

Guidance on Engineering Professional Registration for Academics, Researchers and Technicians in Higher and Further Education

Summary (why read this guide?)

This guide is for engineers working in higher and further education—whether your role is teaching, research, technical support, coaching or a mix of these—who want a clear, academia-relevant route to professional registration (CEng, IEng or EngTech). Professional registration is a globally recognised benchmark of competence, integrity and commitment to high standards, and it is increasingly valued across academia as well as industry.

- **Strengthen academia–industry credibility:** Registration signals that your expertise is independently assessed against UK-SPEC, helping to build confidence with industrial collaborators and advisory stakeholders.
- **Support funding and impact:** CEng/IEng/EngTech status can reinforce grant applications and impact narratives by evidencing technical leadership, governance and professional accountability.
- **Increase influence and external profile:** Registered engineers are often better positioned for consultancy, expert panels, standards work, invited talks and leadership roles.
- **Enhance teaching and student outcomes:** Registration helps demonstrate industry relevance, supports accredited programme delivery, and strengthens mentoring and employability pathways for students.
- **Enable career progression and recognition:** Many institutions value registration for promotion and leadership roles; it also supports recognition of technicians’ vital contribution (including through initiatives such as the Technician Commitment).

What you will get from this guide:

a practical case for registration in academia; myth-busting around “industry experience”, time and eligibility; examples of successful academic applicants; and appendices that map common academic/technical activities and existing documents

(publications, teaching materials, grants, SOPs, risk assessments, etc.) to UK-SPEC competences so you can evidence your application efficiently.

Quick start:

If you are unsure whether you “count” as an engineer outside industry, go to *Professional registration: common misconceptions*. If you are ready to start drafting evidence, go straight to *Appendix 1* (competence mapping) and *Appendix 2* (using existing documents).

Purpose of this guide

This guide is written for engineers in teaching, coaching, research or technical support roles and debunks myths that have arisen. It is intended to be supplementary to the general guidance from the Engineering Council for engineers on Professional Registration: [Guide to professional registration](#)

Introduction

Professional registration is a globally recognised benchmark that demonstrates an engineer’s competence, integrity and commitment to high standards of practice and ethical conduct. Professional registration is not just for industry engineers: it is an asset for academics, researchers, educators and technicians. For these professionals, achieving registration as a Chartered Engineer (CEng), Incorporated Engineer (IEng), or Engineering Technician (EngTech) reinforces credibility, influence, can enhance career prospects and strengthens the link between academia and industry. With the right support, strategy and mindset, registration is an achievable and rewarding step in a professional journey.

Despite its benefits, many academics, researchers and technicians hesitate to pursue professional registration, citing concerns about eligibility, relevance, time constraints and industry experience requirements. This guide addresses these challenges and outlines a clear case for why registration is worth pursuing.

Membership of PEIs

Before considering professional registration, it is worth outlining the benefits of being a member of a Professional Engineering Institution (PEI). Most PEIs have varying levels of membership and there is a grade that suits everyone. The first and most obvious advantage is having the use of post-nominal letters. These add gravitas to a business card or your email signature.

Membership brings access to a library of knowledge that the institution has collated over its existence. Often the headquarters has a physical library which may be

accessed, or the space used for work. These libraries have over the last 30 years been extended to a vast 'virtual library'. While university libraries can be extensive, unless you have access to a copyright/legal deposit library, there are materials which are not available, which may be accessible via your institution's library.

PEIs publish periodicals that provide a range of material from research topics to current affairs, keeping you abreast of developments in your field. They also provide a platform for

you to promote your work to the institution, a useful means of dissemination that can lead to real world impact for research. Publications are another feature where an institution may take a deep dive into a specific topic or provide engineering guidance. For example, the CIBSE Guidance publications, Energy Institute's publications on hydrogen and the IET's authorship of BS7671 Wiring Regulations are just a few examples of the vast array of professional documents that the PEIs produce. Often these are available free to members or at a discounted rate. Some PEIs also produce academic journals, for example the Proceedings of the Institution of Civil Engineers, which has 35 different journals.

