ENGINEERS BOARD OF KENYA

RULES, PROCEDURESAND CRITERIA FOR ACCREDITATION OF UNDERGRADUATE ENGINEERING PROGRAMMES FOR KENYAN UNIVERSITIES

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LIST OF ABBREVIATIONS

AQC	Academics Qualifications Committee
AU	Accreditation Units
EBK	Engineers Board of Kenya

CHAPTER ONE: INTRODUCTION

1.1 Background Information

TheEngineers Board of Kenya is a statutory body established under Section 3(1) of the Engineers Act 2011. The Board has the overall mandate of developing and regulating engineering practice in Kenya. The development and regulation of engineering practice is considered a key component to the achievement of infrastructure foundation under the country's Vision 2030 development blueprint.

The Board is mandated with the responsibility of regulating standards in the engineering profession and building capacity for individual engineers and engineering firms. The Board also registers engineers and engineering firms and regulates their conduct for improved performance of the engineering profession.

One of the core functions of the Board provided in Section7 (1)(L) of the Engineers Act 2011 is to " approve and accredit engineering programmes in public and private universities and other tertiary level educational institutions offering education in engineering".

A student entering an engineering degree course in Kenya normally aims at becoming a Professional Engineer (PE), a professional title conferred by the Engineers Board of Kenya. The requirements for this title include:

i. Academic education represented by an accredited University programme in engineering.

ii. Training at the appropriate level and experience.

A sound and wholesome engineering education therefore forms the basis of a competent professional engineer hence the requirement for the accreditation of engineering programmes offered at the Universities and other tertiary institutions.

1.2 Purpose of Accreditation

Accreditation in education is a system by which an academic programme or a university is assessed against specified criteria, which, if it is found to meet or exceed, becomes certified as accredited. Accreditation can be quality control device, based on the applied criteria. These can reflect the desired "standards" that are to be met. The criteria can be set at any level that is desired. They can be at a minimum, average, or desired level-they can, and usually do, reflect state of the art conditions.

The purpose is to identify to the Board those engineering programmes that meet the criteria for accreditation. These criteria are formulated to provide graduates with an education satisfying the academic requirements for registration. The process of accreditation places emphasis on the quality of the students, academic staff, support staff and educational facilities.

1.3 Overview Of Accreditation

Engineering is one profession that recognizes its practices as global. Of paramount importance in any profession is the protection of the public. Thus, each country has set up its own rules governing professional practice. All of them have a call for proof of competence of the individual professional by means of acceptable academic qualifications, experience, and, in some cases, examinations. Academic qualifications can be determined through recognition by the accreditation system or any such quality assurance system.

CHAPTER TWO : RULES AND PROCEDURES FOR ACCREDITATION

2.1 General Rules Of Accreditation

2.1.1 Accreditation applies to an individual programme that leads to a baccalaureate degree. The Board does not accredit Departments or Faculties. Programmes will be considered for accreditation if they are offered by an institution of higher learning that is either a public university or a private university with a charter granted by the President of the Republic of Kenya as per Section 19(1)(a) of the Universities Act 2012.

2.1.2 For purposes of accreditation, a programme is characterized by a curriculum that is regarded as an entity by the institution and that can be considered independently. All options in the programme are examined. Following the principle that a programme is only as strong as its "weakest link," the programme is accredited only if all options meet the established criteria.

2.1.3 To be accredited a programme must include the word "engineering" in its title and the title must be properly descriptive of the curriculum content. If a programme, by virtue of its title, becomes subject to the accreditation requirements for two or more programme than the programme named, the Board must have evidence that the programme name is appropriate for all students graduating in the programme regardless of the option taken. Furthermore, the Board must have evidence that all options contain a significant amount of the curriculum content.

2.1.4 Any change in the title of an accredited programme requires approval by the Board for that programme's continued accreditation.

2.1.5 A requirement of accreditation is that the institution verifies that the Board curriculum content criteria are met by all students. The institution must also verify that students have demonstrated competence in the courses taken to satisfy the criteria. It is the responsibility of each institution to provide an acceptance definition of competence.

2.1.6 Any significant change in an accredited programme must be reported to the Board. Any change which alters the circumstances under which the programme was accredited may necessitate an immediate assessment.

2.1.7 The evaluation of the programme is based on detailed data provided by

the institution and on the collective opinion of the members (of the visiting team, if necessary). The accreditation decision is made by the Board based on qualitative and quantitative considerations.

