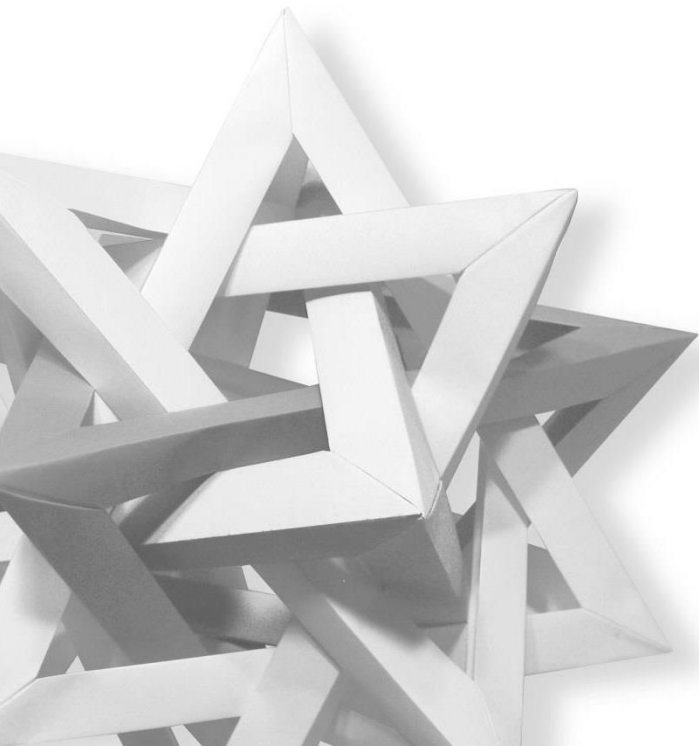


# Accreditation of innovative provision

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# Contents

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- Introduction
- What is Innovative Provision?
- Innovative provision – some examples
- The role of different partners in accreditation

# Engineering Council – who we are

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- UK regulatory body for the engineering profession
- Operates under Royal Charter - acts in the public interest
- Sets and maintains the internationally recognised standards of professional competence and ethics
  - EngTech
  - IEng
  - CEng
  - *ICTech*
- Sets and maintains the standards and criteria for accreditation of engineering education
- Licences 35 Professional Engineering Institutions
- Associated with 20 Professional Affiliates
- Over 230,000 registrants worldwide
- Programmes accredited in 16 countries

# What is Innovative Provision?

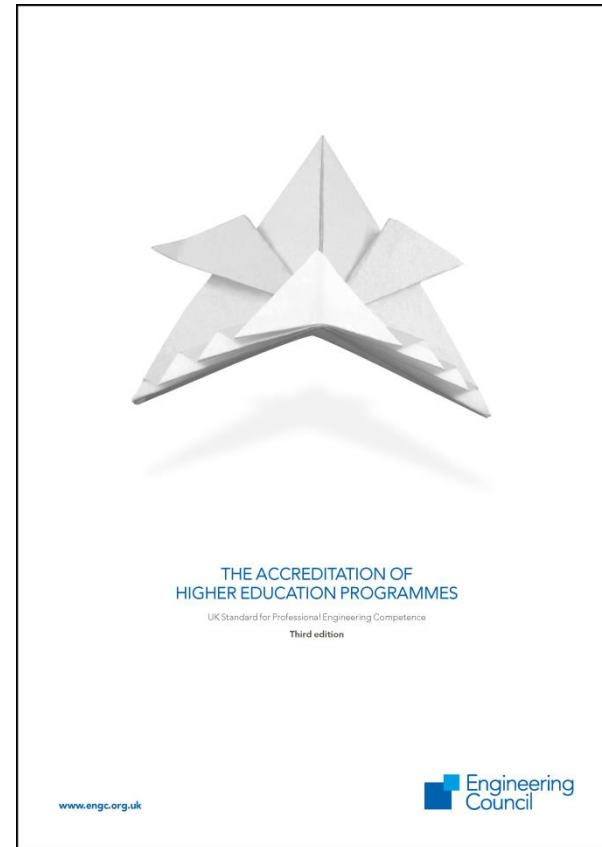
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- Innovative accredited provision may include a range of providers, involvement of several departments, or a specific approach to industrial engagement or curriculum delivery
- Designed to achieve outcomes that are a better fit to employer needs or give access to a wider cohort



