Introduction to the Processes and Procedures of Engineering Education Accreditation According to EEAC Manual

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Chair

Engineering Education Accreditation Committee (EEAC)

WFEO - Committee on Education in Engineering (CEIE)

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OBE in Engineering Education – Professional Body

Professional Body

International Engineering Alliance (IEA)

Federation of Engineering Institutions of Asia and the Pacific (FEIAP)

Myanmar Engineering Council

Engineering Education Accreditation Committee (EEAC)

Engineering Education Accreditation Committee (EEAC)

EEAC (IEA-Provisional Signatory)

- Criteria, policies and procedures are inline with other signatories

- Graduate attributes are substantial equivalent

➢ **Purpose of Accreditation**

(a) **Quality Assurance of Education**
(b) **Fundamental Requirements for Mobility of Future Engineering Professionals**

EEAC – Published Manuals

(1) 2015 Accreditation Manual, Policy and Procedure
(2) 2016 Accreditation Manual, Policy and Procedure
(3) 2018 Accreditation Manual, Policy and Procedure

(4) 2020 Accreditation Manual, Policy and Procedure *(Stage I: Engineering Graduate Capabilities Appropriate to a Period of " Nation Building")*
(5) 2020 Accreditation Manual, Policy and Procedure *(Stage II: Engineering Graduate Capabilities Benchmarked Against FEIAP Education Guideline for Engineer)*
(6) 2020 Accreditation Manual, Policy and Procedure *(Washington Accord Level)*

(7) 2017 Engineering Technology Programme Accreditation Manual, Policy and Procedure
(8) 2017, 2020 Engineering Technician Programme Accreditation Manual, Policy and Procedure

Types of Review to Programmes

- **General Review**

Time	• Every 6 Years
Document Review	• Self-study Report with 6 years of data • Related documents
On-site Visit	• 2 days visit

- **Interim Review**

Time	• Usually between 3rd and 4th Year within a cycle
Document Review	• Focused report on improvement from last general review
On-site Visit	• 1 day visit

Reference on IEET

Accreditation Manual for Engineering Technician

Procedures for Nomination of Accreditation Team Members

Article 4   Accreditation team convener, chair, and program evaluator are in charge of the actual execution of accreditation reviews; their responsibilities are:

i. Conduct each visit and interview according to the Accreditation Criteria.

ii. Participate the on-site visit in its entirety and according to the on-site visit itinerary.

iii. Evaluate all supporting document provided by the program under review.

iv. The Exit Interview Statement shall reflect the Program's actual merits and areas for improvement; it shall be provided in written form, using language that is fair, reasonable, clear, succinct, and non-emotional, while complying with the MEngC format.

v. Abide scrupulously by the requirements of the Code of Ethics for Accreditation of Programmes.

Procedures for Nomination of Accreditation Team Members

vi. In addition to above, the accreditation team convener is also charged with the following:

- Serve as representative of the accreditation teams;

- Gain in-depth understanding of the effectiveness of the administration of the university and the college;

- Coordinate among the accreditation teams to ensure consistency in the review process and accreditation actions;

- Compile observation statement about the university and college in the concerned sections in the Accreditation Findings Statement.

- Chair the pre-departure meeting for the on-site visit.

Procedures for Nomination of Accreditation Team Members

vii. Accreditation team chair is also charged with the following:

- Serve as the representative of the accreditation team for the program;

- Chair the on-site visit of the program;

- Compile the Accreditation Findings Statement and Accreditation Action Recommendation.

viii. In addition, the accreditation team convener and chair must attend and participate the accreditation action meeting of the academic year they are appointed the position.

Code of Ethics for Accreditation of Programmes

Article (1)   To ensure objectively and fairness of the accreditation process and action and to maintain confidentiality of all accreditation documents and decision– making process, this document is drawn up by the Accreditation Committee in compliance with Article 7 of Policies for Accreditation of programmes. All Committee members, staff, and members of accreditation team who are associated with the Accreditation Committee must abide scrupulously by the following in their accreditation undertakings and professional conducts.

