IET
The Institution of
Engineering and Technology

Academic Accreditation

Information Pack for Higher Education Institutions, Academic Accreditors and Professional Engineering Institution Staff

Applicable to all Academic Accreditation activity between 1 September 2025 and 31 August 2026

theiet.org

Contents

Preface

This information pack brings together the Criteria, Requirements, Guidelines and Policies governing IET Academic Accreditation of degree programmes. Guidance and advice are available separately via the directory at the end of this document. It is intended as a single point of reference for Higher Education Institutions, IET staff and volunteers involved in academic accreditation activity. The document is reviewed and re-issued annually.

The publication of this information pack also is aligned with the Fourth Edition of Accreditation of Higher Education Programmes (AHEP) by the Engineering Council. Their website provides this document as well as supplementary guidance notes, including the changes from the previous edition.

Note that each of the four types of accredited degree (Bachelor's and Bachelor's Honours accredited for IEng, Bachelor's Honours programmes accredited for CEng, Integrated Master's MEng and other Master's) has a complete and distinct set of Learning Outcomes.

For further advice please contact IET Academic Accreditation:

T: +44 (0)1438 765610

E: accreditation@theiet.org

W: theiet.org/career/accreditation/academic-accreditation/

Glossary of terms

AAC	Academic Accreditation Committee. The Committee delegated by the IET to maintain and implement policies and procedures for the accreditation of academic programmes that either contribute to, or satisfy, the current and future educational requirements for Chartered and Incorporated Engineers, taking into account the current and future needs of industry.
Accreditation criteria[1]	The principles and standards by which accreditation panels will review the programmes. These are represented by grades within the accreditation report.
ADAMS	ADAMS stands for the Accreditation Database and Management System. This is an online secure tool used for IET accreditation.
Condonement[2]	The practice of allowing students to fail one or more modules within a degree programme yet still qualify for the award of the degree.
Compensation[2]	The practice of allowing marginal failure of one or more modules, often on the basis of good overall academic performance.
Credit	Most higher education programmes of study are composed of a number of individual modules. A number of credits is normally assigned to each module, which indicates the amount of learning undertaken, and a specified credit level indicates the relative depth of learning involved.
Department	The term used in IET reports to describe the academic unit responsible for the programme(s) presented for accreditation. In practice this may be a department, school, faculty, college etc.
Immediate requirement	An issue raised by the accreditation panel that must be resolved before accreditation can be conferred.
Level of study	A programme will typically comprise one or more levels of study, generally expressed with reference to some qualifications framework (for example FHEQ in England, Wales and Northern Ireland and FQHEIS/SCQF in Scotland). The level of study will often relate to the stage or year of the programme and is an indicator of the relative complexity, demand and/or depth of learning and of learner autonomy.
Module[3]	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 (based on some credit framework).
Programme[4]	A programme of study leading to a degree award from a Higher Education Awarding Body (i.e. an institution with the legal powers to award degrees).
Recommendation	An issue raised by the accreditation panel that must be considered in the Action Plan and the outcome of which does not normally impact directly on the accreditation conferred. It is intended to assist the awarding institution and is directed toward programme enhancement.
Requirement	An issue identified by the accreditation panel that must be addressed in the Action Plan with a specified deadline for completion of the identified task(s).

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[1]The IET has also defined a number of Accreditation Requirements (R0 to R10 in this document) that must be met in order for a degree programme to be accredited.
[2]The terms condonement and compensation are used interchangeably within providers. This is how the IET will refer to them for the purpose of accreditation.
[3]The term 'module' is used throughout this document rather than 'course', 'unit' etc.
[4]The term 'programme' is used throughout this document rather than 'course' etc.

Introduction

The degree programmes accredited by the IET are as follows:

Programme	Typical designation	Level of accreditation	FHEQ[5]	FQHEIS/ SCQF[5]	ISCED[6]
Higher National Diploma	HND	Partial IEng	5	8	5
Foundation Degree	FdEng, FdSc	Partial IEng	5	8	5
Bachelor's Degree	BEng, BSc	IEng	6	9	6
Top-up Bachelor's Degree	BEng, BSc, BEng (Hons), BSc (Hons)	Partial IEng (Further Learning), Partial CEng	6	9	6
Bachelor's Degree with Honours	BEng (Hons), BSc (Hons)	Partial CEng and IEng	6	10	6
Integrated Master's Degree	MEng	CEng	7	11	7
Master's Degree other than Integrated Master's	MSc, MRes	Partial CEng (Further Learning)	7	11	7
Degree and Graduate Apprenticeship[7]	FdEng, FdSc, BSc (Hons), BEng (Hons), MSc	IEng, partial CEng and Partial CEng (Further Learning)	6 & 7	10 & 11	6 & 7
Professional Doctorate	EngD	Partial CEng (Further Learning)	8	12	8

The levels specified in this table relate to the credit frameworks in use within the countries of the United Kingdom and should be applied proportionately to any other credit scheme. All credit frameworks in use within the countries of the United Kingdom are based on the achievement of Learning Outcomes and a single credit represents 10 notional hours of learning.

Review of online training materials

It is highly recommended, that whether you are applying for accreditation for the first time, or your programmes are up for re-accreditation, that you review our online training materials. The materials are reviewed every year and provide the latest and full details of the IET accreditation requirements, including a summary of changes.

To request access to this training material please contact the accreditation team on accreditation@theiet.org.

The Process

Programmes are accredited for a maximum of five years and an accreditation visit is normally required to each site where the programme is delivered.

The accreditation process is necessarily rigorous and programmes are accredited against output standards set by the Engineering Council on behalf of the sector. Key reference points for academic accreditation are:

– Accreditation of Higher Education Programmes (AHEP) Fourth Edition
– AHEP Fourth Edition Defining Characteristics And Learning Outcomes Table
– Engineering Subject Benchmark Statement

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[5]The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies
[6]ISCED 2011 (International Standard Classification of Education).
[7]It is only the degree element of the degree apprenticeship that is referred to in the context of this Information Pack.

Introduction

The Accreditation of Higher Education Programmes - AHEP

DISCLAIMER: The high-level overview of AHEP 4 in this Information Pack is not intended to be a replacement for the detailed guidance available within our online training materials and in the AHEP 4 standard.

An accredited degree programme ensures that all students meet all the learning requirements set out in AHEP. Each type of accredited degree provides a solid foundation in the principles of engineering relevant to the discipline specialism.

There are 18 learning outcomes (LOs) in AHEP4 for both IEng and CEng accreditation.
These are classified under five areas of learning:

- Science and Mathematics   (1)
- Engineering Analysis   (3)
- Design and Innovation   (2)
- The Engineer and Society   (5)
- Engineering Practice   (7)

The LOs are an orthogonal set, so therefore you can expect each of the 18 learning outcomes to have the same theme irrespective of the level of accreditation in the application . For example, AHEP 4 LO 1, pertains to the application of mathematics, statistics, natural science and engineering principles for all levels of accreditation. The differences are defined in the type of problems and the cognitive levels.

For programmes of further learning such as an MSc (for CEng accreditation) or top-up-degrees
(for IEng accreditation), some of the 18 AHEP LOs are expected to be 'achieved at previous level of study'.