In person and online events take place both nationally and regionally. In fact, it is often the local branch that provides a sense of community. Local branch membership can bring opportunities to be mentored, or to offer yourself as a mentor to others, meet fellow professionals and widen your network of contacts to help with your career and work.

Continuing Professional Development (CPD) is an essential requirement for professionals and PEIs are useful partners in helping you access material and record your activities.

Finally, PEIs are often able to support members through benevolent funds. This may include helping members attain development goals, or financial support during difficult times.

In all, membership is most rewarding if it is a two-way process. Getting involved with the institution's activities, whether it is writing papers for journals and articles for periodicals, participating or speaking at local or national events or serving on a committee, can widen your experience and insight of your professional area. Academics and educators are especially needed for accreditation panels.

Why Professional Registration?

Many academics who are professionally registered report that their registration strengthens their professional credibility and:

1. Strengthens academia-industry links

Professional registration enhances credibility with industry partners, making collaborations easier and more impactful. Having Chartered (CEng) or Incorporated Engineers (IEng) on research teams increases trust and engagement.

2. Enhances research grant applications

Many funding bodies value professional registration as a mark of technical excellence and engineering leadership. Holding CEng or IEng status can reinforce grant proposals, making applications more competitive.

3. Increases recognition and influence

Registered engineers are better positioned to influence policy, contribute to advisory boards and lead interdisciplinary projects. Registration raises professional standing, opening doors to consultancy, speaking engagements and leadership roles.

4. Impact on teaching

Professional registration strengthens an educator's ability to deliver industry-relevant teaching, bridging theory and practice. It provides access to cutting-edge research and industry collaborations, enriching course content and student engagement. Registered professionals help shape curriculum development, ensuring alignment with engineering standards and employer needs. They also support mentorship and career guidance, connecting students with valuable industry pathways. It strengthens the ability of teaching staff to shape engineering curricula and national STEM strategies.

5. Strengthens career progression

Academic institutions are increasingly encouraging professional registration, especially for senior academic promotions, research leadership and applied engineering roles. Holding CEng, IEng or Engineering Technician (EngTech) status demonstrates your commitment to maintaining professional standards.

The Engineering Council actively promotes professional recognition and career development for academic staff, including through initiatives such as the Technician Commitment. This commitment supports visibility, recognition, career progression and sustainability for academics and technicians working in higher education and research across all disciplines.

Professional registration: common misconceptions

Common misconceptions often provide challenges to pursuing professional registration, but there are practical ways to navigate these:

1. “I do not have the right industry experience”

One of the most frequent concerns is that registration requires extensive industry-based practical experience, which academic and research-focused professionals may lack.

- **Academic experience is valued.** Research, teaching, and supervision involve significant engineering knowledge, problem-solving and technical application, which align with registration criteria. Guidance on alignment is included in this document.
- **Applied research counts.** If your work contributes to new technology, engineering systems or methodologies, you demonstrate real-world engineering competence.
- **Technician competences are valid.** Applied problem-solving, technical expertise, and equipment management all align with professional registration competence.
- **Collaboration with industry can strengthen your case.** Any partnerships with companies, consultancy work, or applied research projects are recognised as valid engineering experience.

2. “I do not have the time”

Balancing academic responsibilities with professional registration can feel overwhelming, particularly with research deadlines, teaching commitments and funding applications.

- **Use existing documentation.** Much of the information required for professional registration aligns with grant proposals, research outputs and academic institution job promotions criteria, reducing duplication.
- **Start small, progress steadily.** Break the process into manageable steps. Writing your Engineering Council statement or competence report in sections makes it easier.

- **Support networks can help.** Your PEI and mentors can guide you through the process, ensuring efficiency.

