

**EAB**

**Engineering Accreditation Board**

**EAB Accreditation  
Briefing Manual for  
Educational  
Institutions**

December 2017

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### Introduction

This manual is for educational institutions seeking joint accreditation, via the Engineering Accreditation Board (EAB), of degree programmes as providing some or all of the underpinning knowledge and understanding for Incorporated (IEng) or Chartered (CEng) Engineer registration. It is intended to assist educational institutions in preparing for an EAB accreditation visit.

A joint accreditation visit involving several professional engineering institutions is suitable where there is sufficient commonality amongst the programmes being put forward for accreditation. In brief, those educational institutions opting for an EAB accreditation visit will have one point of contact (EAB Secretariat) and will host a single accreditation visit for the assessment of the degree programme(s). There will be one final visit report incorporating the requirements and recommendations of all the participating professional engineering institutions.

All professional engineering institutions that are licensed by the [Engineering Council](#) to accredit academic programmes are members of EAB, and the Engineering Council provides the secretariat.

This information and many of the documents in the manual are available on the [EAB website](#)

### Why seek accreditation?

Accreditation is a peer review process and applies to individual engineering degree programmes. An accredited degree is a marketable advantage for the educational institution and aids recruitment of those students intending to become Incorporated or Chartered Engineers. In turn it prepares those students for a career as a professionally registered engineer.

An accredited degree has a mark of quality recognised by employers in the United Kingdom and that supports the needs of engineering graduates in an international market place. The Engineering Council is signatory to three [international recognition agreements](#) with non-UK engineering organisations, which provide mutual recognition of accredited degree programmes.

The accreditation process should be a partnership between professional engineering institutions and educational institutions. The EAB strongly supports a continuing dialogue between educational institutions and professional engineering institutions throughout the five-yearly accreditation visits. Accreditation overall should be seen as a developmental process which constantly improves the provision of the programmes and meets the requirements of the current workplace.

Accredited degrees meet the Engineering Council's required output standards and provide some of the knowledge, understanding, skills and values that together contribute to the development of an engineer's competence. Importantly, the Engineering Council's standards have been adopted by the UK's Quality Assurance Agency as the subject benchmark statement for engineering. They are published in a handbook, the Accreditation of Higher Education Programmes ([AHEP](#)).

Accreditation is carried out by the individual professional engineering institutions under licence from the Engineering Council. A degree programme may be accredited by more than one professional engineering institution, particularly where it spans several engineering disciplines.

### Which degree programmes can be accredited?

All degree programmes including Bachelors, Bachelors with Honours, Engineering Doctorates, Integrated Masters (MEng) and other Masters (MScs, MScis, etc) can be accredited. Professional engineering institutions will also consider requests to accredit Foundation degrees as partially meeting the requirements for IEng registration. The period of accreditation is typically five years.

### Academic Course Accreditation Database (ACAD)

The Engineering Council holds the definitive list of accredited degree programmes that partially or fully satisfy the academic requirements for IEng and CEng registration. Accreditation 'with further learning required' or 'as further learning' can be awarded where a qualification is at a level where it meets some but not all of the academic requirements for a particular level of registration and another appropriately accredited qualification would be required for individuals to demonstrate the knowledge and understanding required for registration, e.g. a Bachelors degree with further learning required for CEng plus an MSc accredited as further learning for CEng would meet the academic requirements for CEng. There are currently over 9000 courses listed in [ACAD](#).

All degree programmes listed in the database are accredited by intake date. ACAD is updated by professional engineering institution staff following decisions made by their accreditation committees, and approved and published by the Engineering Council.

Educational institutions must ensure that statements they publish or provide to other bodies for publication about accreditation by professional engineering institutions, including [KIS](#), accurately reflect the information published in ACAD.

### IEng and CEng accreditation

All Honours degrees accredited as partially meeting the academic requirements for CEng registration from intake year 1999 also fully meet the academic requirements for IEng registration.

### EUR-ACE® label

EUR-ACE® is the European quality label for engineering degree programmes. In the UK the Engineering Council is able to award the EUR-ACE® label to first and second cycle engineering degrees accredited by a licensed professional engineering institution since 2006.

For more information: [www.engc.org.uk/EURACE](http://www.engc.org.uk/EURACE)

### The Standard (UK-SPEC)

The UK Standard for Professional Engineering Competence ([UK-SPEC](#)) describes the requirements that must be met for registration, and provides examples of ways of achieving these. UK-SPEC was implemented in 2004 and signalled a shift to the focus being on learning outcomes.

### Accreditation of Higher Education Programmes (AHEP)

All accredited degree programmes are assessed against criteria set out in AHEP. AHEP criteria are expressed as learning outcomes, giving educational institutions flexibility to deliver innovatively.