IEng Versus CEng
Problem solving is used in AHEP4 to mean any sort of engineering endeavour.
"Problems" should be interpreted in the widest sense.

*"**Broadly-defined problems** involve a variety of factors which may impose conflicting constraints, but can be solved by the application of engineering science and well-proven analysis techniques."* [8]
– Characterise IEng LOs

"Complex problems have no obvious solution and may involve wide-ranging or conflicting technical issues and/or user needs that can be addressed through creativity and the resourceful application of engineering science." [8]
– Characterise CEng LOs

Cognitive level
Although not explicitly mentioned in the AHEP 4 standard, the Revised Bloom's Taxonomy underlies the themes in AHEP4.

The cognitive processes emphasised in AHEP 4 are the higher-level cognitive processes 'to **evaluate'** and 'to **create'**.

How to demonstrate *coverage* of AHEP learning outcomes (LOs) and ensure that they are *met*
For an AHEP LO to be covered in a module, at least one of the module LOs must pertain to the AHEP LO. The AHEP LOs should not be copied verbatim but should be contextualised to the module and/or programme theme(s).

For an AHEP LO to be met by the programme, there must be at least one module that has a summative assessment that explicitly covers the claimed AHEP LO. A compulsory element of the assessment must relate to the claimed AHEP LO. The marking scheme must show that at the threshold level the LO is met, and there is a direct and verified link between the assessment and the module LO.

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[8]Source: Accreditation of Higher Education Programmes Edition 4, Engineering Council

Introduction

When an AHEP LO is claimed to be met by one or a small number of modules, there must be clear evidence that every student passing that or those modules at the threshold level will have met the claimed AHEP LO. If there is a possibility that a module could be passed without every student meeting the claimed AHEP LO, the claim of the LO cannot be valid.

Since the module LO is assessed, the AHEP LO is assessed, although you may find that different parts of an AHEP LO might be covered in different modules.

An AHEP LO may be fully covered through several modules, where one module might introduce a topic but its application and assessment might come in a later module.

When carrying out the mapping of degree programmes to AHEP 4 learning outcomes, the IET template allows you to indicate whether the AHEP learning outcome is 'Delivered/ Developed' or 'Assessed' in a particular module. It also uses colour coding to indicate the minimum expected assessment level for each AHEP LO as a reminder. Claimed AHEP learning outcomes must be made explicit in module learning outcomes, assessments and marking schemes.

The snapshot of the partial CEng AHEP mapping template below illustrates this.

HOME	Partial CEng	Science and Maths	Engineering Analysis	Design and Innovation	The Engineer and Society	Engineering Practice

Key:

D	Shows that the AHEP 4 learning outcome is <u>D</u>elivered or <u>D</u>eveloped in the module *but not assessed*.	
E	Shows that the AHEP 4 learning outcome is delivered & assessed by <u>E</u>xamination or in-class test	
C	Shows that the AHEP 4 learning outcome is delivered & assessed by <u>C</u>ontinuous Assessment	
B	Shows that the AHEP 4 learning outcome is delivered & assessed by <u>B</u>OTH *Examination and Continuous Assessment*	

Minimum Expected Assessment Levels
AHEP LOs must be assessed at the minimum output levels shown.

EQF levels	4	5	6	7

Module Code	Core (Yes / No)	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15	C16	C17	C18
Total Count	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Core Count	0		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The IET AHEP 4 guidance can be found on the IET website:
theiet.org/career/accreditation/academic-accreditation/policy-and-guidance

Note: It is important that within the AHEP learning outcomes mapping provided in the submission, that an AHEP learning outcome is only claimed where all students, at the threshold level, are assessed on the claimed AHEP learning outcome at the expected level.

Introduction

Innovation and Industry relevancy

The accreditation process encourages industry input and influence in programme design and student experience. It is expected that an accredited degree inculcates a professional approach to engineering and must be informed by current industrial practice.

The IET celebrates innovation, whether this be in teaching methods, assessment or the approach taken to meet local, regional, national or international needs.

Equality, Diversity and Inclusion

The IET is fully committed to the principles of fair and equal treatment and to valuing diversity. Just as it is expected of IET Staff and volunteers that carry out accreditation assessments, it is expected that accredited programmes will demonstrate fair and equal treatment of their students and staff.

Under AHEP 4 this is characterised in two ways. The first is ensuring that all aspects of the delivery and assessment of the programme promote equality, diversity and inclusion, including the approach to reasonable adjustments. The second is embedded within AHEP 4 LO 5, which concerns design solutions for broadly defined or complex problems and AHEP 4 LO 11, which concerns adopting an inclusive approach and recognising the value and benefits of equality, diversity and inclusion.

Published information about professional body recognition

The Engineering Council has developed statements about engineering accredited degrees for use by providers when submitting their Key Information Set (KIS) regarding professional body recognition. These statements should also be used when referring to IET Accreditation in public materials alongside the most up to date IET Accredited programme logo.

MSc/EngD
Accredited by the Institution of Engineering and Technology on behalf of the Engineering Council as meeting the requirements for Further Learning for registration as a Chartered Engineer. Candidates must hold a CEng accredited BEng/BSc (Hons) undergraduate first degree to comply with full CEng registration requirements.

MEng
Accredited by the Institution of Engineering and Technology on behalf of the Engineering Council for the purposes of fully meeting the academic requirement for registration as a Chartered Engineer.

BEng (Hons)/BSc (Hons) – Partial CEng Accreditation
Accredited by the Institution of Engineering and Technology on behalf of the Engineering Council for the purposes of partly meeting the academic requirement for registration as a Chartered Engineer.

Top-up Bachelors
Accredited by the Institution of Engineering and Technology on behalf of the Engineering Council as meeting the requirements for Further Learning for registration as an Incorporated Engineer. Candidates must hold a IEng accredited HND/ FDEng/ FDSc to comply with full IEng registration requirements.

BEng/BEng (Hons)/BSc/BSc (Hons) – IEng Accreditation
Accredited by the Institution of Engineering and Technology on behalf of the Engineering Council for the purposes of fully meeting the academic requirement for registration as an Incorporated Engineer.

Foundation Degree/ HND
Accredited by the Institution of Engineering and Technology on behalf of the Engineering Council for the purposes of fully meeting the academic requirements for registration as an Engineering Technician and partially meeting the academic requirement for registration as an Incorporated Engineer.

UK providers are also reminded of the consumer law advice published by the Competition and Markets Authority (CMA).

# Published information about professional Body recognition

Dual Accreditation

In 2009 an Engineering Council policy was introduced whereby all partial CEng accredited Bachelors programmes were automatically awarded Full IEng accreditation or 'Dual Accreditation' and therefore eligible for recognition under the Sydney Accord.

However, in 2021 it was decided to revoke automatic dual accreditation, to protect the international standing of CEng accredited UK honours degrees.