3. “I am not sure registration is relevant for my career”

Some academics believe professional registration is more suited to industry engineers rather than researchers and educators. However, registration is equally valuable in academia.

- **Enhances credibility.** Professional registration reinforces your expertise, particularly in securing grants, consulting and industry engagement.
- **Strengthens career progression.** Some academic institutions increasingly value registration for senior academic roles, demonstrating a broad impact beyond pure research.

4. “I struggle to evidence my competence against the criteria”

The competence framework for professional registration is designed around **industry practice**, making it sometimes difficult for academics and researchers to map their achievements. However, it is possible to map academic experience against the requirements – see the appendices of this document.

- **Reframe academic experience.** Teaching, supervising PhD students, conducting research, publishing papers and securing funding all demonstrate engineering leadership, problem solving and ethical responsibility.
- **Use examples from interdisciplinary work.** If you’ve collaborated across sectors or developed engineering methodologies with real-world applications, they count toward evidence of competence.
- **Seek guidance from a PEI or mentor.** PEIs can help interpret the criteria for an academic context, ensuring a stronger application. Ask to be assigned a mentor and attend an academic registration information session. Your chosen PEI or other engineering support network (such as the Women’s Engineering Society) can be a useful place to find a mentor.

5. “I do not have the financial backing”

Many academics are concerned about the costs associated with professional registration, particularly application fees and membership subscriptions.

- **Institutional funding may be available.** Some academic institutions may offer financial support for staff seeking professional recognition. Check with your institution’s HR or professional development office.

- **Grants and bursaries.** Some PEIs provide bursaries or discounted membership fees, especially for early-career academics.
- **Long-term investment.** While the initial cost can be a barrier, professional registration can boost career progression, research funding opportunities and consultancy income, offering strong return on investment.

6. “My institution does not support registration”

Some academic institutions do not actively encourage professional registration for their team or may not offer dedicated support.

- **Make the case for professional registration to be considered essential for professional development.** Demonstrating how professional registration enhances teaching, research impact and industry engagement can help justify its importance within academic institutions.
- **Seek peer mentorship.** Connecting with other registered professionals including those who may also be educators or academics within your academic institution or beyond can provide guidance and a pathway forward.
- **Advocate for institutional change.** Engaging with leadership teams to highlight the value of engineering registration for academic institution reputation and research partnerships can shift the narrative. The outline of a business case below may support these conversations.

Exemplars

Below are some exemplars of academics who have obtained professional registration, outlining the evidence they provided.

Professor Philip Griffiths CEng FICE FEI FHEA

Philip holds the chair in Building Physics at Ulster University. He joined the Energy Institute (EI) (then known as the Institute of Energy) in 1990, when a postgraduate student, becoming a graduate member after completing his PhD. He was appointed to a research position at Ulster University in 1994.

He applied for full membership of the Institute and Chartered Engineer (CEng) in 2002. In his written application he outlined the knowledge and understanding he had built up both as a student and as a researcher. He then gave an outline of his engineering research into novel building systems and components, drawing the material from published research papers, highlighting design expertise, and development and solving of engineering problems in this published work.

The management and oversight of research projects, team management and leadership experience were evidenced from the research projects he had worked on, including workpackage leadership of EU-funded projects.

Communication and interpersonal skills were evidenced through publications, conference presentations and also from references. Finally, professional commitment was evidenced through his CPD record and his activities within the local branch of the Energy Institute.

For Philip, his CEng status has been important for each position and promotion he has applied for. It adds value to his CV during research applications, and it has also opened doors to consultancy and opportunities to provide advice to Government departments.

He says: “Once you understand the material that you already have can act as your evidence, meeting UK-SPEC as an academic is straightforward.”

Dr Salma Al Arefi PhD CEng MIET FWES SFHEA

Dr Salma Alarefi is a Lecturer (Teaching and Scholarship) at the School of Electronics and Electrical Engineering at the University of Leeds. She joined the Institution of Engineering and Technology (IET) in 2020 and achieved Chartered Engineer (CEng) status in 2021. In her application, Salma demonstrated how the UK-SPEC competences can be met through a career that integrates technical research with excellence in teaching and educational leadership.

