it is conducted that reduces or removes a disadvantage caused by a student's disability or neurodiversity. These adjustments may be needed because some disabilities and/or neurodivergence can make it harder for students to show what they know and can do in an assessment, compared to students without such disabilities.

Some examples of adjustments may include:

- Modified exam papers (for example, large print or braille exam papers, or permitting word-processing rather than handwriting answers)
- Access to assistive software (for example, voice recognition systems or computer readers) or other equipment
- Help with specific tasks (for example, another person might read the questions aloud to the student or write their dictated answers)
- Changes to how the assessment is done (for example, a closed oral assessment instead of a presentation in front of peers)
- Extra time to complete assessments
- Exemptions from an assessment (if an assessment addresses learning outcomes and/competences required for programme recognition, an alternative assessment may be required)

It is important to understand that the adjustments for an individual student will depend on how – and to what extent – their disability and/or neurodiversity affects them when taking a particular assessment. Note that it is not uncommon for a neurodivergent individual to have two or more diagnoses. It is also not uncommon for an individual to be neurodivergent without diagnosis, and two individuals with the same diagnosis may have very different needs. Therefore, reasonable adjustments should be tailored to the individual's needs whilst maintaining academic integrity.

That means:
- Different students with the same disability or neurodiversity won't always benefit from the same adjustments
- The same student might benefit from different adjustments for different assessments
- Some individuals may not want any adjustments, although this may change in time
- If a student's disability or neurodiversity doesn't affect their ability to participate in student life and education, or to demonstrate what they know and can do in an assessment, then they won't benefit from any adjustments

The awarding organisation and provider should decide, based on each student's circumstances, which (if any) adjustments are reasonable. Factors they should consider when making that decision include:
1. How (and to what extent) a student's disability affects their ability to demonstrate their knowledge and understanding in the assessment
2. How well an adjustment helps a student deal with the difficulties their disability causes when taking their assessment. An adjustment that works well is more likely to be reasonable than one that doesn't really help. It is therefore helpful to discuss with the individual what adjustments might help them, rather than making assumptions
3. How much the adjustment would cost. A more expensive adjustment is less likely to be reasonable than a cheaper one
4. How difficult it is to make the adjustment. A complicated adjustment is less likely to be reasonable than a straightforward one
5. Whether (and to what extent the adjustment could compromise the validity of the assessment. An adjustment that gives a disabled person an unfair advantage isn't reasonable
6. Any impact of the adjustment on others (this may include impact on teaching staff and other students)
7. Whether the adjustment would break any of the awarding organisation's rules and regulations. If their rules require exams, then another form of assessment is unlikely to be reasonable, but other adjustments (such as dictating answers to a scribe or using speech recognition tools) are more likely to be reasonable

In some cases, consideration of a request for an adjustment may usefully prompt consideration of adjustment to teaching and/or assessment approaches for all students. This may be particularly the case in circumstances where it is difficult to make an adjustment without impacting on other students for example in design of group work. Flexible approaches to delivery and assessment may reduce the need for reasonable adjustments.

In circumstances where the provider is not the awarding organisation and is unsure what adjustments might be appropriate, they should discuss any adjustments with the awarding organisation as early as possible. The awarding organisation will be able to provide advice about the different adjustments that are available, and the evidence that will be needed to support the application. Some adjustments take time to arrange, and early notice helps the exam board or approval panel provide the adjustment in time.

Providers are responsible for making sure that any adjustments agreed with the awarding organisation are put in place and are used properly when students take their assessments. Although not covered by the Equality Act, providers may also make reasonable adjustments in extenuating circumstances for example if a student's study is disrupted by an illness, accident, mental health or a bereavement.

Awarding organisation and/or provider regulations and/or policies on reasonable adjustments and extenuating circumstances should be considered during the recognition process.

Assuming that the Licensed PEI does not have concerns related to these policies (in which case they should not confirm programme recognition), it should be possible for providers to make reasonable adjustments and apply extenuating circumstances policy without consulting Licensed PEIs on a case-by-case basis, and programme recognition should not be used as an excuse not to make reasonable adjustments.

8f Changes to recognised programmes – in all circumstances

It is a condition of recognition that Licensed PEIs are informed of any changes to programme delivery and assessment.

The awarding organisation or provider must inform the Licensed PEI of any major changes during the period of recognition that affect the delivery and assessment of the specified programme outcomes (learning outcomes and/or competences). They must also inform Licensed PEIs of any changes to programme title or provider name so that accurate records can be maintained on the course search database. Examples of changes that might impact delivery include changes to compensation regulations, change of title, substitutions of modules, discontinuation of a module or loss of a critical resource.