Educational institutions should refer to the most up to date versions of UK-SPEC and AHEP when planning or reviewing degree programmes.

#### EAB accreditation visits

#### Applying for an EAB visit

Educational institutions seeking accreditation of degree programmes by three or more professional engineering institutions may submit an application to EAB for a joint accreditation visit. An important criterion is that there is sufficient commonality across the programmes. Educational institutions seeking accreditation by a single professional engineering institution or a joint visit between two professional engineering institutions should apply to the relevant professional engineering institution(s) directly.

At least 12 months' notice is usually required. Visits take place over two consecutive days (usually Wednesday and Thursday). EAB visits are held during term time and the available visit spaces get booked very quickly. Educational institutions are advised to:

1. Contact the EAB Secretariat and submit [EAB Form ACC1 Initial Data Form](#) at least 12 months in advance of when you would like a visit to be held providing three suggested visit dates, the names of the professional engineering institutions invited to participate, and the programme titles, if available.
2. Ensure there is enough time to plan and prepare for the visit, ahead of the current accreditation period ending (if applicable), to avoid breaks in accreditation.

Once the EAB accreditation visit dates have been confirmed, the EAB Secretariat will work with the educational institution, coordinating arrangements for the visit, including [EAB Form ACC2 Submission for Accreditation](#), and full submission due dates. Please refer to [Annex A](#) for information about what to include in the full submission. Note that accreditation can only be awarded if it is demonstrated that all the required AHEP learning outcomes will be met by all students on a programme, regardless of module and project selections. When completing the matrix a learning outcome must only be indicated against a module where all students completing that module demonstrate learning against the learning outcome.

The [EAB Visit Process Flowchart](#) summarises the key activities associated with a visit and provides indicative timescales.

#### Collaborative, franchised and international programmes

Where programmes are offered collaboratively, or on a franchised basis, professional engineering institutions will normally visit all partners involved in delivering the programme. Where a programme is delivered in more than one location (including internationally) educational

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institutions should either request accreditation visits to each site, or ensure that it is clear where accreditation is sought and applies (as described in the [Statement for Universities and other HE Providers on Location of Study](#)).

If accreditation of programmes delivered outside the UK is sought educational institutions are asked to submit an [EAB Form ACC1 Initial Data Form for International Visits](#), they may be asked to provide other additional information ahead of the visit, and may be asked to cover the full direct costs of the visit. Any request for an international EAB visit will be considered on a case by case visit.

Educational institutions are responsible for the accuracy of information they publish about the accreditation status of their programmes. Where a programme is not accredited for all delivery locations this must be clear in programme publicity, and it should be clear from degree certificates and/or transcripts (either by stating the delivery location or differentiation in titling) which graduates completed the accredited programme. If misleading information is published about the accreditation status of programmes offered by an educational institution or their partners this may impact upon future accreditation decisions.

### Charging

There is no common policy on charging. The Engineering Council believes that it is a matter for an individual professional engineering institutions to decide whether or not to make a charge for accreditation, in accordance with its own business plans.

A number of professional engineering institutions currently charge for accreditation visits. These charges vary from institution to institution and charging information can be provided on request, but may be subject to change at any time.

### Cancellation of / amendments to a visit

The EAB Secretariat will advise the educational institution if any member of the visit panel is unable to take part in the visit due to unforeseen circumstances. It should be possible to continue with the visit and professional engineering institutions will endeavour to provide a substitute panel member in this instance, if possible.

In the event that the educational institution must cancel or reschedule a visit they should inform the EAB Secretariat as soon as possible. Any travel or subsistence costs already incurred by the visit panel must be reimbursed by the educational institution.

### EAB standard visit schedule

The standard visit schedule can be found [here](#). It is not common to deviate from the schedule and any changes must be agreed by the visit panel chair via the EAB Secretariat. The EAB Secretariat will liaise with the educational institution and confirm the timetable prior to the visit.

### At the visit

#### Room requirements for the visit

It is expected that a base room be provided, large enough to accommodate the visit panel and review material, with sufficient power sockets/extension leads for panel members to plug in their laptops, and Wi-Fi (please note many panel members and the EAB Secretariat will not have access to eduroam). Ideally, the room should be set up in boardroom style with review materials located at the edge of the room. For security reasons it is preferable that the room can be locked and that keys or passcodes are made available to the visit panel. Lunch should be served in or close to the base room and drinks (tea, coffee and water) available for panel members throughout the visit.

Additional rooms should also be made available near to the base room to allow the visit panel to split into smaller teams for the meetings with students, programme staff, and for private panel or discipline-specific sessions.