Drawing on both her doctoral research and experience of designing and delivering accredited programmes to evidence her knowledge and understanding, she showed how her expertise in renewable-energy systems and power electronics informs the development of inclusive, professionally aligned curriculums. Her research, supported by peer-reviewed publications, showcased her capability in design optimisation, modelling, and translating theoretical concepts into practical engineering solutions. She further demonstrated design and development competences through pedagogical research, curriculum innovation, assessment design, and the creation of authentic learning experiences that reflect real engineering challenges.

Leadership and management were shown through module and programme leadership, supervision of undergraduate and postgraduate technical projects, and coordination of outreach and student-success initiatives. Communication and interpersonal skills were evidenced through national and international presentations, technical and pedagogical committee service, and extensive outreach and public engagement activities. Professional commitment was demonstrated through her CPD portfolio and fellowship of both institutional and professional bodies.

For Salma, CEng recognition has strengthened her credibility as both engineer and educator. It has been highly valued by programme accreditors, supported recognition in

teaching and leadership awards, and attracted international collaboration and consultancy opportunities that draw on her combined technical and pedagogical expertise.

She says: “Achieving CEng as an academic on the teaching and scholarship pathway is possible. The key lies in recognising how everyday academic activities, i.e. curriculum design, supervision, educational leadership, and professional engagement, evidence the UK-SPEC competences when reflected on through an engineering lens.”

Professor Mahroo Eftekhari CEng FCIBSE MASHRAE MInstR SFHEA

Mahroo is a Professor in Building Services Engineering and course director for MSc in Net Zero Building Services Engineering at Loughborough University. Since she successfully completed her DPhil in control engineering from Oxford University, she has been mentoring and supervising students in the built environment and connecting the students with the Heating, Ventilation, Air Conditioning, and Refrigeration (HVAC&R) industry. Her accredited MSc course has an international reputation, and her graduates are working around the globe and contributing to sustainability and net zero strategies. Her research and partnership with industry have contributed to the advances of Indoor environmental quality (IEQ) and smart HVAC closed-loop water visualisation.

Since Mahroo became the course director in 2005, she has applied for course accreditation for the MSc from the Energy Institute (EI) and the Chartered Institution of Building Services Engineers (CIBSE), to provide a fast-track route for graduates to become Chartered Engineers (CEng).

In 2018, she completely restructured the MSc. By introducing one day per week attendance for students from different backgrounds, she made it possible for students working in industry to do the MSc part-time in two years so they can become Chartered Engineers.

CEng has helped Mahroo to mentor and sponsor students for CEng. CEng has expanded her leadership, learning, networking and mentorship opportunities. She has provided worldwide training and education to future generations of HVAC&R engineering professionals and helped link industry with the university graduates through placement, prizes, lectures, and site visits. She has developed dedicated unique lab facilities and updating building services modules with the latest technologies and software which has resulted in 100% graduate employment. Each year 15-25 students from a diverse background graduated and most obtain CEng and are working across the globe.

Dr Dan Hu MIET FHEA CEng

Dan Hu is the Course Director for Applied Mechanical Engineering at Coventry University. Prior to this role, she spent five years as a Research Associate at the University of Manchester. In 2020, she was appointed as a Lecturer at Coventry University and was recently promoted to Assistant Professor.

In 2023, Dan applied for full membership of the Institution of Engineering and Technology (IET), and in 2024, she achieved Chartered Engineer (CEng) status. Her application highlighted a well-rounded portfolio of experience across research and teaching.

In the research domain, Dan detailed the projects she led and contributed to, the outcomes and achievements of her work, and the responsibilities she undertook throughout. She also demonstrated her ongoing development in research since joining Coventry University, including her efforts to explore new areas and her application to become an associate member of a university research centre. She shared examples of how she tackled and resolved new challenges during this journey.