Licensed PEIs must then satisfy themselves that all the required learning outcomes and/or competences will still be achieved by completing the programme.

Awarding organisations for approved programmes and providers of accredited programmes must:

- Maintain a fully documented record of changes, which demonstrates that everyone completing a recognised programme will achieve the required learning outcomes and/or learning outcomes
- Keep Licensed PEIs informed of changes to programmes, including any changes to titles of recognised programmes so that records on the Engineering Council course search database can be updated

A visit may be required to confirm continuation of accreditation to programmes that have undergone a major change in between the normal cycle of accreditation visits.

Licensed PEIs should:

- Ensure that awarding organisations and providers are informed that public information about the accredited status of degree programmes and the relationship to registration must be correct
- Inform HEIs that the publication of inaccurate information about the recognition status of their programmes could result in legal action
- Check the accuracy of statements about recognition status of the awarding organisation and/or providers' programmes as part of the recognition exercise
- Satisfy themselves that all students completing a recognised programme will still demonstrate the learning outcomes and/or competences that the programme is recognised as delivering

A Licensed PEI that is considering the removal of accreditation before the end of the original accreditation period is directed to section 8h of this Handbook.

8g Changes to recognised programmes – in exceptional circumstances

The Engineering Council and Licensed PEIs are aware that exceptional events (such as industrial action, disruption to access to buildings, and medical incidents) may affect delivery and/or assessment of recognised (approved or accredited) programmes, including degrees, apprenticeships and other qualifications.

Where adjustments are made, Licensed PEIs, awarding organisations and providers must remain confident that students completing a recognised programme will have achieved the required learning outcomes (and competences if recognised as delivering competences). Licensed PEIs must see evidence that all decisions are carefully thought through and documented, and that a comprehensive audit trail is maintained.

It is expected that providers and awarding organisations will aim to maintain delivery of full programmes, but events outside of the control of providers (including employers in the case of apprenticeships and other work-based programmes) may sometimes result in disruption to delivery and assessment. This may result in the need to make changes, for example, to:

- The delivery format
- The order in which modules are delivered
- Assessment methodologies
- Scheduling of learning and assessment (sometimes into holiday periods or later years of study)
- End dates to enable work or assessment that has had to be suspended to be completed

Although the circumstances may differ, education providers and Licensed PEIs adapted to the disruptions caused by the Covid-19 pandemic and may find some of the processes, guidance and changes introduced as a result useful when adapting to other changes that impact education programmes and assessment. For example, Licensed PEIs may already have processes to enable providers to report changes to programmes, and providers may have provisions in their regulations for determining when and how students can progress in the event of teaching and/or assessment being disrupted.

Potential measures education providers and/or awarding organisations might consider taking to support student progression may include:

- Clear communication to students of any changes to teaching and/or assessment activities and/or timings
- Prioritising activities that may have greater impact upon students if delayed, for example laboratory work, any work-based activities, presentations and vivas
- Prioritising activities required to provide assurance that students will demonstrate required learning outcomes and/or competences before completing their programme. This may be informed by reviewing which learning outcomes and/or competences have already been assessed and, where possible, prioritising assessment of those which have not. Module mapping presented for recognition purposes should be reviewed and, if necessary, updated to enable the Licensed PEI(s) to assure themselves that the required learning outcomes and/or competences will have been demonstrated by all students

- Considering where postponing credit, modules or assessment to a later year of study may be an appropriate solution
- Additional measures, perhaps suggested by Licensed PEIs, education regulators, the Quality Assurance Agency for Higher Education (QAA), or other bodies, that help students to progress while continuing to complete expected learning and demonstrate required learning outcomes

The Engineering Council is not prescriptive regarding mode of delivery or assessment, although some Licensed PEIs may set specific requirements. For an individual to be considered to have achieved a recognised programme, they are usually only required to achieve a threshold pass. A threshold pass means a pass at or above the minimum for the programme, which must be a pass with honours for an accredited honours degree. Conditions of recognition must be met, including in relation to compensation and condonement.

Where a student is unable to complete or be assessed for a piece of work that delivers the required learning outcomes and/competences, the awarding organisation or provider will need to set out the alternative mechanisms for assessing the achievement of those outcomes and/or competences. If unavoidable, students who are not in their final year of study when a programme is impacted by unavoidable changes may be permitted to make up any missed credit, learning outcomes and/or competence during later years of study. This should be avoided if possible as it may put students under extra pressure if having to complete additional work in later years.