The new policy is in effect for all new accreditations from the 2022/ 23 academic year. Providers will continue to be able to apply for both IEng and CEng accreditation for their honours degrees. The IET will need to verify that the programme delivers both partial CEng and full IEng sets of learning outcomes and will therefore require the AHEP module mapping matrices against both full IEng and partial CEng learning outcomes.
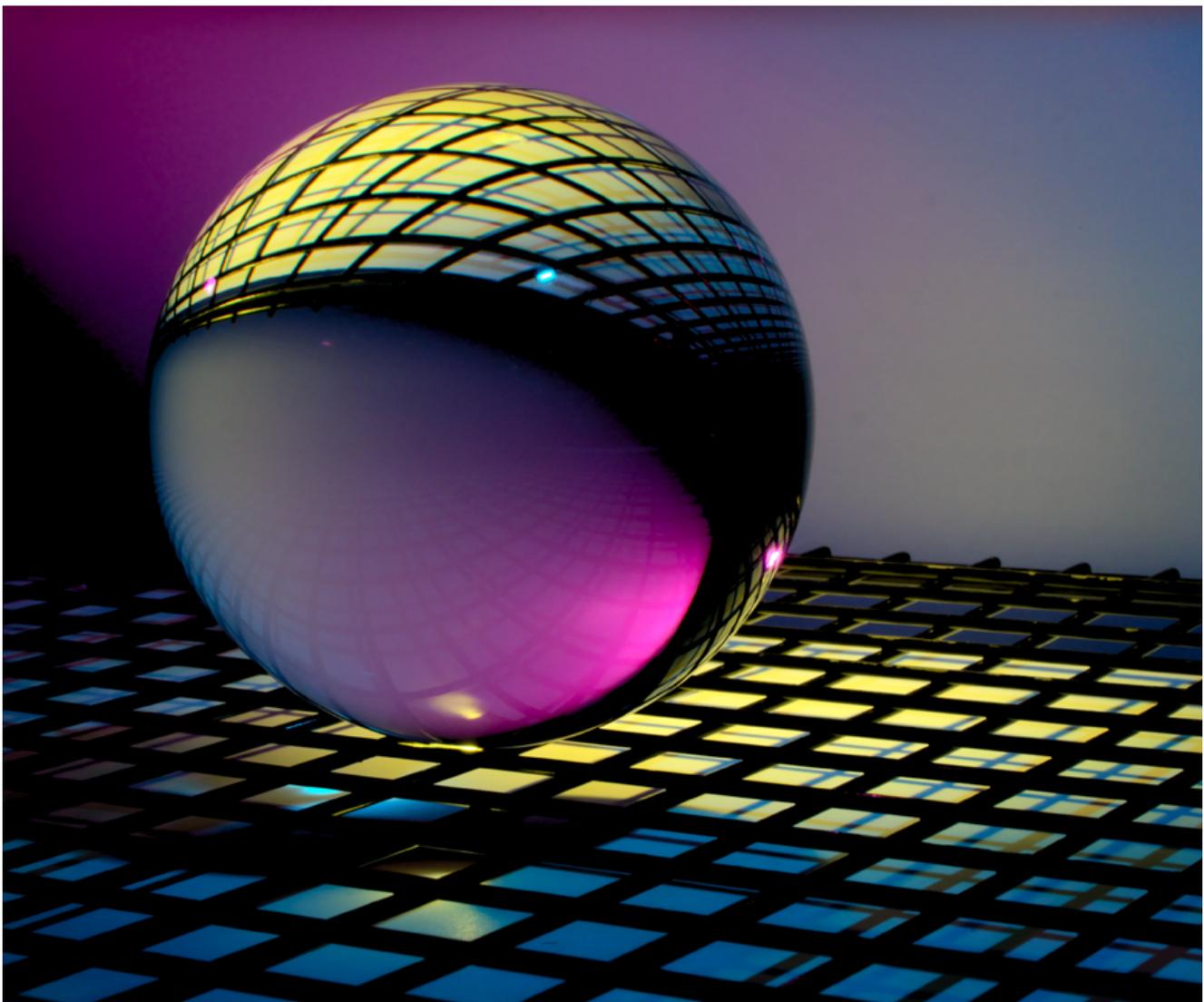
IET accreditation criteria

Each programme considered for accreditation by the IET will be reviewed against the following criteria. To gain accreditation the programmes should meet the IET Accreditation Criteria, will need to comply with all the Requirements and will be expected to align, where possible, with our Accreditation Guidance.

Criterion 1 - Programme Aims, Learning Outcomes and Content:
The programme aims, Learning Outcomes, structure and content should fulfil the AHEP Learning Outcomes and align with the title of the qualification. Areas to be reviewed within this criterion are:

– Intended delivery, development and assessment of AHEP Learning Outcomes in programme aims and learning outcomes
– Alignment of programme content, Learning Outcomes and aims with the programme title
  (Including compliance with Requirement 1)
– Programme Design: To ensure that all aspects of the delivery and assessment of the programme promote equality, diversity and inclusion
– Programme Structure: balance between technical & non-technical content *(Including compliance with Requirement 6 and review of alignment to Guidance note 5)*
– Programme Content: demonstrating up-to-date subject content and continuing development, including engineering innovation, creativity and sustainability
– Industrial involvement: evidence of industrial input and influence on programme design, including the maintenance of links with industry and other relevant external stakeholders.
– Impact of scholarship/research and consultation on programme design
– Public information - how programme accreditation is integrated into all published material and the process for ensuring accuracy of such information

Criterion 2 - Achievement of AHEP Learning Outcomes:
– The Learning Outcomes achieved by the graduates from the programme should fulfil the AHEP output standards. Areas to be reviewed within this criterion are each of the five AHEP Learning Outcome areas as defined by AHEP 4. *(Compliance with Requirement 0)*

Providers should pay particular attention to the intellectual level at which the LO is expected to be met, i.e. whether graduates are required to be able to apply or simply to understand. This is especially important in design and innovation.

In addition, it should be noted that the complexity of problems expected to be solved increases through the accreditation levels i.e. they go from 'well-defined' to 'broadly-defined'.

IET accreditation criteria

Criterion 3 – Teaching and Assessment:
Areas to be reviewed within this criterion are:

– Evidence of innovation in teaching methods, including any major changes, to delivery methods since the previous visit.
– Any non-campus-based teaching, arrangements for online assessments, remote learning and support for employer-based delivery and projects.
– That the assessment standards, procedures and regulations are robust in assessing student achievement of the Learning Outcomes. *(Including compliance with Requirements 2&3 and review of alignment to Guidance notes 1 and 4)*
– The active implementation of measures to protect the academic integrity of assessments. This is to include measures to deter, detect and (if necessary) address incidents of plagiarism, collusion, contract cheating, impersonation, and the inappropriate use of generative AI (including compliance with Requirement R11).
– Standard, appropriateness and challenge of examination papers and continuous assessment, including use of well-defined and transparent marking criteria. *(Including compliance with Requirement 4)*

Criterion 4 - Projects:
The major project(s) should integrate and exercise the student learning obtained through the programme and should be assessed fairly and robustly. The areas to be reviewed for both individual and group projects are:

– Project selection and allocation
  (Including review of alignment to Guidance note 2)
– Staff supervision and management of student projects
– Project planning and management
– Standard and appropriateness
– Marking and moderation
  (Including compliance with Requirement 8 and review of alignment to Guidance note 4)
– Where AHEP learning outcomes are claimed for a major project module it is expected that all students at the threshold level, meet and be assessed on the AHEP learning Outcome claimed

(Note: Innovation in teaching and assessment may remove the need for a major individual or group project, if it can be demonstrated that all the Learning Outcomes can be met by other methods).

