Welcome

This issue reports on HE-related activity that the Engineering Council has been engaged in since the previous HE bulletin in February 2012. By the time you read this, an Engineering Gateways Toolkit for Universities will have been published, a consultation with the HE sector will be starting about an Engineering Lens on Vitae’s Researcher Development Framework, and the 2012-2013 programme of joint accreditation visits under the auspices of the Engineering Accreditation Board will be underway.

Please feel free to forward this to colleagues who might be interested. Comments on the HE bulletin and requests to be added to or removed from the circulation list should be emailed to Deborah Seddon dseddon@engc.org.uk

Information for new engineering students

Graduating with a degree in engineering gives your students an important part of what is needed to achieve registered engineer status as an Incorporated Engineer (IEng) or Chartered Engineer (CEng). Professional registration should be the next step on the career ladder of any graduate who is serious about a career in engineering.

Students can start their career journey while studying, by becoming a member of a Professional Engineering Institution (PEI), many of which offer student membership at low or no cost.

An introductory email for you to forward to your students is available that provides information on the profession and registration as IEng or CEng. Marketing material about IEng and CEng, such as posters and leaflets, is also available for you to use in your department. If you would like a copy of the email for students or any of the other materials, please email marketing@engc.org.uk putting IEng/CEng in the subject line.

Whilst students are likely to have heard of CEng, IEng is less well known and for some it would be a good first step on a progressive route to CEng. All honours degrees accredited for CEng registration from intake year 1999 also meet the requirements for standard route IEng registration and Sydney Accord recognition.

Your students can find out about both titles and how to register at: http://www.engc.org.uk/ceng http://www.engc.org.uk/ieng
HE STEM resources about professional registration

You may be interested in several resources that have been developed at Reading University as part of the national HE STEM programme: The Journey from Graduate to Chartered Professional; The Journey from Graduate Engineer to Incorporated or Chartered Engineer; and a worksheet for your students to complete about their journey and recording their demonstration of employability skills.

In piloting the resources, the university reported that these proved to be very successful in engaging students with their professional body and raising their awareness of the route to becoming professionally registered.

The resources are ideally suited to second year undergraduate students and have been designed for students to complete as an assignment on an individual basis and to be introduced as part of a lecture.

The resources are available at: http://www.hestem.ac.uk/resources/careers-ptp-chartered-status-student-exercises and http://resources.jorum.ac.uk/xmlui/handle/123456789/17042

Re-accreditation of engineering degrees

With the introduction of the Key Information Set, engineering departments have the opportunity to highlight to potential students which of their degrees are accredited, and expand on this through information in prospectuses and on websites about accredited status and its advantages for subsequent registration. To assist universities, the Engineering Council has developed statements for each type of engineering undergraduate degree and its relationship with IEng or CEng registration.

These are available to download on the information for universities webpage: http://www.engc.org.uk/education--skills/accreditation/information-for-universities

The ‘Engineering Council accredited degree’ logo is available for downloading here: http://www.engc.org.uk/education--skills/accreditation/accredited-degree-logo

(Welsh Version)

Given the lead time for publications, and the requirement for an accurate KIS statement about professional body recognition, planning ahead for re-accreditation visits is now even more important to prevent misleading future applicants. Engineering degree accreditation is by intake year.

Most accrediting institutions plan visits well ahead, sometimes a year in advance. Time also needs to be allowed for the accreditation decisions to be confirmed. If your department is interested in a joint institution accreditation visit under the auspices of the Engineering Accreditation Board, further details are available from the EAB Secretary, Neela Lubojacky. Please contact Neela urgently if you would like to schedule this in 2013 as dates are already quite booked up. NLubojacky@engc.org.uk

Kite-marking and accreditation

The Engineering Council responded to the House of Lords ‘HE in STEM subjects’ enquiry and subsequently was invited to give oral evidence to a session focussing on standards and accreditation. The final report, published in July, gave strong support for professional body accreditation and picked up on our concerns about the risk for confusion should the government’s proposals for ‘kite-marking’ of degrees be implemented in engineering. http://www.publications.parliament.uk/pa/ld201213/ldselect/ldsctech/37/3708.htm#a36
The Engineering Council is working with the Department for Business, Innovation and Skills (BIS) and the industry group, led by SEMTA, that is looking at the kite-marking of degrees, to try to influence developments so that any confusion between kite-marking and PEI accreditation is avoided.