If interruption to programme delivery or assessment leads to a reduced number of credits or the awarding of a degree or other qualification with some assessments not being complete, Licensed PEIs would need to:

- Determine the scope of the evidence they would need to assure themselves that all graduates would still achieve all of the learning outcomes at the applicable level, taking account of the changes
- Assure themselves that students do not graduate from accredited degree programmes with compensation or condonement of credit beyond that permitted by Engineering Council policy

It is understood that students may, in exceptional circumstances, for example following industrial action and through no fault of their own, be awarded a qualification or apprenticeship or permitted to graduate with some assessments or marking of assessments being incomplete. This is not an approach we would encourage if it is possible to delay the award of a qualification or apprenticeship until all assessments have been marked. If degrees, qualifications or apprenticeships are awarded prior to marking of all assessments, Licensed PEIs must be informed. Ideally, such awards will be provisional with any incomplete or unmarked assessments addressed at a later date.

If assessments which demonstrate required learning outcomes/and or competences are expected to be incomplete or unmarked at the point when a student is awarded a qualification or apprenticeship, the awarding organisation and/or providers must provide Licensed PEIs with information as to where else (if anywhere) attainment of the learning outcomes and/or competences has been demonstrated by students. This may refer to other modules or assessments that address the learning outcomes and/or competences and may include updates to the module mapping that was considered during the recognition process. In exceptional circumstances, Licensed PEIs may consider whether less formal mechanisms for assessing learning outcomes and/or competences can be accepted. For example, if regular interactions between staff and students or interim assessments during a module or project can provide confidence that learning outcomes have been achieved despite an assessment being incomplete or unmarked.

If it is identified that students or apprentices will complete a programme with gaps in assessed learning outcomes and/or competences, this must be clearly recorded by Licensed PEIs on the Engineering Council course search database. It should be specified which learning outcomes and/or competences may be missing, and for which student cohort(s). This should be exceptional and may affect future recognition of the programme, including internationally, for the cohorts concerned. Licensed PEIs will need to seek evidence during professional review that applicants for registration from affected cohorts are able to demonstrate any missed learning outcomes and/or competences.

8h Removal of recognition

This text has been drafted to assist Licensed PEIs considering removal of programme recognition against AAQA or AHEP before the end of the recognition period. Three matters are the focus of this guidance:

a. that the Engineering Council is kept informed about such developments from an early stage
b. those affected by such decisions are fully informed
c. recognition is not removed without prior warning that such an outcome is possible.

Licensed PEIs are encouraged to view programme recognition as a developmental process, not just a check on standards. It is important to maintain a continuing relationship with awarding organisations (for approved programmes)/ providers (for accredited programmes) so that issues encountered are raised routinely and don't only emerge at a re-accreditation visit. This will enable a Licensed PEI to issue a prior warning that there is a risk of removal of recognition or that a new programme is not likely to meet the standard for the award of approved or accreditation status.

Removal of programme recognition should be a 'last resort' option and a rare occurrence.

When a change in programme recognition status is being considered before the end of the original recognition period, the Engineering Council must be alerted as early as possible in the decision-making process. (RfR refers.)

Licensed PEIs should be aware of the possibility of a legal challenge by individuals or providers affected by such decisions. While it is likely that any action would be directed towards the awarding organisation or provider, there may be circumstances where the Licensed PEI is implicated.

Should there be no option but to remove recognition or not confirm the recognition of a new programme, ensuring that students are kept fully informed is a priority. In such instances, Licensed PEIs must require that the affected awarding organisation or provider notifies individuals affected with an explanation of the support available to them, the implication of the decision for their future registration, and anything additional they must achieve to meet registration requirements.

The Licensed PEIs must confirm with the educational institution that it has a responsibility to make good and at no cost to the individual any shortfall in provision that led to the decision to remove recognition, so that those affected are assisted in progressing towards professional qualification. This might include the preparation of specific learning materials.

Appropriate amendments to the course search database entry will be approved by the Engineering Council prior to the record going live. The Licensed PEI must check that the awarding organisation and/or provider(s) amends their public information about the affected course(s). If the programme is inaccurately described, the Licensed PEI should take appropriate action, for example, consider whether the Engineering Council might be asked about any misleading information relating to the accreditation of a course by a professional body.

Individuals affected by such decisions should be treated sympathetically when subsequently applying for professional review for EngTech, IEng, CEng or ICT*Tech*.

The Licensed PEI must provide clear feedback to the awarding organisation or provider about its requirements for subsequent recognition, clearly stating that there is likely to be a gap in the recognition record.