2.1.8 The Board shall determine the accreditation category of each academic engineering programme.

2.1.9 Accreditation of a programme is granted for a specific term, the maximum being five years. Institutions shall be required to give a one years' notice before the expiry of five years. The accreditation term ends on June 30 of the specified year. The term of accreditation is subject to review for cause at any time.

2.1.10 In some cases, accreditation for less than five years is granted to make the term of accreditation of the programme coincide with the term of accreditation of the other programmes at the institution. Moreover, if the Board judges that there are areas of concern; accreditation may be granted for a term of less than five years.

2.1.10 The Board may at any time, audit and review accreditation status of the programmes offered by engineering training institutions. If accreditation is withdrawn or discontinued, the institution may no longer refer to theprogramme as being accredited.

2.1.11 Changes in an accredited programme which violate the conditions under which accreditation was granted by the Board may lead to an immediate reassessment of the programme and/or termination of accreditation. Such changes include but are not limited to changes in; Programme design, Student admission criteria, faculty establishment, facilities andcurriculum. Accreditation is granted if the Board judges that, at the time of the decision, the programme meets the published Board criteria.

2.2 Procedures Of Accreditation Of Programmes

2.2.1 Submission of accreditation application

An institution seeking accreditation of a programme shall submit to EBK a Request for Accreditation (RFA).The RFA must be signed by the Institutions Chief Executive Officer (Vice Chancellor) and must be accompanied by:

- Details of the proposedprogramme including a detailed presentation on the objectives and relevance of the proposed programme and the proposed curriculum.
- Details of faculty members including – Detailed recent curriculum vitae (C.V) and certified copies of their certificates and testimonials.
- Details of the physical training infrastructure;laboratories,workshops,libraries,lecture halls etc
- Proof of payment for the individual programme at the fees determined by the Board from time to time.The Accreditation Fee Schedule will be posted on the EBK web site by 31st March of each year. The institution will receive an invoice for fees associated with the accreditation. Payment is due 45 days from date of the invoice.

All submissions and correspondences to the Board shall be in English.

EBK Board convenes at a minimum four times in a year; an institution shall therefore submit its application for accreditation of a programme in good time but in any case not less than six (6) months prior to the launching of a programme to give adequate time for evaluation of submissions and accreditation visits outlined hereunder.

2.2.2 Evaluation of submissions

The Board shall carry out a preliminary examination of the submitted documents to establish that:

i) The submissions are complete in all respects.
ii) The submissions meet the minimum requirements with regards to curriculum content and faculty staff establishment.

The Board shall therefore communicate to the applying institution on the sufficiency of the submissions.

2.2.3 Initiation and Timing of Accreditation Visit

An accreditation assessment is initiated only at the invitation of an institution. An accreditation visit to assess or reassess an engineering programme shall be scheduled not later than three (3) months after the Board has certified that an institution's submissions are complete and responsive to the Board's accreditation criteria. A request from the institution for such a visit must be received by the Board Secretariat within one (1) month of the Board's confirmation of the sufficiency of the submissions as indicated under item 2.2.1.

2.2.4 Selection of Visiting Team

The Board's academics qualifications committee (AQC) shall select a visiting team; the chair of the AQC shall be the chair of the visiting team, except where otherwise determined by the Board. The other members of the visiting team shall be incorporated by the AQC except for the member(s) selected by the Board. All visiting team members must be professional engineers.

Where a member of the visiting team has an interest in the institution applying for accreditation, that member shall disclose the fact and shall not take part forthwith in the visit, provided that if the majority of the members present are of the opinion that the experience or expertise of such member is vital to the deliberations of the meeting, the visiting team may permit the member to participate in the deliberations subject to such restrictions as it may impose.

The Institution shall be notified of the visiting team .A request for a replacement on the visiting team may be made by the institution only for good cause.

2.2.5 Preparation for Accreditation Visit

Two (2) months before the date of an accreditation visit, the Board Secretariat shall send to the institution documentation required for the visit. This documentation shall include: a questionnaire to be completed by the institution, details regarding procedures to be followed before, during and after the visit, documentation required by the visiting team and the Board and a schedule of the events for the entire process which concludes with the Board's accreditation decision report to the institution.

