

**Response to:
Business, Innovation and Skills (BIS) Green
Paper: Fulfilling our Potential: Teaching
Excellence, Social Mobility and Student Choice**

This is an **Institution of Chemical Engineers** submission to the BIS Committee Green Paper published November 2015.

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1. Key points

- 1.1 The Institution of Chemical Engineers (IChemE) has provided input into the response submitted by the Engineering Council on behalf of the Professional Engineering Institutions, of which IChemE is one.
- 1.2 IChemE does not feel able to directly answer the individual questions as laid out in the consultation document, however IChemE broadly agrees with the Engineering Council response on all points.
- 1.3 In addition IChemE would like to emphasise the following:
 - 1.3.1 Teaching skills are very different for different disciplines. It is important that TEF is developed at a discipline level to allow meaningful comparisons for those who need to choose the best course for their chosen career. The institution with the best reputation for teaching humanities subjects will not necessarily have the best reputation for teaching science or engineering subjects.
 - 1.3.2 If TEF is to be based on outcomes then it is essential that employers from all fields and of all sizes are included in consultation regarding the metrics and should be included in future reviews to keep any measures fit for purpose.
 - 1.3.3 With regards to the use of accreditation as a proxy for teaching excellence we fully endorse the Engineering Council comments - additional burden for both universities and accrediting bodies must be avoided or fully mitigated and any changes to the QA system that impact on accreditation burdens need to be considered ahead of any implementation.
 - 1.3.4 Some of our member employers have seen a lot of interest in higher level graduate/degree apprenticeship, particularly in the nuclear sector. We believe that this type of alternative provision should be considered clearly and included within any TEF. In terms of social mobility being able to achieve the same outcomes through a variety of methods can only be positive where it can fill a gap in current provision.
 - 1.3.5 The duplication of effort must be avoided for any new system to gain momentum and respect. Higher Education Institutions, Professional Institutions and Industry should be encouraged to work collaboratively in the demonstration of excellent teaching leading to excellent outcomes for students.

2. About IChemE

- 2.1 The Institution of Chemical Engineers (IChemE) is the global professional membership organisation for individuals with relevant experience or an interest in chemical engineering. We are the only organisation to award Chartered Chemical Engineer (MIChemE) status and Professional Process Safety Engineer.
- 2.2 We are also licensed to award the titles Chartered Engineer (CEng), Chartered Scientist (CSci) and Chartered Environmentalist (CEnv) to suitably qualified members. Founded in 1922 as the professional institution for chemical and process engineers, IChemE has grown to its current status of over 42,000 members across 120 countries.

- 2.3 Our Royal Charter and charitable status confers upon us an obligation to advance chemical engineering for the benefit of society as a whole and support the professional development of our membership, which spans a wide range of individuals from industry, regulators, academia and consultancies.
- 2.4 We can call upon our members' expertise in these fields without bias or favour, in order to reach objective advice based on sound science. IChemE welcomes the opportunity to comment on this call for evidence.
- 2.5 This response has been prepared in consultation with members and other representatives of chemical engineering education and industry.