8i Re-approval and re-accreditation

Providers and Awarding Organisations should apply for re-accreditation or re-approval well in advance of the expiration of current recognition, as the process has a long lead time.

Re-approval or re-accreditation is normally undertaken using the same processes as the original recognition. However, there may be changes, for example, if:

- The Standard against which recognition has been sought, or any Licensed PEI contextualisation, has been updated since the last recognition activity
- There have been changes in Engineering Council regulations or Licensed PEI processes in the interim
- The awarding organisation or provider is seeking a different recognition than before (for example, if previous recognition focused on learning outcomes and recognition is now sought against competences)

When a programme is revised, the recognition will need to be revisited with the outcome dependent upon the extent of revision. In most cases, the programme will be subject to modest changes which can be considered via a desk-based review of evidence related to the changes. Where the changes are more significant, a new approval or accreditation will be needed.

It is important that Licensed PEIs have mechanisms in place to review the qualification they have recognised, with a view to identifying when the same qualification expires with its official regulator, awarding organisation and/or awarding body.

Licensed PEIs have the flexibility to align recognition with the awarding organisation review periods. For example, the Licensed PEI might award recognition for three years instead of five, where they know that significant changes to provision are expected within five years.

9 Additional Guidance and Information

9a Guidance on topics (including sustainability, risk, ethics and security)

The Engineering Council publishes guidance on a range of engineering-related topics which may be useful to educators and students. Some of these relate to topics which are explicitly referred to in AAQA and AHEP, including sustainability, security and ethics. This guidance can be found at: www.engc.org.uk/standards-guidance/guidance

9b Future updates

This Handbook is a live document and it is expected that additions and updates will be made.

9c Template documents (for Licensed PEI use)

The following submission templates can be found in the Partner Portal under the Standards related Guidance and Statements section:

AHEP 4 Initial submission template
AHEP 4 Full submission templates
AAQA 1 Initial submission template
AAQA 1 Full submission templates
Requesting RSC Authorisation to Recognise Programmes

9d Useful Engineering Council links

Information about Licensed PEIs
Guide to Professional Registration
International recognition
Course search database (QuAD) user guide
Risk based accreditation visits policy

9e Useful external links

Subject Benchmark Statement - Engineering (qaa.ac.uk)
Reimagined Degree Map
SORTED Guide to Sustainability in Further Education | Sustainability Exchange
Toolkits - Engineering Professors Council (epc.ac.uk)
Advice note for the higher education sector from the legal case of University of Bristol vs Abrahart | EHRC (equalityhumanrights.com)

10 Historical information

10a Historical information - archived documents

Accreditation of Higher Education Programmes (AHEP) third edition
Approval of Qualifications and Apprenticeships Handbook (AAQA)
Guidance Note on Academic Accreditation
AAQA Guidance Note

10b Historical information – history of the Engineering Council standards

UK-SPEC was first published in 2003, with revisions in 2008 and 2013. The fourth edition (UK-SPEC 4) was published in 2020.

AHEP was first published in 2004, with revisions in 2011, 2014, and the fourth edition, AHEP 4, was published in 2020.

AAQA was first published in September 2020 as a replacement to the technician-focused Approval of Qualification and Apprenticeships Handbook (AQAH), which was first published in 2015.

10c Historical information – history of recognition of doctorates

AHEP 3 made specific reference to accreditation of Engineering Doctorates (EngDs). AHEP 4 made clear that doctorates could be afforded the same accreditation as non-integrated masters if they meet the requirements, regardless of the award title.
EngDs were established in the UK in 1992 following the Parnaby Report's conclusion that an alternative was required which would be distinct from, and complementary to, the traditional existing PhD. The EngD is more vocationally-focused and suited to the needs of industry. It is an alternative to the traditional PhD for students who want a career in industry. The EngD is open to articulate and highly motivated graduates with a good degree in engineering or another relevant discipline. The four-year programme combines PhD-level research projects with taught courses, and students spend about 75% of their time working directly with a company, focusing on the corporate need. EngD students, known as Research Engineers (RE), undertake technical and management training, assessed as part of the degree, to help their professional development. Their PhD-level research projects are jointly supervised by the university and a company and aim to help the performance of the company. There is a strong emphasis on leading-edge research in a business context and development of competence that equips the RE for a range of roles in industry. The programme contributes to a body of knowledge on a particular technical discipline, industrial sector or multidisciplinary theme. Of the four years, approximately 25% can be recognised as 'learning' to at least masters level via taught courses and 75% of the time is spent working directly with the collaborating company. Many individual REs spend a significant amount of their time in-company. The EngD is at least equivalent to the intellectual challenge of a PhD (level 8 in the qualifications framework for England/Wales and N Ireland; level 12 in Scotland) but is enhanced by the provision of taught material in both management and technical areas.