Criterion 5 - Student Support and Staffing:
The students should be provided with support commensurate with their learning needs and the staff should have the experience and expertise to deliver teaching to the required academic standard. Areas to be reviewed within this criterion are:

– Entry route and data (including number recruited)
  (Including compliance with Requirement 9)
– Failure rates
– Student support, including how Equality, Diversity and Inclusion within the cohort is handled.
– Industrial involvement in the student learning experience including: lectures, visits, sponsorship and training, and support for industrial placements
– IET student awareness of professional registration and membership of PEIs, does the department have an IET Staff/Student Advisor?
– Support for development of employability of students
– Staff recruitment, development and training
– Use of teaching fellows, postgraduate tutors, demonstrators and visiting staff
– Department staff numbers including academic and technical
– Subject expertise of academic staff

IET accreditation criteria

– Staff professional registration and membership of professional bodies
(Including review of alignment to Guidance note 6)

Criterion 6 – Resources and Facilities:
The learning resources and laboratory facilities should be adequate and inclusive to support all students' learning experience. Areas to be reviewed within this criterion are:

– Information and learning resources (including VLEs)
– Provision of general and specialist laboratory computing facilities
– Planned expenditure (capital and revenue)
– IT security of any virtual teaching and assessment

Criterion 7 - Quality Assurance and Enhancement:
The programme review and monitoring procedures should operate effectively to guarantee the quality of the assessment in maintaining output standards and are effective in maintaining and enhancing the students' learning experience. Areas to be reviewed within this criterion are:

– Implementation of the action plan following the previous IET accreditation visit (or response to recommendations of Advisory Visit)
   (Including compliance with Requirement 10)
– Programme design, approval and periodic and annual review processes
– Continuous quality improvement processes
– External academic audit (for example External Examiners)
   (Including compliance with Requirement 7)

Accreditation requirements

Please note: The following Requirements and Guidelines are reviewed annually before the start of the academic year and therefore are subject to change between academic years.

For a list of Requirements and Guidelines previously issued you can check the 'Archive of IET Criteria, Requirement and Guidelines' document, which is also subject to annual review.

R0: Graduates from an accredited programme must meet all of the required Learning Outcomes set out in AHEP.

The core requirement for accreditation is that all learning outcomes as defined in Accreditation of Higher Education Programmes (AHEP) are met in accordance with the level of accreditation applied for.

Additionally, in order for a degree programme to be accredited:

R1: Programme Title
The title of the accredited degree programme must not be identical to an unaccredited programme awarded by the same Higher Education Institution. For IET accredited programmes which are delivered through a collaboration arrangement at other locations, e.g. franchise arrangements, international campuses, the title may be the same as an accredited programme as long as the certificate shows the location of study for all locations.

The Engineering Council statement on differentiation of degree titles with illustrative examples can be found here: www.engc.org.uk/news/he-bulletin/summer-2022/statement-on-programme-titles/

Alternatively, the transcript may be used if the degree certificate shows that a transcript is provided.

NB: Identical programme titles for accredited and non-accredited programmes at the same location are never permitted; this includes top-up programmes, whether they are accredited or not.

>   **Rationale:** This is necessary to ensure a clear and transparent record of accredited degree programmes.

R2: Condonement
All modules must be passed or receive a compensated pass (subject to the limits on use of compensation set out in R3) in order for a student to graduate with the named degree award. Compensation down to zero will be viewed as a condonement. **Thus condonement is not acceptable.** The full policy and guidance note containing illustrative examples can be found here: www.engc.org.uk/compensation

>   **Rationale:** A pass (or compensated pass) in every module will ensure all intended Learning Outcomes are achieved by a graduate from the accredited programme.

R3: Compensation
R3a: The following limits will apply for compensation of marginal failure for students from 2022 intakes (in line with Engineering Council policy). The full policy and guidance note containing illustrative examples can be found here: www.engc.org.uk/compensation

A maximum of 20 credits[9] in a Foundation Degree can be compensated.

A maximum of 30 credits[9] in a Bachelor's or Integrated Master's degree programme can be compensated.

A maximum of 20 credits[9] in a Master's degree other than the Integrated Master's degree can be compensated.

A maximum of 10 credits[9] in a Bachelor's top-up degree can be compensated.

The minimum module mark for which compensation is allowed is 10% below the nominal module pass mark[10] (or equivalent if a grade-based marking scheme is used).

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[9]Or the equivalent in other academic programme structures such as ECTS. 10 credits is equal to 5 ECTS credits.
[10]Hence for a normal module pass mark of 40% compensation is allowed only when the aggregate module mark is at least 30% and for a normal module pass mark of 50% compensation is allowed only when the aggregate module mark is at least 40%.

Accreditation requirements

R3b: Major projects (group and individual) must not be compensated.

> **Rationale:** Limits are imposed on the amount of compensation to provide assurance that all intended Learning Outcomes are achieved by a graduate from the accredited programme.

R4: Pass mark for Postgraduate Modules
It is expected that postgraduate modules delivered as part of an undergraduate degree and also as part of a Master's degree other than Integrated Master's will have the same pass threshold – e.g. modules delivered to MEng and MSc students must have the same pass threshold, normally 50% or 40% (or equivalent if a grade-based marking scheme is in use).

> **Rationale:** It is recognised that some institutions use different pass thresholds for undergraduate and postgraduate modules (in such cases a pass mark of 40% is common for undergraduate modules and a higher pass mark of 50% for postgraduate modules). The IET is not prescriptive about use of a particular marking or grading scale but expects that postgraduate modules shared between undergraduate, and MSc will have the same threshold academic standards (and hence pass mark or grade).

R5: Only credit-bearing curriculum can be counted towards meeting AHEP Learning Outcomes

> **Rationale:** The IET considers the AHEP Learning Outcomes should be delivered within an integrated programme of study. For this reason, extracurricular elements are encouraged but do not count directly towards the AHEP map.

R6: Postgraduate credit for Master's Degrees other than Integrated Master's
At least 150 of the 180 credits must be at postgraduate level (i.e. there should be no more than 30 credits of bridging material). For clarification, this is not an opportunity for additional compensation[11].

> **Rationale:** This is to comply with sector-wide expectations and safeguard the overall standard of the postgraduate award.

R7: External Academic Auditors (External Examiners) or other External Peer Review
Each accredited programme must have one or more External Examiner(s) or other external peer review. External Examiners must have programme level and detailed oversight of all modules that contribute to the overall degree classification and be involved in the moderation of all assessments that contribute more than 30% to the overall module mark. It is also strongly recommended that External Academic Auditors also have knowledge or experience of the Accreditation requirements.

> **Rationale:** The higher education community has a shared view of the fundamental importance of external peer review to maintaining academic standards and assuring and enhancing quality; this is a view shared by the IET and it is an expectation for all accredited degree programmes, even in countries that do not traditionally make use of an External Examiner system (see also Guidance on the role of External Academic Audits).

R8: Assessment of Major Projects (Group and Individual)
R8a: A process must ensure that the substantial project assessment(s) (group and individual) must be marked independently by two separate assessors and without knowledge of the other's marks and comments (blind double marking). A moderation process is then required to establish the final mark for the project report (normally with the approach dependent on the difference between the marks awarded by the two assessors).