Her teaching experience was presented through her progression from Lecturer to Course Director. She focused on her leadership and management responsibilities in the course director role, including staff coordination, resource allocation, and maintaining academic quality through various strategic measures.

Dan's communication and interpersonal skills were evidenced through her participation in international conferences, publication of journal articles, her ability to navigate cultural diversity within the course, and her role in mediating and resolving issues among colleagues.

Amid all these professional achievements, Dan also embraced a major personal milestone - becoming a young mother - balancing her career progression with the responsibilities of parenthood.

Finally, she demonstrated her professional commitment through a range of workplace activities and examples that reflect her dedication to engineering practice and continuous improvement.

Achieving CEng status has been a significant milestone for Dan. It has strengthened her professional profile and played a key role in supporting her recent promotion.

She says: "Gather your experience—you'll realise you've achieved more than you think, and you're ready to become a Chartered Engineer!"

Dr Fiona Gleed CEng MStructE FHEA

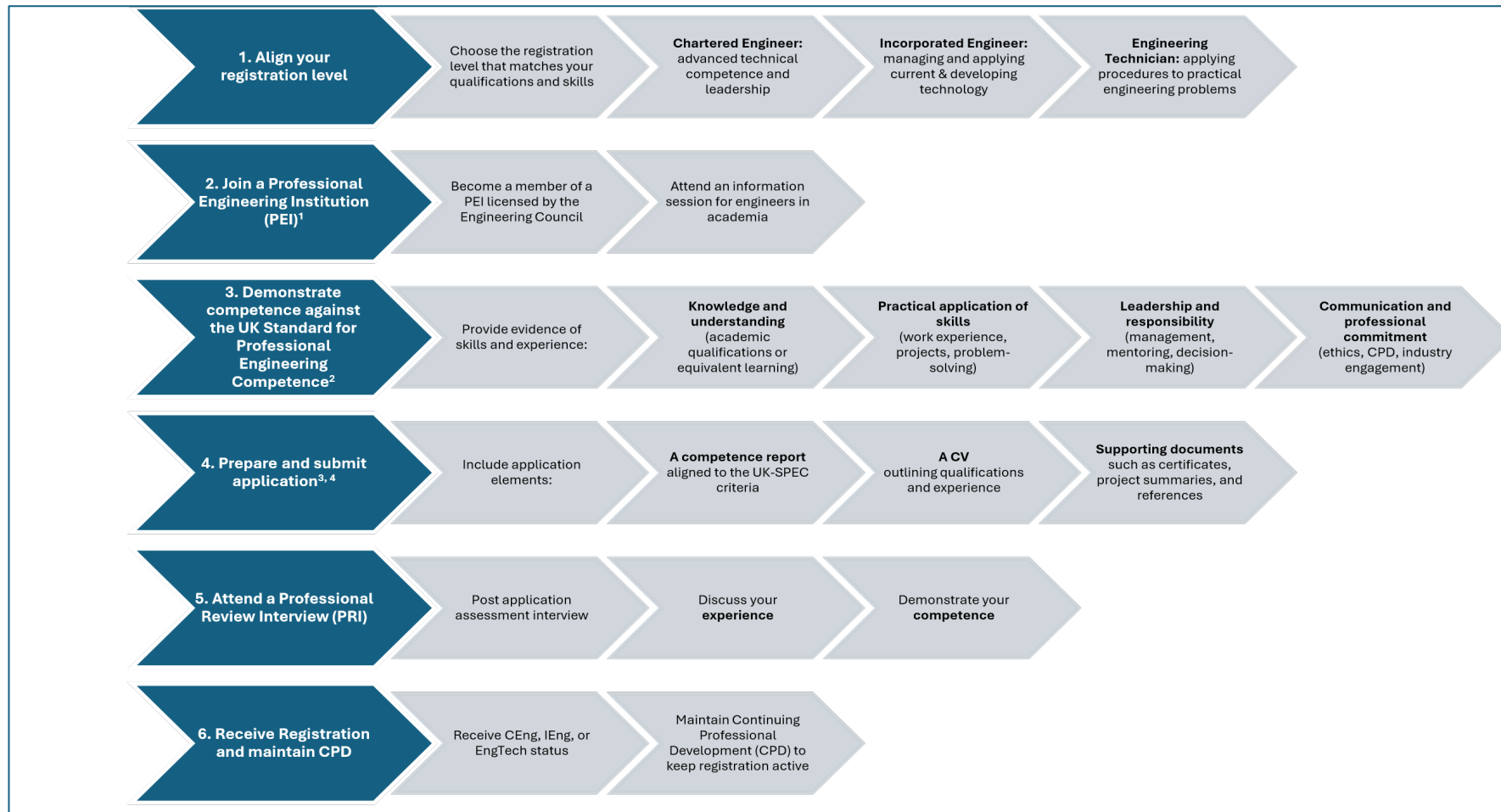
Fiona is a Staff Tutor at the Open University (OU), a teaching-focused role. Fiona joined Arup as a graduate engineer in 1992, training under agreement with the Institution of Civil Engineers (ICE). She worked within inter-professional design teams on a range of building and infrastructure projects, from concept design to construction. Fiona applied for Professional registration with the Institution of Structural Engineers (IStructE) in 2000, drawing on her experience of superstructure and substructure design to present a portfolio at the Professional Review Interview and prepare for the Exam.

