

Output Standards: Introduction & Use

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Accreditation

- Output standards now main criterion
- Entry standards still relevant – “*entry standards and how the programme will be supported*”
- Generic ECUK statements for BEng (Hons), MEng and “IEng” degrees
- Institutions make specific

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Where did Output Standards come from?

- SARTOR 3 proto-statements
- QAA Benchmark
- EPC Output Standard
- Compatibility Report

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UK-SPEC Output Standards

- A mixture of generic and specific learning outcomes
- Written in terms of B (Hons) degree accredited for CEng
- Annexes for MEng and “IEng” degrees

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General Learning Outcomes

- Knowledge and Understanding
- Intellectual Abilities
- Practical Abilities
- General Transferable Skills

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Specific Learning Outcomes

- Underpinning Science and Mathematics
- Engineering Analysis
- Design
- Economic, Social and Environmental Context
- Engineering Practice

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MEng Outcomes

- General Learning Outcomes – more complex problems, independent learning in unfamiliar situations
- Specific Learning Outcomes – broader and deeper understanding, more innovative design, etc

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IEng Programmes

- Greater weighting on knowledge and understanding of engineering practice and processes, current technology
- Less weighting on analysis
- Design weighted to meet defined needs

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Some key principles

- All degree programmes are different
- Weighting of specific outcomes will depend upon nature and aims of programme
- A minimally constraining core
- Accreditation must not restrict innovation

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Points to remember

- Subtle relationship between 5 specific learning outcomes and 26 bullet points which they cover
- Accreditation judgements should be about programme as a whole
- UK-SPEC does not prescribe detailed evidence or form-filling
- Approach is new for everyone

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Issues to face

- Are programmes or modules really designed on the basis of outcomes?
- Do university regulations help or hinder?
- What assessment evidence will professional bodies be looking for?
- Are appropriate assessment methods available?
- Are they used?
- How long does it take to embed new approach?

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What can be done to help?

- Sharing of thinking and practice
- Networks are available – EAB, EPC, HEA Subject Centre
- ECUK will work with these
- Constant dialogue – don't just be victims!

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