In addition, a robust moderation process must ensure consistency in project assessment and maintenance of threshold academic standards. The assessment of group projects must allocate differentiated marks to individual students within the group.

> **Rationale:** Double marking and moderation will ensure rigour and transparency in the assessment of major project reports, while the allocation of differentiated marks to individual students within the group project will ensure that the intended Learning Outcomes are rigorously assessed for all members of the group.

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[11]Please refer to the Engineering Council guidance note on Compensation and Condonement for more information: engc.org.uk/media/ggenjmoh/guidance-note-on-compensation-and-condonement.pdf

Accreditation requirements

R8b: Some providers prefer a major final year group project rather than an individual project. The following additional guidance is provided for group projects in such cases -
Group projects need to be structured such that each student has a clearly defined brief against which to be assessed, in addition to any group mark. The setting of this brief may well be part of the group project activity itself. As such:

- each student must have clearly specified aims and objectives for the individual's part of the project.
- the project must contain a series of assessment points allowing assessment of each individual performance and contribution.
- each student must produce a written report detailing exactly what their contribution to the project has been.
- The individual contribution to the project should constitute at least 40% of the overall project mark.

It is the responsibility of the institution seeking accreditation to demonstrate that students graduating via this route meet the AHEP Learning Outcomes, including those usually delivered via group projects.

R9: Direct Entry to the Final Year of an IET Accredited Degree Programme
The Final Year Direct Entry Policy must be complied with in full.

> **Rationale:** The IET policy on Direct Entry to the final year of an accredited degree programme has been devised to ensure that all relevant Learning Outcomes are achieved by a graduate from the programme.

R10: Reporting Major Changes to programmes and completing the Annual Report
> All departments/faculties/schools offering accredited programmes must engage with the IET at least annually via the annual report to provide an update on the Action Plan as well as communicating any major changes.

The IET must be advised of any changes that may affect the accredited programmes, including substantial changes to structure, delivery and assessment.

Paragraph 52 of the Regulations for Registration, which states that Licensees must place on the provider or awarding institution a requirement to inform the Licensee of any major changes during the period of recognition that might affect the delivery of the specified programme outcomes.

Failure to inform the IET of other sites that deliver the accredited programmes will jeopardise the accreditation awarded to them, unless they are suitably distinguishable.

> **Rationale:** The IET accreditation is based on the submission and visit; any changes may affect the validity of the accreditation

R11: Academic Integrity
Providers must take a proactive approach to ensure the originality and authenticity of all student work. This includes anticipating the potential impact of generative AI in assessment design and mitigating the potential negative effect of AI tools on the integrity of student work. Institutions must be able to demonstrate that they have robust procedures in place that actively uphold academic integrity, including a penalty framework if a student breaches policies.

> **Rationale:** AHEP learning outcomes must be demonstrated to be achieved through the student's own endeavours. The IET strongly encourages providers to develop AI literacy skills but recognises that in some areas it may threaten the integrity of traditional assessments. A proactive approach is needed to ensure that generative AI is used appropriately by staff and students.

Accreditation guidance

The following is considered good practice for accredited degree programmes:

G1: Component Thresholds
Where modules include multiple assessments that assess different Learning Outcomes a pass threshold should be adopted, with this pass threshold no more than 10% below the normal module pass mark.

> **Rationale:** The UK Quality Code for Higher Education places a responsibility on degree - awarding bodies to ensure that the award of credit and qualifications takes place only when the relevant Learning Outcomes have been demonstrated through assessment (Expectation A3.2). The use of pass thresholds for assessments within a module will help ensure all Learning Outcomes are demonstrated by a graduate from the accredited programme.

G2: Major Projects (Group and Individual)
Accredited degree programmes typically include major projects as follows:

Foundation Degree	A group or individual final level work-based or work-related project, typically 20 to 40 credits (17% to 35% of the year)
Bachelor's Degree or Bachelor's Degree with Honours	An individual final level project, typically 30 to 45 credits (17% to 35% of the year) – see Note 1 (page 13)
Integrated Master's Degree	**An individual project, typically 30 to 45 credits (17% to 35% of the year)** **A group project, typically 30 to 45 credits (17% to 35% of the year) These projects may be in the final stage/year or penultimate stage/year of the programme (normally one project in each of the final two stages/years of study)**
Master's Degree other than Integrated Master's	An individual project, typically 60 credits (or approx. 30%) for MSc and larger for MRes
Professional Doctorate	Project work is expected to form the major part of the programme of study

Degree and Graduate Apprenticeships are required to have the same credit weight depending on the level of the qualification.

> **Rationale:** Major projects, group and individual, make a particularly effective contribution to the achievement of Learning Outcomes, notably in the areas of Design, The Engineer and Society and Engineering Practice. However, if it can be demonstrated that all the Learning Outcomes can be met by other means then a major project is not required.

Accreditation guidance

G3: Assessment
Accredited programmes at all levels should normally include a range of assessment methods. A Visit Panel will welcome innovative assessment methods and will carefully examine the programme assessment strategy to ensure:

- Assessment tasks are well matched to the Learning Outcomes assessed in each module
- An appropriate range of assessment activities is in use
- The activities themselves are valid and reliable with robust quality assurance arrangements (see Requirement 7)
- Academic standards set and achieved by students are commensurate with the level of study.
- There are robust mechanisms in place to monitor and act on unauthorised use of generative AI, plagiarism and/or other academic malpractices in any assessment task
- The IET strongly encourages aligning the assessment methods to closely mirror real-world tasks; when online examinations are used, that must be done in conjunction with technologies to support academic integrity in online assessments, such as secure online platforms and proctoring systems.
- The IET expects that reasonable adjustments for assessments are anticipated where possible and implemented for students as required to ensure that they are not unfairly disadvantaged due to a condition or disability.
- Reasonable adjustments may include, but are not limited to, modifications to the format of the assessment, additional time, the provision of assistive technology or software, or the use of a scribe or reader

The IET recommends that a combination of coursework and examination assessment is generally appropriate but no specific balance between the two is mandated.

G4: Assessment of Group Work (excluding major group Project)
The assessment of group work, should allocate differentiated marks to individual students within the group. It is also important to ensure every group member is assessed on all claimed Learning Outcomes.

> **Rationale:** There is considerable research evidence to demonstrate the consequences of assessing group work in a particular way, for example – 'Allocating a single group mark to all members of a group rarely leads to appropriate student learning behaviour, frequently leads to freeloading, and so the potential learning benefits of group work are likely to be lost, and in addition students may, quite reasonably, perceive their marks as unfair.' (Gibbs, 2009)

G5: Curriculum Design – Non-technical Content
For Master's Degrees other than Integrated Master's no more than 40 of the 180 credits should be non-technical. For all other programmes no more than 30% of the total credits should be non-technical.

> **Rationale:** These limits are intended to ensure there is sufficient technical content to provide full coverage of the required Learning Outcomes.

G6: Professional Qualifications of Teaching Staff
A minimum of 50% of teaching staff should be professionally registered as either CEng or IEng, and half of these with the IET. If the number of professionally registered staff falls significantly below the minimum, this will be elevated to a requirement, this is particularly relevant in safety critical and other regulated industry programmes. .