Copies of the questionnaire, with supporting documentation, completed by the

institution must be received by each visiting team member and the Board Secretariat at least five weeks (5) before the visit. If adequate documentation is not received as required, the Board, in consultation with the visiting team chair, shall cancel the visit.

2.2.6 Accreditation Visit

An accreditation visit shall typically span over three days. The visit shall provide an opportunity for the visiting team to assess qualitative factors such as intellectual atmosphere and morale, professional attitudes and quality of staff and students. The visit shall provide the opportunity for such activities as:

(a) Interviews with appropriate senior administrative officers, including the Vice-Chancellor, the Dean of engineering and the chairs of the departments responsible for the programmes,
(b) Interviews with individuals and groups of faculty members to evaluate professional attitudes, motivations, morale and the balance of opinions concerning theoretical and practical elements of the curriculum.
(c) Interviews with individuals and groups of students,
(d) Tours of physical facilities such as laboratories, workshops, libraries and computing facilities to evaluate their effectiveness;
(e) A review of recent examination papers, laboratory instruction sheets, student transcripts (anonymous, if necessary), student reports and theses, models or equipment constructed by students and other evidence of student performance and
(f) Evidence of Research undertaken by Academic Staff.

Before the end of the visit, the visiting team shall meet with the Dean andthe chairs of departments responsible for the programmes to review the perceived strengths and weaknesses of the programmes and to indicate any areas of concern.

2.2.7 Visiting Team Report

The chair of the visiting team, working with the team members shall prepare a report on the programme(s) visited. This report shallinclude: perceived strengths and weaknesses; areas of conformance to and deviation from the Board criteria, as interpreted by the visiting team; matters of concern (both for the present and for the future); and, suggestions for improvement, if any. No

recommendations for Board accreditation action will be included in the report.

The visiting team's findings, as outlined in the report, shall besubmitted to the Board for review within thirty (30) days of its conclusion. The Board shall then send to the institution for comment and reaction and to ensure accuracy and completeness. This will also provide opportunity for the institution to advise on improvements being implemented in the current academic year. The Board may communicate with both the institution and the visiting team Chair with the intent of ensuring that the programme dossier is complete.

2.2.8 Accreditation Decision

The accreditation decision shall be made by the Board as the result of information gained from the accreditation visit process or from the reports submitted by the institution at the request of the Board.

2.2.8.1 In arriving at an accreditation decision following the visit, the Board shall consider the accreditation history, the information included in the completed questionnaire, the visiting report, the institution's response to the visiting team report, any further clarifying correspondence and any other relevant information.

2.2.8.2 The Board shall make a decision on the application for the accreditation of a programme;

- The Board may grant full accreditation for a period not exceeding five (5) years.
- In the case where, in the assessment of the Board, there are areas requiring improvement, but do not adversely compromise the overall quality of the training, the Board may grant a limited-term accreditation (not exceeding two years) provided that the institution submits an acceptable implementation programme addressing the shortcomings. The limited accreditation may be extended (to a maximum of five years) subject to receipt of a report which convinces the Board that the matters giving rise to its concern have been resolved adequately. After reviewing the report, the Board may extend the limited accreditation or may issue a Notice of Termination of Accreditation.
- The Board may also decline to grant accreditation to a programme where in the determination of the Board, there is significant deficiency in the

capacity of an institution to offer the engineering programme.

2.2.9 Communication of accreditation decision

Following the Board accreditation decision, the institution shall be notified of the decision through the Dean and the Vice Chancellor. The Dean shall be provided with a comprehensive explanation for it. The institution will be expected to inform students and staff of the process of accreditation and of the accreditation status of the programme.

2.2.10 Notice of Termination of accreditation

If the Board determines that significant weaknesses exist in a currently accredited programme, a Notice of Termination of Accreditation shall be issued within three (3) months of that determination. The Notice of Termination of Accreditation shall be copied to the Ministry of Education, Science and Technology, the Commission of University Education and the Kenya Universities and Colleges Central Placement Service.

2.2.10.1 A Notice of the Termination of Accreditation shall specify that the accreditation of the programme is extended for a maximum of three years at which time the accreditation is terminated unless the determines, before that date, that the matters giving rise to its concerns have been resolved adequately. To determine whether these matters have been resolved an accreditation visit and a reportshall be presented to the Board. If the Board determines that matters giving rise to its concerns have not been resolved adequately, the accreditation of the programmeshall be terminated on the date specified in the Original Notice of Termination of Accreditation. If the Board determines that the matters giving rise to its concerns have been resolved adequately, accreditation shall be extended for an appropriate period and no loss of accreditation will have occurred.