10d Historical information - Engineering Council examinations

From 2001 until 2011 the City & Guilds of London Institute managed the Engineering Council Examinations under Contract. Due to low demand, the Examinations were withdrawn following the 2011 sitting and 2012 re-sit.

Past candidates often make enquiries about their achievements some years after they were attained. City & Guilds retained records of all candidates who undertook the Examination from 2001 to 2011, until September 2021.

Since 2021, City & Guilds has only been able to provide a statement of results for the Engineering Council Examinations. Individuals may apply for this via the City & Guilds website Replace and amend your certificate | City & Guilds (cityandguilds.com). Enquiries will attract a search fee and the cost of this will be subject to normal City & Guilds pricing reviews. Neither City & Guilds nor the Engineering Council can provide syllabus, transcripts, replacement certificates or any other service. Should you require any further assistance please do not hesitate to contact the City & Guilds Customer Services team by email ecq@cityandguilds.com or by telephone on 01924 930800.

10e Historical information – Engineering Accreditation Board (EAB)

The Engineering Accreditation Board (EAB) was formed in January 2006. This merged the Degree Accreditation Board for Chartered Engineers (DABCE) and the Joint Accreditation Board for Incorporated Engineers and Engineering Technicians (JAB).

DABCE managed the accreditation of degree programmes leading to Chartered Engineer registration. JAB led the accreditation and approval of programmes leading to Incorporated Engineer and Engineering Technician registration. DABCE and JAB both had Licensed PEI secretariat.

Membership of the Engineering Accreditation Board (EAB) was open to all PEIs licensed to accredit programmes under UK-SPEC (then in due course AHEP), to other appropriate bodies with an interest in the accreditation of engineering programmes which members would agree to admit. The original Terms of Reference highlighted the need to consider matters of mutual interest on the accreditation of programmes which provided both the underpinning knowledge and understanding for Incorporated Engineer and Chartered Engineer registration. They also recognised the importance of considering Engineering Technician qualifications and activities and conforming to the requirements of the respective Licensed PEIs. The role and responsibilities of the Secretariat were underpinned by the mission of the EAB:

- To encourage consistent accreditation processes and practices
- To provide a single point of contact, where appropriate, to facilitate the accreditation of programmes
- To ensure smooth running of the quarterly EAB meetings and any working groups that were established from time to time and liaise with the relevant Chairman on matters for consideration
- To facilitate joint accreditation visits and contribute to their smooth running. In line with published procedures

An Accreditation Review was initiated by the Engineering Council Board in May 2019 in response to perceptions that inconsistencies in Licensed PEI accreditation practice were posing a risk to the credibility of Engineering Council accreditation standards and processes. A recommendation from the Engineering Council Accreditation Review was to reframe EAB as a formal committee of the Engineering Council. EAB members agreed that they would like the Engineering Council to provide secretariat for a practice sharing forum. In July 2024 the Programme Recognition Forum (PRF) held its first meeting. Previous members of EAB and the Engineering Council's former Engineering and Technician Apprenticeships (EATQ) Forum were invited to join PRF.

Members of EAB agreed at their meeting on 14 March 2022 that future EAB visits would not be scheduled to take place beyond June 2023, and that alternative arrangements for accreditation visits involving multiple Licensed PEIs would be considered. This decision was due to ongoing challenges of resourcing EAB visits which had become increasingly complex since EAB was established. It was also recognised that the current EAB visit process couldn't accommodate an equivalent level of support to university departments to that some Licensed PEIs provide through non-EAB processes. This decision was made after considering the outcomes of two workshops held with Chairs of PEI Accreditation Committees in January and February 2022, and following significant discussion at two EAB meetings.

A joint visit Task and Finish Group (TaFG) was formed in July 2022 to agree a way forward. The TaFG received two bids to manage future joint accreditation visits, these being from the Engineering Council and the IET. The TaFG accepted the IET's bid to manage future joint accreditation visits. The IET agreed to discuss internally how the visits would be managed in line with their other priorities and to report back to the EAB. It provided updates in September 2022 and June 2023 regarding the structure of the new Joint Accreditation Service (JAS) and its potential service to Licensed PEIs and HEIs.

The next steps for IET were to firm up the costs of setting up and providing the JAS and to seek views from the other Licensed PEIs for the IET to provide this service. IET also needed to make a formal internal decision on whether it could support the required business plan within its overall business activity, before it could make a firm offer to Licensed PEIs. This would need to be decided in order to support HEIs who wish to organise and arrange joint accreditation visits for 2024/25 onwards.