> **Rationale:** This is to ensure programmes are oriented towards professional practice and also demonstrates the importance of professional registration to students.

When applying G6: Professional qualifications of teaching staff it is important to consider the context.
For example, where many professional bodies accredit a programme, it may not be possible to reach the '25%' from IET guideline. Subject matter may also be a factor for example for Bioengineering subjects staff may be Chartered Scientists rather than Chartered Engineers. The IET will also exercise discretion when dealing with international providers, taking into account international context.

Accreditation guidance

Suggestions to help providers to apply G6 include:

1. Identify professional registration, as being a desirable attribute in person specifications for Departmental positions.
2. Allocate a budget of hours to staff members who are prepared to commit to achieving professional registration, to allow them to devote the time provided to pursue registration.
3. Senior management lead by example, through gaining professional registration and thereafter championing such registration to staff.
4. Give consideration to whether course leaders for modules, wherein aspects such as risk, regulation or assurance are prominent, should be encouraged/mentored to follow the example of senior management in pursuing professional registration.
5. Distinguish between professional registration through a licensed Professional Engineering Institution and the recognition provided by membership of learned societies such as, for example, the IEEE.
6. Consider reimbursing staff the cost of the application and/or annual fees for membership of a licensed Professional Engineering Institution and the fee for professional registration.

G7: Distance Learning – Delivery of Laboratories and Development of Workshop Skills
Degrees which are delivered by distance learning should include sufficient hands-on laboratory experience for students to ensure that workshop skills are developed and all AHEP Learning Outcomes are met. This is particularly important for health and safety training.

> **Rationale:** Simulation tools do not always expose students to real world environments. Graduates need to develop appropriate practical skills that can be assessed as part of their degree.

When applying G7 it is noted that previous study that included practical work could be recognised as prior learning in the entry process. Remote access to practical experiments, where students control equipment and can retrieve and analyse their own experimental data, is acceptable. Students could also work in relevant industries where they would have access to testing, building and prototyping during their degree. Kits of components could be provided to allow the remote completion of coursework and/or projects.

Important Notes:

1. Any shortcomings in meeting the seven IET Accreditation Criteria or against the requirements (R0 to R11) may lead to a decision that the programme cannot be accredited as currently presented; alternatively the Accreditation Panel may set one or more 'requirements' or 'immediate requirements'. The former can be addressed through the Action Plan, while immediate requirements must be resolved before accreditation can be conferred.
2. Any non-compliance with the guidance (G1 to G7) may be highlighted by the Accreditation Panel and feature as recommendation(s) in the visit report. Recommendations must be addressed through the Action Plan but do not normally impact directly on the accreditation conferred.
3. An Accreditation Panel may consider that non-compliance with one or more of the guidelines (G1-G7) is sufficiently severe to necessitate a formal Requirement in the visit report that should be addressed in the Action Plan.

Final year direct entry policy

Introduction

1. The Engineering Council has stated that it no longer considers that direct entry into the final year of undergraduate programmes is an issue as long as the Accreditation of Higher Education Programmes (AHEP) Learning Outcomes can be seen to be met.

2. The IET recognises the challenges that educational institutions face in ensuring that students entering directly into the final year of a degree programme are well positioned to meet all programme learning outcomes to the required standard and does not underestimate the burden placed upon the institution's staff if they are to ensure that all such individuals have met the required learning outcomes to the appropriate standard to enable them to be judged as equivalent to their own students progressing from the previous level of study.

3. In order to be able to consider those students entering directly into the final year as receiving an IET accredited degree, rigorous processes will need to be utilised within the educational institution to ensure that AHEP Learning Outcomes, standards, assessment rigour and prior learning environment are commensurate with those of an accredited programme. Coupled with paragraph 2 above, this results in the IET normally only considering final year direct entry students transferring from other accredited programmes as being appropriate for consideration of being recognised as receiving an accredited degree.

This Policy does not apply to the accreditation of top-up degrees regardless of the extent of the commonality between the final year of a full duration degree and the top-up degree. Top-up degrees must be reviewed separately to full duration degrees[12].

4. To ensure that all programme (and AHEP) Learning Outcomes are met by all final year direct entry students, the student's learning to date must be mapped against the host institution's learning outcomes up to that point in the programme. The host provider may wish to consider using the templates developed by the IET for this, though this may not be the most efficient model and is not prescribed. This could be linked with bridging activities for those without a sufficiently good match.

    Tables below show which AHEP Learning Outcomes are possible to meet at study levels below the final year of a degree (whether Bachelors or Integrated Masters). If those Learning Outcomes are not assessed in the final year, then the host institution must ensure that all Learning Outcomes are met by the students admitted to the programmes. For direct entry into the final year of an Integrated Masters degree, additional care must be given to the individual and group projects as set out in other requirements and guidance.

5. In those cases where there are multiple entrants from another programme either internally or from another institution, the assessment may be approached partially en-bloc, noting that this is not a replacement for the arrangements for accreditation of franchised provision and that the host institution will also need to validate successful achievement of AHEP Learning Outcomes to the required standard on a student-by-student basis.

6. The mapping of Learning Outcomes must be backed up with suitable evidence and an appropriate audit trail. This is likely to include copies of programme documentation for the prior period of study and assessment transcripts, both clearly cross-referenced to the mapping of Learning Outcomes.

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[12]This statement is paraphrased from Engineering Council's 'guidance note on academic accreditation' – issue 33, page 42 & 43.

Final year direct entry policy

Guidelines

7. The host institution will need to satisfy an accreditation panel that:

    a) There is a robust and rigorous process in place and in use for the assessment of final year direct entry applicants both in terms of Learning Outcomes achieved to date and their mapping onto the host programme Learning Outcomes at the point of entry;

    b) There is a robust and rigorous process in place to ensure that the Learning Outcomes achieved to date are of the appropriate standard and have been achieved within a learning environment compatible with those normally expected of an accredited programme of study.

    c) There is a robust and rigorous process in place for assessment of preparedness of direct entry applicants to benefit from the learning environment within the host organisation;

    d) That the processes of (a) (b) and (c) above are in use, as evidenced by samples of the audit trail.

8. It is noted that the existing pathway to professional registration (the individual case procedure) remains in place for those students not satisfying these criteria.

9. Where an educational institution wishes to have a regular entry into the final year from a non-accredited programme the IET would be willing to discuss how such a route might be accredited; this is likely to include a visit to the source institution and an assessment of its provision.