After qualifying, Fiona took a career break to care for her young children. She returned to work at University of the West of England, joining a small civil engineering team teaching on a range of built environment courses. As an academic, IStructE membership was particularly valuable to stay up to date with innovative projects, develop knowledge of emerging topics such as sustainability, and gain experience through serving on committees, locally and nationally.

The networks developed through engagement with IStructE have supported Fiona through a return to study as a mature postgraduate and a period of precarious employment. Since joining the OU, she has acted as Student Liaison Officer and re-engaged with the Engineering Academic Network, supporting others as they start their journey to membership.

She says: “The experience required to complete a structured training agreement and professional review provide a good foundation for working as a pracademic and ensuring that the taught curriculum meets requirements for accreditation.”

The Registration Process



² Academia-specific mapping guidance on how research, teaching and consultancy work aligns with required competencies in the UK-SPEC framework – see appendix 2 of this document for guidance

³ Seek mentorship from a registered engineer. A mentor can help translate your experience into an effective application

⁴ Existing academic documents can be used to save time and effort – see appendix 2 of this document for guidance

Appendix 1: Guidance on aligning research, teaching, and consultancy work with UK-SPEC competences

Professional registration under UK-SPEC (UK Standard for Professional Engineering Competence and Commitment) requires engineers and technicians to demonstrate their expertise across five key areas. Academics and consultants often meet these competences through their work in research, teaching, and consultancy, even if they do not have traditional industry experience. This guide explains how these activities align with CEng, IEng, and EngTech registration requirements.