At a special and final EAB meeting on 17 July 2024, the IET presented a proposal to provide future joint visit Secretariat. A communication was issued to Licensed PEI CEOs.

Following consultation of other Licensed PEIs and HEIs which had previously been involved with EAB visits, the IET concluded that there was insufficient demand to proceed with their proposed joint visit Secretariat model and notified the Licensed PEIs and HEIs.

11 Glossary

Approval and Accreditation of Qualifications and Apprenticeships (AAQA). This document is one of the Standards which the Engineering Council publishes, along with AHEP, the ICT*Tech* Standard, RCoP and UK-SPEC. AAQA sets out the standards and learning outcomes which must be met for qualifications and apprenticeships to be approved for registration at all levels, ie. EngTech or ICT*Tech*, IEng and CEng. Previously known as AQAH (Approval of Qualifications and Apprenticeships Handbook). See: www.engc.org.uk/aaqa
Accreditation - A process of peer review of a programme against published learning outcomes and/or competences. This usually applies to programmes that are not subject to external qualification assurance by an awarding organisation that isn't the provider. This usually involves a visit from a team of professional engineers nominated by Licensed PEIs to the provider (which in the case of degrees will also usually be the awarding organisation).
Accreditation of Higher Education Programmes (AHEP). One of the Standards which the Engineering Council publishes, along with AAQA, the ICT*Tech* Standard, RCoP and UK-SPEC. Working in line with UK-SPEC, AHEP sets out the standards for the accreditation of higher education programmes in engineering. It also outlines the application process for universities that wish to secure or maintain accreditation of their programmes. Accreditation is carried out by Licensees in accordance with these requirements. See: www.engc.org.uk/ahep
Apprenticeship - A work-based learning programme with elements of learning outcomes from the workplace, approved as an apprenticeship by the statutory regulator for apprenticeships (Skills England in England), or equivalent work-based programmes in jurisdictions that do not have equivalent regulation.
Apprenticeship Standard - An apprenticeship standard is a definition of requirements for an apprenticeship programme in England at a specified level. It is used by training providers, colleges and employers to ensure that all apprenticeship programmes are delivered consistently and to agreed standards. Each standard includes details of the knowledge, skills and behaviours to be demonstrated by the end of the apprenticeship and may include formal qualifications, information on job roles, entry routes, length of apprenticeships and career paths available on completion. Each standard is developed and owned by an employer-led consortium and approved by Skills England.
Approval - A process of peer review of a qualification or apprenticeship against published learning outcomes and/or competences. This may involve an external body (which may be a Licensed PEI) that quality assures delivery, assessment and facilities. Approval does not require a visit.
Awarding organisation - Awarding Organisations develop and award qualifications to meet the needs of learners, employers and other stakeholders. In the UK, they are 'recognised' and regulated by Ofqual, the Scottish Qualifications Authority (SQA), and Qualifications Wales. Awarding Organisations focus on: • Developing high quality qualifications that meet the needs of employers and learners • Approving centres and working with them to ensure high quality delivery of qualifications • Carrying out activity designed to assure the quality of the qualifications awarded • Developing products and services to support their centres and learners

Chartered Engineer (CEng) - One of the professional registration titles available to individuals who meet the required standards of competence and commitment. See: www.engc.org.uk/ CEng
Commitment - A set of values, rules of conduct, and obligations that maintain and enhance the reputation of the engineering profession and the individual. Demonstrating both competence and commitment is part of the requirement to become professionally registered with the Engineering Council.
Compensation - The practice of allowing marginal failure (ie not more than 10% below the nominal pass mark) of one or more modules, and awarding credit for them on the basis of good overall academic performance.
Competence - The ability to carry out appropriate tasks to an effective standard. Achieving competence requires the right level of knowledge, understanding and skill, as well as a professional attitude. Demonstrating both competence and commitment is part of the requirement to become professionally registered with the Engineering Council. AAQA and associated documentation focus upon professional competence as set out in UK-SPEC, not specific occupational competence. Competences are also specified in the ICT*Tech* Standard, and programmes may be approved or accredited against the competence within that Standard.
Condonement - The practice of allowing students to fail and not receive credit for one or more modules within a degree programme, while still allowing them to qualify for the award of the degree.
Degree apprenticeship - A higher apprenticeship that contains a degree. (Other terms may be used, for example, graduate apprenticeship in Scotland).
Delivery - The delivery of a programme, encompassing teaching, resources and facilities, methods of learning, development and assessment, support and supervision. Not to be confused with the design of a programme, which encompasses the planning, content or syllabus.
Dublin Accord - An international agreement among the bodies responsible for recognising programmes and qualifications for Engineering Technicians. It establishes a benchmark for Engineering Technician education and recognises the equivalence of accredited or approved Engineering Technician programmes across those bodies. See www.ieagreements.org/dublin.
Engineering Accreditation Board (EAB) - A former independent body composed of Licensed Professional Engineering Institutions (PEIs) that accredited engineering degree programmes. See: www.engc.org.uk/eab
European Credit Transfer and Accumulation System (ECTS). A tool of the European Higher Education Area (EHEA) for making studies and courses more transparent. It is based on learning outcomes and associated workloads.
European Network for Engineering Accreditation (ENAEE). ENAEE is the European network which authorises accreditation and quality assurance agencies to award the EUR-ACE® label to accredited engineering degree programmes. See: www.enaee.eu.
ENIC (formerly UK-NARIC) is the national agency which compares and recognises international qualifications and skills.
Engineering Council - The UK regulatory body for the engineering profession. The Engineering Council sets and maintains internationally recognised standards of