Table 1 AHEP-4 Learning Outcomes Potentially Achieved before Final Year Entry into a Bachelors degree

Study Level at which the AHEP-4 Learning Outcomes can be met prior to direct entry into the final year of a degree[13]	For direct entry into the final year of Bachelors degrees and Bachelors (Honours) and equivalent qualifications and apprenticeships accredited or approved as fully meeting the academic requirement for IEng registration (IEng)	For direct entry into the final year of Bachelors (Honours) degrees and equivalent qualifications and apprenticeships accredited or approved as fully meeting the academic requirement for IEng registration and partially meeting the academic requirement for CEng registration (Partial CEng)
ISCED L3/EQF L4 or ISCED L5/EQF L5	**B10.** Adopt a holistic and proportionate approach to the mitigation of security risks.	**C10.** Adopt a holistic and proportionate approach to the mitigation of security risks.
	B17. Communicate effectively with technical and non-technical audiences.	
	B18. Plan and record self-learning and development as the foundation for lifelong learning/CPD.	**C18.** Plan and record self-learning and development as the foundation for lifelong learning/CPD.
ISCED L5/EQF L5	**B4.** Select and evaluate technical literature and other sources of information to address broadly- defined problems.	
	B7. Evaluate the environmental and societal impact of solutions to broadly- defined problems.	
	B11. Recognise the responsibilities, benefits and importance of supporting equality, diversity and inclusion.	
	B12. Use practical laboratory and workshop skills to investigate broadly- defined problems.	
	B13. Select and apply appropriate materials, equipment, engineering technologies and processes.	
	B14. Recognise the need for quality management systems and continuous improvement in the context of broadly-defined problems.	
	B16. Function effectively as an individual, and as a member or leader of a team.	**C16.** Function effectively as an individual, and as a member or leader of a team.

[13]https://www.engc.org.uk/media/lu4d0plx/defining-characteristics-and-learning-outcomes-table-ed-13.pdf

Final year direct entry policy

Table 2 AHEP-4 Learning Outcomes Potentially Achieved before Final Year Entry into an Integrated Masters degree

Study Level at which the AHEP-4 Learning Outcomes can be met prior to direct entry into the final year of a degree[13]	Integrated Masters (MEng) degrees accredited for CEng registration
ISCED L3/EQF L4 or ISCED L5/EQF L5 or ISCED L6/EQF L6	**M10.** Adopt a holistic and proportionate approach to the mitigation of security risks.
	M18. Plan and record self-learning and development as the foundation for lifelong learning/CPD
ISCED L6/EQF L6	**M6.** Apply an integrated or systems approach to the solution of complex problems.
	M8. Identify and analyse ethical concerns and make reasoned ethical choices informed by professional codes of conduct.
	M9. Use a risk management process to identify, evaluate and mitigate risks (the effects of uncertainty) associated with a particular project or activity.
	M11. Adopt an inclusive approach to engineering practice and recognise the responsibilities, benefits and importance of supporting equality, diversity and inclusion.
	M12. Use practical laboratory and workshop skills to investigate complex problems.
	M13. Select and apply appropriate materials, equipment, engineering technologies and processes, recognising their limitations.
	M14. Discuss the role of quality management systems and continuous improvement in the context of complex problems.
	M15. Apply knowledge of engineering management principles, commercial context, project and change management, and relevant legal matters including intellectual property rights.

[13]https://www.engc.org.uk/media/lu4d0plx/defining-characteristics-and-learning-outcomes-table-ed-13.pdf

Important Notes:

1. Any shortcomings in meeting the seven IET Accreditation Criteria or against the requirements (R0 to R11) may lead to a decision that the programme cannot be accredited as currently presented; alternatively the Accreditation Panel may set one or more 'requirements' or 'immediate requirements'. The former can be addressed through the Action Plan, while immediate requirements must be resolved before accreditation can be conferred.

2. Any non-compliance with the guidance (G1 to G7) may be highlighted by the Accreditation Panel and feature as recommendation(s) in the visit report. Recommendations must be addressed through the Action Plan but do not normally impact directly on the accreditation conferred.

3. An Accreditation Panel may consider that non-compliance with one or more of the guidelines (G1-G7) is sufficiently severe to necessitate a formal Requirement in the visit report that should be addressed in the Action Plan.

Backdating policy

1. The Engineering Council's Regulations for Registration states the following with respect to the accreditation process for educational programmes:

   Recognition may be backdated 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 forwards recognition being considered. Earlier backdating may be considered for RSC authorisation on a case-by-case basis. Such decisions must be fully documented, transparent and auditable. (Paragraph 50).

2. The IET will consider backdating accreditation in the following circumstances:

a) When there has been a gap in accreditation;

b) When a programme is accredited for the first time but has already produced graduate output;

c) When it is desirable to align periods of accreditation for multiple programmes.

3. The Panel will need to agree that they are confident the Learning Outcomes would be met by a graduate from all the intake years the backdating is to include. Evidence of graduate outputs for the intakes in question should be available to justify backdating. This will normally be project reports but may include other outputs if significant changes have been made to the curriculum or delivery methods.

4. Any backdating suggested by the visiting panel will be subject to judgement and approval by the AAC.

5. Backdating may be applied up to the first intake of the cohort in their final year at the time of the visit and to include the previously graduated cohort when the relevant output has been reviewed as part of the visit and must be fully documented in the visit report.

Policy for accreditation of new or recently introduced programmes

Previously 'Academic Accreditation without a Graduating Cohort'

First issued: 30 May 2013
Last update: 29 February 2019
Reviewed: August 2025

1. The Engineering Council Regulations for Registration state:

    Accreditation without a visit cannot occur where there is a significant difference from what has previously been accredited. If more than 30% of a recognised programme is additional or new, an accreditation visit may not be waived. (Paragraph 58)

2. The Engineering Council Risk based accreditation visits policy states:

    A PEI may waive the requirement for an accreditation visit where the programme concerned has significant commonality with programmes already accredited by the PEI, and provided that sufficient evidence is available, including to demonstrate that factors which can normally only be reviewed during a visit are satisfactory (Paragraph 31)

3. For programmes normally lasting one to two calendar years (e.g. MSc, FD)

    a) If documentation for a graduating output exists, proceed with the accreditation process as normal.

    b) If at least 50% of the taught phase is available for review, the IET will review the programme; however, any accreditation conferred will be subject to a First Output Review.

    c) If less than 50% of the taught phase is available for review, accreditation will not be granted, though feedback can be provided. The visit should not proceed unless other programmes which have the potential to be accredited are also under consideration.

4. For programmes greater than two calendar years (e.g. BEng, MEng)

    a) If documentation for a graduating output exists, proceed with the accreditation process as normal.

    b) If the final year of the programme is under way, and all other material including that for the penultimate year is available, the IET will review the programme; however, any accreditation conferred will be subject to a First Output Review.

    c) If the final year of the programme is not underway, accreditation will not be granted, though feedback can be provided. The visit should not proceed unless other programmes which have the potential to be accredited are also under consideration.

5. A recently introduced programme, that shares commonality with an existing accredited programme, may be presented for accreditation via a Commonality Review. Please see the Commonality Review Policy for further details.

6. For new programmes which share all Learning Outcomes and assessed content with an existing programme (for example the introduction of a year in industry or study abroad), a visit may not be necessary please contact the IET Academic Accreditation staff for more information:

    E: accreditation@theiet.org
    T: +44 (0)1438 766510

Policy for extension of accreditation

1. The Engineering Council's Regulations for Registration states the following with respect to the accreditation process for educational programmes:

   Programmes shall be accredited for a fixed period of not more than five years (paragraph 48). Where a programme has been recognised and its curriculum does not change during the five-year period, recognition may be renewed if the Licensee is satisfied that it remains relevant and continues to meet the required standards. Recognition may be extended by a maximum of one year, once only per recognition period. (Paragraph 49).