2.2.11 Request for an Early Revisit

In the event that an unaccredited programme is denied accreditation, the institution may submit a request for an early re-visit. This request, accompanied by a description of positive changes that have been implemented, must be received by the Board Secretariat within 60 days of the notification to the institution of the accreditation action of the Board. If the Board is satisfied that positive changes of the substance have been made, a revisit will be

scheduled immediately following the decision to deny accreditation. The Institution applying for a revisit shall bear all the costs associated with the visit.

2.3 Formal Review

In the event of a decision by the Board to terminate the accreditation of a programme or to deny accreditation to an unaccredited programme, the institution may apply for a formal review of the Board's decision. Copies of the document setting out these procedures shall be made available upon request.

2.4 Informal Evaluation or Visit

If requested by an institution, the Board will assist to arrange for an informal visit to an unaccredited programme at an appropriate time in its development. The purpose of the evaluation or visit is to provide comment and advice to the institution with respect to the programme.

No undertaking is given by the Board as to the eventual accreditation of the programme. A report is presented to the institution and no report is presented to the Board. The cost of such an evaluation for the visit, including nominal compensation for the visitors or persons who are asked to carry out evaluation, is borne by the institution seeking accreditation of its programme(s).

2.5 Publication Policy

Records and deliberations of the Board are kept confidential. The list of accredited programmes maintained by the Board includes only those programmes that have been accredited by the Board, together with the effective dates. The list will be made available on request and will be published in the annual report of the Board. Documents describing policies and procedures of the Board will also maintained by the Board Secretariat and will be made available upon request.

2.6 Transitional Clause

For those programmes that are currently accredited by the Board, clause 2.1.9 is deemed to apply with effect from 1st July 2014.

CHAPTER THREE : ACCREDITATION CRITERIA

3.1 Rationale Of The Accreditation Criteria

The criteria are intended to identify those programmes that develop an individual's ability to use appropriate knowledge and information to convert, utilize and manage resources optimally through effective analysis, interpretation and decision-making. This ability is essential to the design process that characterizes the practice of engineering.

The criteria provides a broad basis for identifying acceptable engineering programmes, to prevent over-specialization in curricula, to provide sufficient freedom to accommodate innovative educational development, to allow adoption to different regional factors and to permit the expression of the institution's individual qualities and ideals.

The criteria reflect the need for the engineer to be adaptive, creative, resourceful and responsive to changes in society, technology and career demands.

The criteria is intended to ensure that students are made aware of the role and responsibilities of the professional engineer in society and the impact that engineering in all its forms makes on the environmental, economic, social and cultural aspirations.

The criteria also signify the need for the professional engineer to function as an effective member of a team and to be able to communicate both within the profession and with society at large.

3.2 Accreditation Criteria

A programme will be subjected to criteria that will cover six main areas:

1) Programme Design;
2) Programme Curriculum Content;
3) Faculty staff Establishment;
4) Institution's Training Facilities and Infrastructure and
5) Training duration
6) Quality Assurance.

3.2.1 Criterion One: Programme Design

A programme should be intellectually credible, coherent and should meet national needs, needs of students and other stakeholders. Theprogramme should maintain an appropriate balance of theoretical, practical and experiential knowledge and skills.

Emphasis is placed on qualitative evaluation of the programme and the overall environment in which the programme is presented.

Major importance is attached to the quality of the educational experience as reflected by the quality of the students, the faculty, the support staff, the administration, the laboratories, workshops, library, the computing facilities and other supporting facilities. The quality of the educational experience is also reflected by the morale and commitment of faculty, support staff and students.

The distinctive features, which determine if a course is accredited, are:

i. Appropriate depth and breadth of technical content, with emphasis on fundamentals and inclusion of relevant mathematics and engineering science;

ii. Application of scientific and engineering principles to the solution of practical problems of engineering systems and processes;

iii. An introduction to good engineering practice and the properties, behaviour, fabrication and use of relevant materials and components;

iv. Mandatory inclusion of design studies (including manufacturing, reliability, maintainability, quality assurance as well as economic aspects) as an expression of the practical application of theory and accumulated experience;

v. Emphasis on methods of practical problem solving using the latest technology;

vi. Technical decision making, its commercial and economic implementation; the ability to use technical information's services; knowledge of government regulations and labour management as well as other obligations of the engineer to his profession, community and the environment;

vii. Communication skills and the ability to seek further education and stay up to date with new developments;

viii. Significant industrial involvement.