professional competence and ethics and holds the UK register of professional engineers and technicians. See: www.engc.org.uk.
Engineering Technician (EngTech) - One of the professional registration titles available to individuals who meet the required standards of competence and commitment. See: www.engc.org.uk/engtech
EUR-ACE® - EUR-ACE® (EURopean-ACcredited Engineer) is a quality assurance label that can be awarded to accredited engineering degree programmes. The Engineering Council is authorised by ENAEE to award the EUR-ACE® label.
External Quality Assurance (EQA) - Quality assurance conducted by a body which is independent of the provider. This will often be conducted by an awarding organisation but in some cases it may be completed by a Licensee. To consider an apprenticeship or qualification for approval, a Licensee must satisfy itself that there are suitable independent quality assurance arrangements in place. These should provide confidence in the quality of resources, delivery and assessment across all providers. Note: this definition does not mean External Quality Assurance in the sense of Skills England EQA.
Graduate Attributes - A set of statements on the expected capability of graduates from an accredited programme.
Graduate Apprenticeship - An apprenticeship that contains a degree, in Scotland.
Higher Education Institution (HEI). Any institution that provides higher education programmes. Most UK higher education courses are taught by universities, but many are also taught at colleges and other specialist institutions. Some 'private providers' are entering the market, and the term 'higher education provider' is now also used to reflect this wider group.
Higher Apprenticeship - An apprenticeship at Level 4 or above (In England, Wales or Northern Ireland).
Higher Education - In England and Northern Ireland this is defined in the Regulated Qualifications Framework (RQF) as being at a level between 4 and 8. In Wales this is defined in the Credit and Qualifications Framework (CQFW) as being at a level between 4 and 8. The Scottish Credit and Qualifications Framework places higher education at a level between 7 and 12. It includes: Certificate of Higher Education, Diploma of Higher Education, bachelors degrees, masters degrees, and doctoral degrees.
Industrial Advisory Board (IAB). Group of industrialists who advise an HEI's department on matters such as curriculum design and delivery. Often, they also support delivery, for example, by providing lectures, site visits, projects etc. Some departments use alternative terminology, such as Industrial Liaison Committee (ILC).
Information and Communications Technology Technician (ICT*Tech*). One of the professional registration titles available to individuals who meet the required standards of competence and commitment. See: https://www.engc.org.uk/icttech
Information and Communications Technology Technician Standard (ICT*Tech* Standard). This document sets out the competence and commitment requirements for professional registration as an Information and Communications Technology Technician (ICT*Tech*). The ICT*Tech* Standard is one of the Standards which the Engineering Council publishes, along with AAQA, AHEP, RCoP, and UK-SPEC. See: www.engc.org.uk/icttechstandard