#### Review material

Panel members will need to see evidence of the delivery and assessment of the learning outcomes. This includes past examination papers, project work, marking schemes, external examiners reports and samples of continuously assessed work.

The minimum requirement for EAB panel members to see evidence is from the current and previous year, plus any additional years for which backdating of accreditation is sought.

Universities are increasingly making use of electronic systems including for submission and marking of projects and other assignments. Please notify the EAB Secretariat well ahead of a visit if you plan to make materials available electronically rather than in hard copy. If you choose to provide course information electronically, in addition to the course/module number, please ensure the course/module name is provided to assist panel members in finding materials.

It is requested that a number of high graded, middle graded and borderline pass projects to be made available as hard copy on EAB visits where the bulk of materials are presented electronically. If you wish to use an alternative online system, rather than USB sticks, the university would be responsible for providing the usernames and access to the system.

#### Meeting with the students

This is a very important and useful session for the panel members. The visit panel must have the opportunity to meet with students on different years of study, from each of the programmes where accreditation is sought. If the degree programmes have variations such as 'a year in industry' or a 'year abroad', it would be useful for panel members to meet students who have completed placements. Academic staff are not included in this meeting in order to ensure confidentiality between the students and visit panel.

Topics the panel may wish to cover include the following:

- Support for students

- Staff/student liaison committee
- Site visits
- Industrial visits/lectures
- Access to IT facilities
- Practical work
- Future prospects
- Membership of professional institutions
- Tutorials and access to teaching staff

### Debriefing Session

Particular aspects reviewed during the visit will be referred to at the debriefing session. Areas of good practice and those of non-conformity or concern that are likely to be included in the visit report will also be pointed out.

It is important to understand that the visit panel does not make the decision about accreditation; instead they make recommendations about accreditation to their respective accreditation committees who then make the final decision about accreditation.

There is no discussion following the debriefing session. Further clarification will be provided when the visit report and action plan are sent to the educational institution for factual correction.

### Monitoring Visits

The visit panel may request a monitoring visit if they are not satisfied that all the learning outcomes can be assessed during the initial full visit and/or less than five years accreditation has been awarded. A monitoring visit will typically take place one or two years after the full visit and be shorter in length with fewer panel members.

### Important note regarding action plans

An action plan will need to be completed by the educational institution and will accompany the draft visit report (to be checked for factual accuracy). The plan will cover all requirements and recommendations, as agreed by the visiting panel and will need to be completed and returned to the EAB Secretariat along with the draft visit report in line with the [EAB Visit Concordat](#). The action plan will be considered alongside the visit report by the professional engineering institution accreditation committees.

Professional engineering institution accreditation committees may accept a visit report but defer awarding accreditation if they require a revised action plan to be submitted. In order to ensure that the action plan is approved in a timely manner, educational institutions should:

- respond to each requirement and recommendation in the plan individually
- provide dates and names of individuals assigned to each action
- include dates which are timely and realistic
- commit to action



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- use the plan to negotiate with central educational institution functions if necessary
- include appropriate evidence e.g. revised aims and objectives.

Action plans may form part of an ongoing dialogue with professional engineering institutions and will be checked at the next accreditation visit or review.

### Feedback after an EAB visit

Feedback is very important to EAB. The EAB feedback form will be provided to the educational institution. EAB encourages institutions to complete the form and to provide suggestions about where and how the visit process could be improved.

### Appeals Procedure

EAB does not have a common appeal procedure following an EAB accreditation visit. Each institution is solely responsible for the decision to accredit or not and therefore any appeal is through the relevant institution's appeals process.

Appeals are rare and universities may submit, in writing to the institution(s) concerned, a request for a review of an accreditation decision on the following grounds:

- there is evidence of administrative, procedural or other irregularities in the conduct of the accreditation visit or other aspects of the accreditation processes
- information has become available which would influence the decision and which was not, and could not have been, available at the time of the accreditation or review visit.