2. The following points should be considered when a request for extension of accreditation is put forward to the IET:

   a) Extension requests are only expected in exceptional circumstances.

   b) The maximum single period of extension is one year and only one extension per accreditation period will be granted.

   c) An extension will only be considered if a department has provided evidence of satisfactory progress against the Action Plan from the previous visit.

3. Reasons for an extension could include:

   a) If programmes were under major restructuring during the scheduled year of the visit and the requested extension covered intakes into the programmes which remain in the same format as seen at the previous visit.

   b) If a department/school/faculty was undergoing major restructure during the scheduled year of the visit and the IET was satisfied that arrangements are in place to safeguard the experience of students.

   c) If the need arose due to a scheduled visit being cancelled through unforeseen circumstances, such as sudden industrial action or force majeure.

Note:

The IET will look at the circumstances surrounding each request for an extension of accreditation on an individual basis (the reasons listed above for an extension is not exhaustive).

The application must include:

– Reason for the request
– Supporting evidence
– Confirmation from the provider that the programme complies with the Learning Outcomes in AHEP

A request to extend the period of accreditation for 2 years must be submitted to the Engineering Council's Registration Standards Committee (RSC).

Commonality review process

1. To enable accreditation of programmes between accreditation visits if the programme meets the following criteria:

    a) Each level of the programme shares at least 70 percent of its content, across all levels of the programme, with another single programme within the same department which holds current accreditation with the IET.

    b) The programme Learning Outcomes are confirmed as appropriate against the programme title.

    c) The programme should align with and deliver all the required Learning Outcomes as set out in the Accreditation of Higher Education Programmes (AHEP).

    d) The programme under consideration has already enrolled its first cohort.

    e) No major changes have occurred with regards department or university resources or governance since the most recent full accreditation visit.

    f) No significant issues arise during the review process.

2. Assessment process for the Commonality Review:

    a) Occurs in response to a request from the Department to accredit programmes between visits.

    b) Request is normally reviewed by the previous chair of the visit plus one other panel member.

    c) Accreditation can only be awarded to the programmes under consideration in line with the accredited programmes they have been compared with.

    d) A visit to specifically consider the new accreditation request might be necessary.

    e) If the review of the new request reveals significant issues the decision may be deferred until the next full accreditation visit.

3. The following information will be submitted as part of the review:

    a) A rationale for starting the new programme(s) (including consideration of Learning Outcomes, projected recruitment statistics, internal validation documentation, and details of any changes to the currently accredited programmes since the most recent full accreditation visit (if relevant)).

    b) Structure of the programme.

    c) Resource implications for new modules (including staffing and equipment).

    d) Details showing the shared modules clearly demonstrating 70 percent commonality.

    e) Documentation showing how the required AHEP Learning Outcomes are delivered and assessed within the programme.

    f) Updated Action Plan from the last IET visit.

The Commonality Review cannot be used for accredited programmes at another location, e.g. Franchise arrangement/flying faculty.

Major change review process

Visit to consider major changes to accredited programmes between the normal cycle of visits.

1. The Engineering Council's Risk-based Approach to Accreditation Visits – policy statement the following with respect to the accreditation process for educational programmes states:

A visit is required to confirm continuation of accreditation to programmes that have undergone a major change in between the normal cycle of accreditation visits, but this may be a light-touch virtual visit (which may be shorter in duration than a full virtual visit) if no more than 50% of the content has changed. In some cases where less than 30% of programme content has changed, the requirement to visit may be waived completely. (Paragraph 17).

2. The IET places a condition on providers to inform them of major changes during the period of accreditation that might affect the delivery of the specified programme outcomes.

3. A variety of factors may prompt providers to update programmes between accreditation visits, for example in response to updates to Engineering Council standards review, or to keep provision up to date in response to technological or societal changes.

4. A 'light-touch' visit will be required to confirm continuation of accreditation to programmes that have undergone a major change in between the normal cycle of accreditation visits.

5. PEIs may wish to conduct a light-touch, virtual visit to confirm continuation of accreditation to programmes that have undergone a major change in between accreditation visits. A light touch visit may be used where:

   a. Over 30% and up to 50% of the content of a programme has changed during the period of accreditation noting that if the level of change amounts to 30% or less then the programmes may be accredited through a commonality review.
   b. the programmes are currently accredited and the last full visit to accredit the programme took place within the last two years.

6. Evidence to be submitted by the provider would include;

   a. updated AHEP mapping
   b. module specifications, assessments and student work
   c. programme specifications
   d. mapping of 'old to new' versions of the programmes being considered
   e. overview of changes made
   f. action plan update
   g. any additional information requested by the IET after initial review of the submission.

7. This process is for considering changes to programmes between full accreditation visits, and must not be used to consider:

   a. new programmes
   b. programmes where more than 50% of the content has changed
   c. extensions to accreditation

8. Changes to programme title of an existing programme are acceptable and must be recorded including on the Engineering Council course search database.

Directory of guidance

IET
- The academic accreditation process
- Guidance on Threshold Academic Standards
- Guidance for Identifying Individual Contributions in MEng Projects for BEng Awards
- Guidance on External Academic Audit
- Guidance for the Teaching of Engineering Ethics
- Recommended Resources in Support of the Embedding of Ethics into the Curriculum
- Guidance for Planning and Completing an ADAMS Submission
- Statement of Degree/ Graduate Apprenticeships
- Guidance for new AHEP 4 Learning Outcomes
- Guidance on the Teaching and Assessment of Equality, Diversity and Inclusion (EDI) in providers (AHEP LO 11)
- Guidance on Teaching and Assessment of Risk and Security (AHEP LOs 9 & 10)
- Guidance on Teaching and Assessment of AHEP 4 LO Lifelong Learning (AHEP LO 18)
- Archive of IET Criteria, Requirement and Guidelines

IET - International
- International Academic Accreditation
- NBA (India) Vs AHEP 4 Programme Outcomes guidance

IET - Other
- Overview
- Academic Accreditation Committee
- Accreditation process
- Become an academic accreditor
- Policy and Guidance
- ADAMS and Submission Guidance

IET - Related activities
- Awards and Prizes
- Academic Partners and Affiliates
- Membership and Professional Registration

Engineering Council (EngC)
- Statement on top up degree titles
- EngC Degree titles of accredited or approved programmes (v.1) April 2022
- Dual Accreditation May 2023
- Risk-based accreditation visits policy summary for providers
- Guidance On Industrial Action Affecting Recognised Programmes V0.1
- AHEP Fourth Edition
- AHEP Fourth Edition Defining Characteristics And Learning Outcomes Table
- AHEP Fourth Edition Summary Of Key Changes
- Guidance On Changes Affecting Recognised Programmes
- Compensation and Condonement
- Accredited Degree logo
- Accredited course search
- AI Working Group Close Out Report
- Guidance on assessment of student work, and reasonable adjustments on recognised programmes

Quality Assurance Agency (QAA)
- UK Quality Code for Higher Education 2024
- Subject Benchmark Statement - Engineering

Directory of guidance

Engineering Professors Council
– EPC Toolkits

International
– European accreditation (EUR-ACE)
– International Recognition outside of Europe
– International Engineering Education Accords
– International Engineering Alliance
– IEA Graduate Attributes and Professional Competence

Notes

Notes

IET

The Institution of Engineering and Technology

Contact information

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