## “Accreditation stifles innovative provision” – myth or reality?

- Academic accreditation is granted on the basis of the demonstration of learning outcomes
- Outcomes-based accreditation can be an enabler for innovative provision
- Learning outcomes are developed and maintained in consultation with industry, academia and the profession
- Accreditation provides an opportunity for universities to share innovative practice



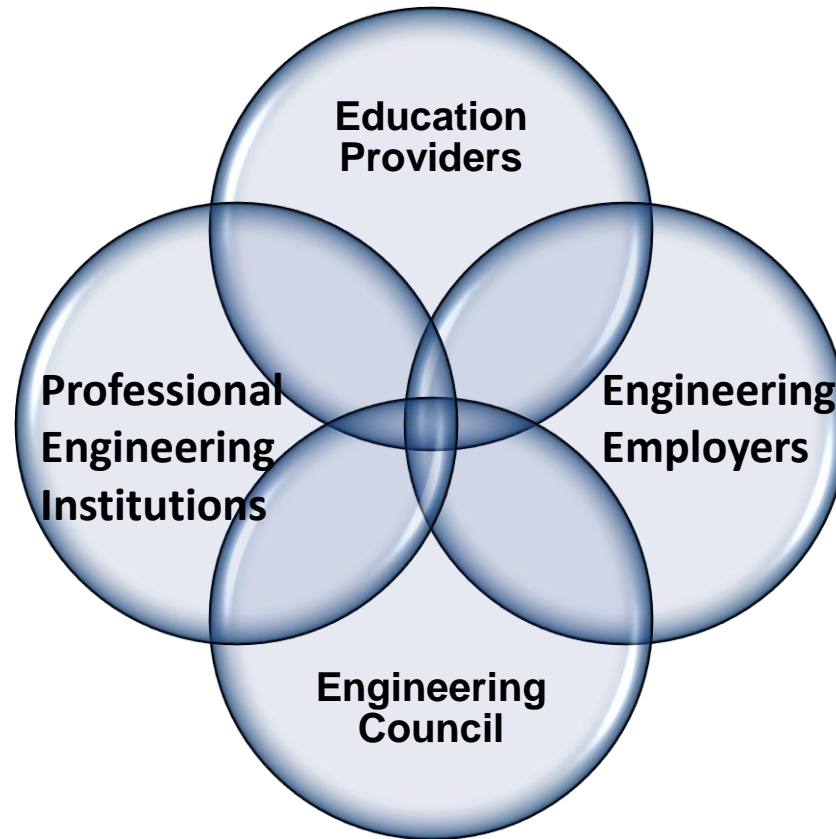
# Accreditation of Innovative Provision

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- A selection of accredited innovative programmes can be found on the [Engineering Council](#) website. Exemplars and case studies include:
  - Multidisciplinary programmes
  - Multi-site/consortia
  - International programmes
  - Embedded professional development/registration and industry recognised qualifications
  - Integrated work experience and embedded industrial projects
  - Distance/online/intensive delivery mechanisms
  - Impact measures for both societal and commercial gains

# Partners in accreditation

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# Professional Engineering Institutions

- 22 professional engineering institutions (PEIs) are licensed to accredit engineering education to UK-SPEC criteria
- PEIs interpret AHEP learning outcomes for their discipline(s)
- Engineering Accreditation Board
  - Forum for PEIs to share and debate accreditation practices
  - Enables multi-disciplinary approach through joint accreditation visits





# Conclusions

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- Learning outcomes allow innovative programme design
- Dialogue keeps partners in step
- Industry input to programme design is essential