International Engineering Alliance (IEA). A partnership of international organisations that are signatories to certain international engineering education accords. These currently include the Dublin, Sydney and Washington Accords. See: www.ieagreements.org.
Incorporated Engineer (IEng) - One of the professional registration titles available to individuals who meet the required standards of competence and commitment. See: www.engc.org.uk/ieng
Interim Registration - Confirmation of the acquisition of the underpinning knowledge and understanding required for one's chosen professional registration title.
Intermediate Competences - Competence statements at Levels 4 and 5 that sit between EngTech and IEng competence statements.
International Accords - accords for mutual recognition of qualifications, Includes EURACE®, Washington, Syndey and Dublin.
Initial Professional Development (IPD). The process of an individual developing their knowledge, understanding, skills and experience for professional registration. IPD can take place independently, or through structured programmes.
The UNESCO International Standard for Classification of Education (**ISCED)** is designed to serve as a framework to classify educational activities, as defined in programmes, and the resulting qualifications into internationally agreed categories.
Learning Outcomes - Learning outcomes describe the measurable skills, abilities, knowledge or values that students should be able to demonstrate on completing a programme or module of study. They are student-centred rather than teacher-centred, in that they describe what the students will do, not what the instructor will teach.
Learner - A student, apprentices or trainee.
Licensed PEI - An engineering membership organisation which is licensed by the Engineering Council to assess applicants for professional registration. Some Licensed PEIs are also licensed to approve or accredit programmes of learning. For a full and current list of Licensed PEIs. See: www.engc.org.uk/licensees
Module - A self-contained, formally structured learning experience with a coherent and explicit set of learning outcomes and assessment criteria – normally with an allocated credit rating and level of study.
Professional Affiliates – professional bodies affiliated with but not licensed by the Engineering Council, they can process members for registration through agreements with Licensed PEIs.
Professional Engineering Institution (PEI) – an informal term for Licensed PEIs and Professional Affiliates (covering both but sometimes used to refer to Licensed PEIs).
Professional Registration - The process in which an individual is admitted to the Engineering Council's Register as an Engineering Technician (EngTech), Incorporated Engineer (IEng), Chartered Engineer (CEng) or an Information and Communications Technology Technician (ICT*Tech*). To achieve professional registration the individual must demonstrate, via a peer review process by a Licensee, that they have met the profession's standards of commitment and competence. Individuals who have been awarded a professional registration title may use the relevant post-nominal.

Programme - In the context of AHEP, 'programme' means a programme of study leading to a degree award from a higher education awarding body (ie an institution with the legal powers to award degrees). In the context of AAQA 'programme' means an apprenticeship or qualification, with a broad definition of 'qualification' to include employer-based programmes.
Provider - a body or organisation engaged in the delivery of knowledge and understanding and/or competence or associated training within a programme.
Quality Assurance Agency for Higher Education (QAA). QAA is an independent body which checks on standards and quality in UK higher education, wherever it is delivered around the world. QAA reviews and develops guidance and reference points for providers and works closely with the Engineering Council and Licensees to support the engineering disciplines. See: www.qaa.ac.uk
Regulations for Registration (RfR). Formerly **Registration Code of Practice (RCoP).** One of the Standards which the Engineering Council publishes, along with AAQA, AHEP, ICT*Tech* Standard and UK-SPEC. RfR sets out the competence and commitment required for registration as CEng, IEng, EngTech and ICT*Tech*.
Recognised Standard – A sector-specific or specialised standard fully meeting UK-SPEC. Where these are developed and maintained by the Engineering Council, they are Proprietary Standard. Where developed and maintained by Licensees, they are Derived Standards.
Recognition - Programmes may be recognised by Licensees as delivering some, or all, of the knowledge and understanding required for professional registration and/or competence either in line with the full requirements for a professional title or at the threshold level set out in AAQA. Recognition is through approval or accreditation.
Recognition panel – The groups that conduct approval or accreditation activity may be referred to as recognition panels.
Registration Standards Committee (RSC) - The Engineering Council committee responsible for standards related to registration of professional engineers, including those set out in this Standard.
Scottish Credit and Qualifications Framework (SCQF). This covers qualifications and other academic awards in Scotland. See: https://scqf.org.uk/
Sydney Accord - An international agreement among the bodies responsible for accrediting engineering technologist degree (IEng) programmes. It establishes a benchmark for engineering technologist education across those bodies and recognises the equivalence of accredited engineering technologist programmes. See International recognition on page 9 or: www.internationalengineeringalliance.org/accords/sydney
Threshold - The minimum standard that a programme must meet to be recognised.
The UK Standard for Professional Engineering Competence and Commitment (UK-SPEC). The UK standard which sets out the competence and commitment requirements for registration with the Engineering Council as an Engineering Technician, Incorporated Engineer or Chartered Engineer. See www.engc.org.uk/our-role-as-regulator/setting-standards/professional-engineering-competence-and-commitment. UK-SPEC is one of several Standards published by the Engineering Council, along with AAQA, AHEP, the Standard and RfR.

Washington Accord - An international agreement among the bodies responsible for accrediting engineering degree programmes. It establishes a benchmark for professional engineering education across those bodies and recognises the equivalence of accredited engineering programmes. See International recognition on page 9 or www.internationalengineeringalliance.org/accords/washington-accord