

# EUR-ACE Framework Standards for First and Second Cycle Degrees

Ian Freeston

EUR-ACE Label Committee  
Engineering Council UK



# Outline

- Programme content
- Programme standard
- Assessment procedures

**Meta-accreditation of agencies and  
not of programmes directly**



# External Factors

- **Framework for Qualifications in the EHEA including Dublin Descriptors (Bergen 2005)**
- **Standards and Guidelines for Quality Assurance in EHEA (ENQA)**
- **European Qualifications Framework (EC)**
- **European Credit Transfer Scheme (ECTS)**
- **International agreements**



# Specification

- **First and Second Cycles (and Integrated Programmes)**
- **All engineering disciplines and profiles**
- **Different traditions and methods**
- **Future engineering technologies**
- **Innovative teaching methods**
- **Share good practice**



# Programme Content

- Knowledge and Understanding
- Engineering Analysis
- Engineering Design
- Investigations
- Engineering Practice
- Transferable Skills



# Programme Outcomes

For each of the six sections:

- Descriptive paragraph
- Programme Outcomes for First Cycle
- Programme Outcomes for Second Cycle

In total 21 Programme Outcomes for First Cycle and 19 for Second Cycle



# Engineering Design 1

**‘Graduates should be able to realise engineering designs consistent with their level of knowledge and understanding, working in cooperation with engineers and non-engineers. The designs may be of devices, processes, methods or artefacts, and the specifications could be wider than technical, including an awareness of societal, health and safety, environmental and commercial considerations.’**



# Engineering Design 2

**‘Second Cycle graduates should have:**

**an ability to use their knowledge and understanding to design solutions to unfamiliar problems, possibly involving other disciplines;**

**an ability to use creativity to develop new and original ideas and methods;**

**an ability to use their engineering judgement to work with complexity, technical uncertainty and incomplete information.’**





# Programme Standard 1

- **Engineering Analysis, Engineering Design, Investigations:**
  - ‘consistent with level of knowledge and understanding’
- **First Cycle: ‘coherent knowledge...some at the forefront’**
- **Second Cycle: ‘critical awareness of the forefront’**



# Programme Standard 2

- **Accrediting Panel (technical experts) recommendation implies forefront**
- **Decision making committee reviews recommendation**
- **Process by which the profession continuously monitors quality and standards**



# Programme Assessment Guidelines

- Needs, Objectives and Outcomes
- Educational Process
- Resources and Partnerships
- Assessment of the Educational Process
- Management System



# Resources and Partnerships

- Academic and support staff
- Facilities
- Financial resources
- Partnerships with external organisations

Does the accreditation process obtain all the evidence necessary to decide if the programme can be delivered to the required standard?



# Accreditation Process

- Self-assessment report
- Composition of visiting panel
- Structure and duration of visit
- Reporting procedure
- Decision making
- Publication



# Evaluation Scale

The decisions on requirements should use a scale including the following:

- **Acceptable**
- **Acceptable with prescriptions**
- **Unacceptable**



# Accreditation Decision

The decisions on accreditation should use a scale including the following:

- Accredited without reservation
- Accredited with reservations
- Not accredited



**Link to full text of EUR-ACE Framework  
Standards at**

**[www.enaee.eu](http://www.enaee.eu)**

**Thank you**

**[ifreeston@engc.org.uk](mailto:ifreeston@engc.org.uk)**