**Washington Accord renewal of recognition**

Following its recent periodic review by the International Engineering Alliance, the Engineering Council’s membership of the Washington Accord (WA) was extended for a further six years. In a unanimous decision at the IEA’s meeting in June 2012, the WA signatories accepted the accreditation/recognition system of the Engineering Council as leading to outcomes substantially equivalent to those of other signatories. This means that accredited MEng programmes and combinations of accredited BEng(Hons)/MSc programmes are recognised under the Washington Accord. The Accord is widely used by signatories and other national authorities when assessing applications for migration and admission to national engineering registers.

**Accrediting Engineering Doctorates**

The first visit to accredit EngDs took place earlier this year. The visit involved several engineering institutions and followed work we have previously reported on, that looked at the EngD and its relationship with professional registration as CEng.

The visit went smoothly and the final accreditation decisions are expected shortly. A briefing note about the EngD and guidance on how it can be accredited have been developed for engineering institutions by the Engineering Council, with the benefit of input from EPSRC and academics.

Universities wishing to put forward an EngD for accreditation as an exemplifying academic award, partly meeting the requirement for CEng, should contact the relevant professional engineering institution, or the EAB Secretary for a joint EAB visit NLubojacky@engc.org.uk.

Further work is looking at the possibility of accrediting the EngD as an integrated learning and development programme.

**Engineering Gateways Toolkit for Universities**

National HE STEM ‘Practice Transfer Partnership’ funding awarded to the Engineering Council has led to the development of a toolkit for universities wishing to develop Engineering Gateways type degrees.

The toolkit takes the form of a route map, with a series of stages, each of which is linked to prompts and questions to consider. The third element is a bank of downloadable resources, some of which have been provided by universities already offering these degrees.

The Universities of Derby and Greenwich are now offering Engineering Gateways degrees as a result of participating in the practice transfer partnership, and they join the following existing provider universities: Aston, Cardiff, Glamorgan, Hertfordshire, Kingston, Northumbria and Staffordshire. Coventry, Leeds Met and UWE at Bristol also participated in the practice transfer partnership and are in the process of developing Engineering Gateways degrees.

The Centre for Engineering and Design Education (CEDE) at Loughborough University assisted with the design and development of the toolkit. Copies are available from info@engc.org.uk or it can be downloaded at http://gatewaystoolkit.engc.org.uk/.

**Engineering lens on development for researchers**

The Engineering Council has been working with Vitae to develop an ‘engineering lens’ on the Vitae Researcher Development Framework (RDF) and the Engineering Council’s UK Standard for Professional
Engineering Competence (UK-SPEC). The RDF is a comprehensive approach to enhancing the careers of researchers, developed by and for researchers, in consultation with academics and employers from other sectors. A ‘lens’ is essentially a set of bridging statements that interprets the RDF for a specific audience or purpose, such as engineering researchers.

The lens has been developed by reviewing the RDF and identifying those areas that relate to the Engineering Council’s standard for competence and commitment for CEng. The lens, presented as a circle graphic, demonstrates the strong link between the requirements for CEng and the development of an engineering researcher’s knowledge, understanding, skills, competence and attributes. The aim of the lens is to assist engineering researchers with their professional and career development, and by making the strong link with CEng, to encourage them to seek professional registration.

Vitae is currently consulting with the HE sector about the draft version of the lens. If you would like to comment, please contact: Heather Pateman at heather.pateman@vitae.ac.uk The lens will be launched later this year.

This lens will also complement the Engineering Council’s work to establish a clearly visible pathway to CEng status for EngD graduates.

Consultations

The Engineering Council contributed a response to HEFCE’s consultation on ‘A risk-based approach to quality assurance’, and will be responding to QAA’s current consultation on the management of collaborative arrangements. One concern that has been raised with us is how to distinguish between accredited and non-accredited provision of the same degree if this is not stated on a degree certificate from outside the UK. The deadline for responses is 19 October and further details are available here: www.qaa.ac.uk/Newsroom/PressReleases/Pages/QAAC-consults-on-reference-point-for-the-management-of-collaborative-arrangements.aspx