Key UK-SPEC competences aligned to work in academia

Chartered Engineer
Incorporated Engineer
Engineering Technician

Knowledge and understanding	<p><i>Apply knowledge of engineering principles to complex problems</i></p>	<p>Teaching advanced engineering principles to develop subject mastery, demonstrating deep knowledge and ability to communicate it</p> <p>Research leading to innovative solutions, contributing new theoretical and applied knowledge to the engineering field</p> <p>Consultancy involving applying expertise to real-world challenges, ensuring engineering knowledge is used to solve industry problems</p>
	<p><i>Apply engineering knowledge to solve practical problems and manage technical solutions</i></p>	<p>Teaching and mentoring engineers to transfer technical knowledge and problem-solving skills</p> <p>Designing and developing technical solutions for research or industry projects to demonstrate expertise in applied engineering principles</p> <p>Implementing new technologies in research or industry settings to showcase an ability to adapt and refine engineering solutions</p>
	<p><i>Apply engineering principles to technical challenges</i></p>	<p>Operating and maintaining lab equipment demonstrating knowledge of engineering principles, materials, and instrumentation</p> <p>Conducting experiments and data analysis demonstrating technical expertise and the ability to apply engineering knowledge to problem solving</p> <p>Supporting research teams using specialist technical skills to contribute to investigations and innovations</p>
	<p><i>Apply engineering knowledge to develop new techniques, processes, and solutions</i></p>	<p>Research-led projects contributing to new engineering methodologies, systems, and technologies</p> <p>Supervision of student projects to guide innovative solutions and ensuring technical feasibility</p> <p>Consultancy work applying engineering expertise to industry challenges, supporting the development of practical solutions</p>
	<p><i>Manage, improve and refine engineering processes and methodologies</i></p>	<p>Developing and optimising research methodologies for engineering innovation and process improvement</p> <p>Managing testing procedures, experiments, or laboratory operations to deliver high-quality technical execution</p> <p>Collaborating on industry projects that advance engineering systems and technologies</p>
	<p><i>Apply technical knowledge to improve and refine systems and methodologies</i></p>	<p>Developing and troubleshooting lab procedures for precision in scientific and engineering experiments</p> <p>Supporting prototype development and material testing to contribute to new engineering designs and solutions</p> <p>Optimising experimental methods to enhance accuracy and efficiency in research settings</p>
2 Design and Development of Processes, Systems, or Services		

Responsibility, Leadership, and	<i>Lead engineering projects, take responsibility for professional decisions</i>	Supervision of PhD students demonstrating leadership in engineering problem solving and mentorship Managing research grants and projects to demonstrate strategic leadership in engineering advancement Consultancy projects with high-impact decision making that influences engineering designs, policies or strategies
	<i>Demonstrate professional judgment, take responsibility for engineering activities</i>	Leading research teams or supervising students to demonstrate professional leadership and engineering decision making Managing technical projects in industry or academia demonstrating responsibility in planning, executing, and delivering outcomes Advising industry partners or consultancy clients to showcase strategic thinking and engineering expertise
	<i>Manage responsibilities and demonstrate professional judgment</i>	Supervising lab safety procedures to ensure compliance with industry standards and regulations Training junior staff and students to demonstrate leadership and mentorship in technical applications Managing inventory and procurement through decision-making and problem solving to ensure efficient lab operations
Communication and Interpersonal Skills	<i>Convey engineering concepts clearly, collaborate effectively</i>	Teaching through clear technical communication, making complex concepts accessible Presenting research at conferences, publishing papers, and engaging in knowledge exchange demonstrating strong communication Consultancy reports and industry presentations to deliver engineering advice to non-specialist stakeholders
	<i>Clearly convey engineering concepts and collaborate effectively with stakeholders</i>	Delivering engineering lectures or technical training for effective communication of complex ideas Writing technical papers, reports, or industry presentations to engage with peers and stakeholders Consulting with industry partners or collaborating with multidisciplinary teams to demonstrate strong interpersonal skills
	<i>Clearly convey technical concepts and collaborate effectively</i>	Documenting experiments and technical findings for accurate technical reporting and communication Presenting results in meetings or reports demonstrating the ability to explain engineering principles to diverse audiences Working collaboratively with engineers, researchers and students showcasing effective teamwork and communication
	<i>Demonstrate ethical engineering practice, maintain professional development</i>	Engagement with industry and PEIs to show engineering integrity and compliance with best practices Developing curriculum updates to align education with industry standards and technological advancements Continued professional development (CPD) through research, teaching innovations, and consultancy for ongoing growth in engineering expertise
	<i>Maintain professional development and</i>	Continuous professional development (CPD) demonstrating ongoing technical competence