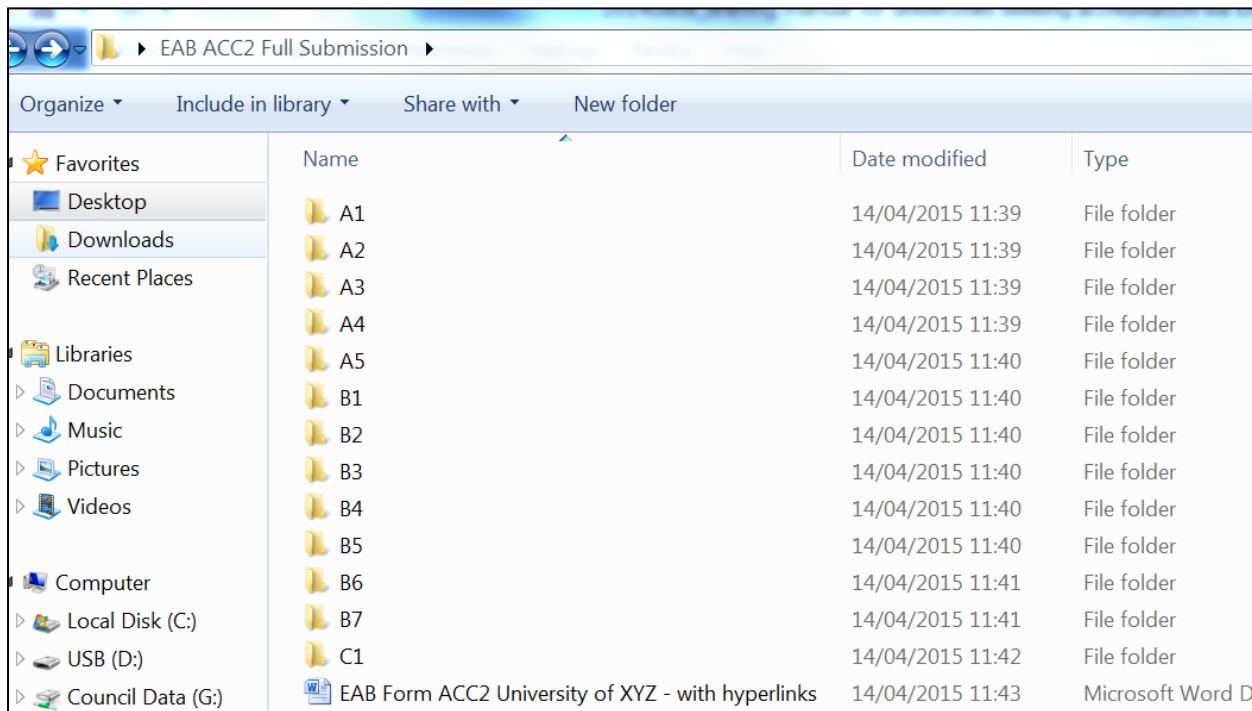
Please refer to the relevant professional engineering institution's website for their appeal procedures.

### Frequently Asked Questions

The EAB website provides answers to [Frequently Asked Questions](#).

### Annex A – Submission File Structure

The USB memory stick or alternative online file sharing system should be organised as below. If you wish to use an alternative online system, rather than USB sticks, the university is responsible for providing the usernames and access to the system (please note not all panel members will have access to eduroam):



Name	Date modified	Type
A1	14/04/2015 11:39	File folder
A2	14/04/2015 11:39	File folder
A3	14/04/2015 11:39	File folder
A4	14/04/2015 11:39	File folder
A5	14/04/2015 11:40	File folder
B1	14/04/2015 11:40	File folder
B2	14/04/2015 11:40	File folder
B3	14/04/2015 11:40	File folder
B4	14/04/2015 11:40	File folder
B5	14/04/2015 11:40	File folder
B6	14/04/2015 11:41	File folder
B7	14/04/2015 11:41	File folder
C1	14/04/2015 11:42	File folder
EAB Form ACC2 University of XYZ - with hyperlinks	14/04/2015 11:43	Microsoft Word Document

#### Section A

A1 should contain Programme Specifications, External Examiners Reports and Programme Learning Outcomes.

A2 should contain the most recent QAA Institutional Audit Review and Internal Programme Review Reports / Self-Assessment Reports.

A3 should contain a folder with development policies for all staff development and training.

A4 should contain information about Resources: facilities and student experience.

A5 should contain major changes planned or intended such as changes to programmes, facilities, etc.

#### Section B

B1 should contain separate folders for the following:

- Programme Structure
- Syllabuses/Module Descriptors
- Examination Papers

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B2 should contain separate folders with information for projects, including lists, selection and allocation of projects, assessment of projects and relevant handbooks.

B3 should contain information as specified under Industrial Input and Influence.

B4 should contain information about any partnership or franchise arrangements and / or non-UK study.

B5 should contain information pertaining to Admissions, Progression, Award and Destination, including Graduation Statistics and Methods of Assessment.

B6 should contain information regarding Professional Membership and the promotion of accreditation.

B7 should contain examples of innovative features.

### Section C

C1 should contain the Output Standards Matrix.

### Section D

Use the checklist in D1 to ensure all required documentation is on the USB memory stick.

For further information detailing what should be included under each of the above headings and folders please refer to [EAB Form ACC2 Submission for Accreditation](#).