

SUMMARY OF MAIN CHANGES WITHIN THE AHEP DRAFT

Introduction

1. Accreditation of Higher Education Education Programmes (AHEP) sets out the processes for accreditation of degrees, the learning outcomes against which degrees of different types can be accredited, and qualification descriptors.
2. For ease of reference, we have presented the draft revised AHEP in three files:
 - Draft AHEP text
 - Draft learning outcomes
 - Draft qualification descriptors
3. You are invited to comment on as many of these as you wish.
4. If you are interested in apprenticeships, including degree apprenticeships, and/or non-degree qualifications you may also wish to review and comment on AAQAH.

Key Proposed Changes

Draft AHEP text

5. Accreditation of doctoral programmes (e.g. EngD) is fully incorporated alongside other degree types.
6. The defining characteristics of the different degree types have been substantially rewritten and ECTS credit values included.
7. Latest policy and guidance has been included from, for example, the Competition & Markets Authority (CMA) and the Quality Assurance Agency for Higher Education (QAA).
8. We have imported from the Guidance Note on Academic Accreditation:
 - a. The recently-approved compensation and condonement rules.
 - b. Additional information about delivery on multiple sites (including franchise provision).
 - c. Guidance on the wording to be used by higher education providers to describe the accreditation status of degree programmes in marketing materials.
9. A list of the evidence that will be required by PEIs when considering an application to accredit a degree programme has been added.

10. Reference to interim registration has been added.
11. Guidance has been added on the following matters:
 - a. Industry involvement in programme design and delivery.
 - b. Enrichment of all accredited degree programmes by student engagement with relevant scholarship, research and/or professional practice.
 - c. Accreditation not being a barrier to innovative programme design.
 - d. Promoting equality, diversity and inclusion in line with applicable national regulatory frameworks and embedding inclusive design within the curriculum.
 - e. UN Sustainable Development Goals.

Draft Learning Outcomes

12. The Learning Outcomes are rewritten and reduced in number, and 'Additional General Skills' has been subsumed within the main learning outcomes.
13. The redrafted Learning Outcomes support demonstrable progression between levels of study, including Learning Outcomes specified for programmes that partially meet the requirements for IEng (IEng with further learning required, or further learning for IEng).
14. The Learning Outcomes are more closely aligned to international (Washington Accord and Sydney Accord) Graduate Attributes.
15. The learning outcomes are drafted on the basis that they will be used for degree accreditation (as referred to in AHEP) and also for approval and accreditation of other qualifications and apprenticeships at the same levels (as referred to in AAQAH).
16. Please note: further redrafting of the learning outcomes in the draft revision may be needed to align with UK-SPEC 4th edition when these are finalised.

Draft Qualification Descriptors

17. These have been generally updated and there are no specific matters to highlight.