3.2.1.1 Admission Requirements

The Programme's admissions criteria shall be in conformity with the Kenya Universities and Colleges Central Placement Service established by Section 55(1) of the Universities Act 2012.The criteria and the qualifications shall be as follows:

Kenya Certificate of Secondary Education (KCSE): The Programmes are for direct entry of qualified Kenya Certificate of Secondary Education (KCSE) graduate. A KCSE candidate should have obtained a minimum aggregate grade of C+, obtained atleast a C+ in English/Kiswahili and a minimum C+ in each of the following subjects : Mathematics, Physics and Chemistry.

The policy for admitting individual students with advanced standing must ensure that the foregoing requirements for curriculum content are satisfied.

3.2.2 Criterion Two: Curriculum Content

The criterion for curriculum content assures a foundation in mathematics and basic sciences, a broad preparation in engineering sciences and engineering design and an exposure to non-technical subjects that complement the technical aspects of the curriculum. Judgment is applied to both the qualitative and quantitative criteria requirements in each instance. To satisfy accreditation requirements, an engineering programme must include at least a minimum of each of the curriculum components specified in this section.

3.2.2.1 Definition of Accreditation Unit (AU)

On an hourly basis, accreditation Units (AU) are defined as; activity which is granted academic credit and for which the associated number of hours corresponds to the actual contact time of that activity.'

- One hour of lecture (corresponding to 60 minutes of activity) = 1 AU
- One hour of laboratory, workshop or tutorial work = 0.5 AU.

3.2.2.2 Mathematics and Basic Sciences:

A minimum of 840 AU of a combination of Mathematics and Basic Sciences.

Within this combination, each of mathematics and basic sciences must not be less than 390 AU. This leaves 60 AU for any combination of mathematics and basic sciences that may be deemed desirable.

Mathematics include appropriate elements of linear algebra, differential and integral calculus, differential equations, probability, statistics, numerical analysis and discrete mathematics.

The basic (natural) sciences components of the curriculum must include elements of physics and chemistry; elements of life sciences and earth sciences may also be included in this category. These subjects are intended to impart an understanding of natural phenomena and relationships through the use of analytical and/or experimental techniques.

3.2.2.3 Engineering Sciences and Engineering Design

A minimum of **2100 AU** of a combination of engineering sciences and engineering design. Within this combination, each of engineering sciences and engineering design must not be less than **600 AU.** This leaves **900 AU** for any combination of engineering sciences and engineering design that may be deemed desirable.

Engineering science subjects normally have their roots in mathematics and basic sciences, but carry knowledge further towards creative applications. This may involve the development of mathematical or numerical technique, modelling, simulation and experimental procedures. Application to the identification and solution of practical engineering problems is stressed. Such subjects include the applied aspects of strength of materials, fluid mechanics, thermodynamics, electrical and electronic circuits, soil material science, geosciences, environmental studies and other subjects pertinent to the discipline. In addition, the curriculum should include engineering science content which imparts an appreciation of important elements of other engineering disciplines.

Engineering design integrates mathematics, basic sciences, engineering sciences and complementary studies in developing elements, systems and processes to meet specific needs. It is a creative, interactive and often open-ended process subject to, and, depending upon the discipline. These constraints may relate to economic, health, safety, environmental, societal or other

pertinent interdisciplinary factors.

The engineering curriculum must culminate in a significant design experience which is based on the knowledge and skills acquired in earlier course work and which preferably gives students an exposure to the concepts of team work and project management. A research project may be interpreted as engineering design provided it can be clearly shown that the elements of design, as noted in the definition, are fulfilled in the completion of the project.

Appropriate content requiring the application of computers must be included in the engineering sciences and engineering design components of the curriculum.

3.2.2.4 Complementary Studies

A minimum of **450 AU** of studies in humanities, social sciences, arts, management, engineering economics, communication and some elements of Law that complement the technical content of the curriculum should be incorporated in the curriculum. While considerable latitude is provided in the choice is suitable course considered to be essential in the education of an engineer, the curriculum must include studies in engineering economics and on the impact of technology on society, and subject matter that deals with central issues, methodologies and thought processes of the humanities and social sciences. Provision must also be made to develop each student's capability to communicate adequately, both orally and in writing.