5. Professional Commitment

<i>Uphold ethical engineering practices</i>	<p>Participating in professional engineering institutions (PEIs) to reinforce industry best practices</p> <p>Promoting ethical engineering and sustainability through research, teaching, or industry work to strengthen professional integrity</p>
<i>Demonstrate continuous learning, ethical practice, and professional integrity</i>	<p>Maintaining and improving technical expertise through training, CPD, and research support for ongoing skill development</p> <p>Adhering to ethical and safety standards to align with regulatory requirements and professional responsibility</p> <p>Engaging with professional networks and engineering institutions to demonstrate commitment to best practices and innovation</p>

Appendix 2: Guidance on the use of existing academic documents as evidence for UK-SPEC competences

Many academics already have strong documentation that supports CEng, IEng, or EngTech registration, and it is just a matter of compiling these documents into your professional registration portfolio and presenting it effectively. Technicians in higher education and research institutions contribute vital technical expertise and often already have documentation that supports their Engineering Technician (EngTech) or Incorporated Engineer (IEng) registration. These documents can streamline the registration process and provide strong evidence for UK-SPEC competencies.

Academic teaching and research professionals

		Applied problem -solving	Career progression	Communication competency	Engineering design	Engineering education	Engineering governance & ethics engagement	Engineering knowledge	Engineering leadership	Engineering skills	Knowledge transfer	Mentorship	Ongoing learning	Professional commitment	Professional engagement beyond academia	Professional standards	Real World Impact	Strategic planning	Subject expertise	Technical Leadership	Technical decision -making	
Research Outputs & Publications	Journal articles	●		●				●														
	Conference papers	●		●				●			●											
	Technical research reports	●		●				●			●											

		Applied problem - solving	Career progression	Communication competency	Engineering design	Engineering education	Engineering governance & ethics engagement	Engineering knowledge	Engineering leadership	Engineering skills	Knowledge transfer	Mentorship	Ongoing learning	Professional commitment	Professional engagement beyond academia	Professional standards	Real World Impact	Strategic planning	Subject expertise	Technical Leadership	Technical decision - making
	Innovation documentation																●			●	
	Patents																●			●	
Teaching & Supervision Records	Lecture materials				●	●		●		●	●								●		
	Curriculum design documents					●	●				●								●		
	PhD and research student supervision logs					●	●		●			●									
Grant Applications & Project Proposals	Funding applications (e.g. UKRI, EPSRC, Innovate UK)				●				●									●			
	Project management documents																				●

	Technical consultancy reports			●						●											
		Applied problem - solving	Career progression	Communication competency	Engineering design	Engineering education	Engineering governance & ethics engagement	Engineering knowledge	Engineering leadership	Engineering skills	Knowledge transfer	Mentorship	Ongoing learning	Professional commitment	Professional engagement beyond academia	Professional standards	Real World Impact	Strategic planning	Subject expertise	Technical Leadership	Technical decision - making
Consultancy & Industry Engagement	Industry collaboration agreements													●		●					
	Memoranda of Understanding													●							
CPD & Professional Development Logs	Training courses and certifications											●	●								
	Institutional CPD records											●	●								
Accreditation & Standards	Degree accreditation				●										●						
	Quality assurance				●										●						

Participation in professional body committees						●														
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Academic Technician Professionals

		Applied engineering expertise	Career progression	Clear communication	Continuous learning	Engagement with the wider engineering community	Engineering application in education settings	Engineering competence	Engineering improvement	Engineering reasoning	Innovation	Knowledge transfer	Leadership in health & safety compliance	Managing technical processes	Mentorship	Problem-solving	Professional engagement	Professional responsibility	Real World Impact	System enhancing	Teamwork and	Technical expertise	Technical application
Laboratory & Technical Operation Records	Standard Operating Procedures (SOPs)												●										
	Risk assessments and safety reports											●											
	Equipment maintenance logs														●							●	