Language courses must be included within complementary studies provided they are not taken to fulfil an admission requirement. However, course content should be used to satisfy the requirements for subject matter that deals with central issues, methodologies and thought processes of the humanities and social sciences.

The entire programme must include a minimum of **3,400 AU**. It is expected that accredited programmes will continue to have additional AUs to demonstrate innovation and to achieve the special goals that particular engineering school may have for an education in engineering.

Appropriate laboratory and workshop experience must be an integral component of the engineering curriculum. Instruction in safety procedures must be included in students' laboratory.

Each programme must ensure that students are made aware of the role and responsibilities of the professional engineer in society. Appropriate exposure to ethics, equity, public and workers safety and health considerations and concepts of sustainable development and environmental stewardship must be an integral component of the engineering curriculum.

The curriculum prepares students to learn independently and must appropriately expose them to engineering research and development or other innovative engineering activities.

3.2.3 Criterion Three: Faculty Staff Establishment

The character of the educational experience is influenced strongly by the engineering competence and outlook of the faculty. The faculty devoted to the programme must be large enough to cover, by experience and interest, all of the curricular areas of the programme. Even though a faculty may include full-time and part-time members, there must be a sufficient number of full-time faculty members to ensure adequate levels of students-faculty interaction, student counselling and faculty participation in the development, control and administration of the curriculum. Faculty teaching loads should allow time for adequate participation in research and professional development activities. Under no circumstances should a programme be critically dependent on one individual. The engineering faculty must assume the responsibility of assuring that students receive proper curricular and career counselling.

3.2.3.1 The Dean of Engineering (or equivalent officer) and the Chair of an engineering department (or equivalent officer) are expected to provide effective leadership in engineering education and to have achieved a high standing in the engineering community. They are expected to be professional engineers registered as Professional Engineers by the Engineers Board of Kenya.

3.2.3.2 Faculty teaching courses in the engineering curriculum are expected to have high level of competence and to be dedicated to the aims of engineering education. The overall competence of Faculty is judged by such factors as the level of academic education and its members, the diversity of their backgrounds, the nature and extent of their non-academic experience, their ability to communicate effectively, their scientific and professional publications, their degree of participation in the profession, scientific and learned societies

and their special interest in the students' curricular and extra-curricular activities. Where applicable their dedication to the profession is expected to be reflected in their registration as professional engineers in Kenya.

3.2.3.3. Faculty teaching courses which are primarily engineering science and engineering design are expected to be taught by registered professional engineers in Kenya.

3.2.3.4 The Engineering Faculty Board (or equivalent engineering body) must have effective control of the engineering programme even if it is administered within another Faculty.

3.2.3. Responsibility for initiating changes in the curriculum of the engineering programme may be placed in a curriculum committee at the departmental or Faculty level and in some cases, may be in the hands of an inter-disciplinary committee or board. It is expected that a majority of the members of such a body be registered professional engineers in Kenya.

3.2.4 Criterion Four: Institution's Training Facilities and Infrastructure

The applying institution shall demonstrate that at a minimum it has:

(i) Suitable and adequate learning venues where the programme is offered, including lecture halls, laboratories, workshopsand sufficient library resources;

(ii) There are safety and health policy and guidelines especially with respect tolaboratory and workshop practice.

(iii)Suitable and sufficient IT infrastructure is available as determined by the nature of the programme. This includes functionally appropriate hardware (computersand printers), software (programmes) and databases. The infrastructure should be properly maintainedand continuously upgraded and adequate funds are available for this purpose. Students and staff are trained in the use of the technology required for the programme.

3.2.5 Criterion Five: Duration of Training

The Institution must ensure that a degree programme leading to the award of an engineering degree shall be five (5) years covering the curriculum approved by the Board.

3.2.1 CriterionSix: Quality Assurance System

The Institution applying for accreditation of its engineering programme(s) must demonstrate that a quality assurance system is in place to assure the achievement ofprogramme outcomes and to provide for continuous improvement of its systems and processes.

The quality assurance processes should include among othersbut not limited to:

(i) student admission;
(ii) teaching and learning;
(iii)assessment and evaluation;
(iv)examination regulations and criteria for pass/fail;
(v) external examination
(vi)programme and curriculum review.