Article (2)   All personnel associated with the Accreditation Committee and members of the accreditation team shall identify with the values and spirits of accreditation. They must uphold the honor and credibility of the community by exhibiting professionalism, fairness, and respect for others when executing accreditation.

Article (3)   For the purpose of sustaining the impartiality and independence, members of the Appeal and Review Committee may not be appointed as member of the accreditation team.

Article (4)   Accreditation team members must attend at least a programme evaluator training workshop, comply with accreditation principles, and conduct each review and interview as regulated by the Accreditation Criteria.

Code of Ethics for Accreditation of Programmes

Article (5)   Individuals affiliated in the following respects with a programme under review must voluntarily identify and avoid being involved in the accreditation process:

i. Having , in the past three years, held or is currently holding a full-time or part-time position in the programme;

ii. Having awarded the highest academic degree by the programme;

iii. Having awarded an honorary degree by the university that the programme belongs to;

iv. Having spouse or relative up to twice removed work or enroll in the programme;

v. Holding a paid position, as member of an advisory committee member or a board member ,etc. in the university that the program belongs to;

vi. Serving as a member of the program's advisory or self–Accreditation committee during the same academic year when the accreditation occurs;

vii. Having any other stake-holding affiliation with the Programme that is capable of undermining accreditation objectivity.

Code of Ethics for Accreditation of Programmes

Article (6)   Accreditation team members must exhibit genuine dedication to their work, carefully examining the programme's Self –Assessment Report and related documents prior to the review. Compliance with the accreditation timeline is required. In addition to full participation of every accreditation procedure, members should avoid tardiness and early departure.

Article (7)   Accreditation team members must cooperate in mutual respect. They must not shirk responsibilities or workload, cite professional recommendations from other members without their consent, or probe into/criticize privacy/opinions of other team members.

Article (8)   Accreditation team members and staff must remain impartiality, declining all forms of lobbying, improper reception, and gifts. Office of the MEngC shall arrange and pay for the expenses for the accreditation team's meals, accommodation, and transportation during the on-site visit.

Article (9)   Accreditation team members must endeavor to speak in moderate manner, express sincerity, listen attentively and respect the input of the programme; they should refrain from excessive communication and feedback, and consciously adhere to the roles of a "interviewer" and "listener".

Code of Ethics for Accreditation of Programmes

Article (11)   Accreditation team members must keep their identities confidential prior to the review. Direct contact with the programme seeking accreditation should be avoided. They shall contact MEngC liaison should any requests concerning accreditation arise. Prior to the promulgation of the accreditation action, members of the accreditation team should not give lectures or attend activities related to accreditation on invitation by the programme or the university.

Article (12)   Documents provided by the programme are to be used exclusively for accreditation purposes. Disclosure is forbidden unless formal authorization is otherwise obtained from the programme. Accreditation forms filled out by accreditation team members, as well as any meeting minutes or records of discussions during the accreditation process are also classified information, not to be disclosed to the public.

Article (13)   All individuals involved in reviewing documents during the accreditation process must observe the confidential principles and are forbidden to publicly discuss the contents. Individuals involved with the deliberation of accreditation actions are also forbidden to discuss the matter in public.

Code of Ethics for Accreditation of Programmes

Article (14)   Accreditation team members and staff must sign the Conflict of interest and Confidentiality Agreement before nomination, and re-endorse the agreement should further amendments be made.

Article (15)   All members, staff, and accreditation team members associated with the Accreditation Committee are responsible for familiarizing themselves with this regulation; all ethics-related issues should be confronted , treated , and addressed based document.

Article (16)   This document and any subsequent amendments thereto shall be approved and promulgated for implementation by the Accreditation Committee.

Points to be Checked by the Evaluators

1. Consistency with Accreditation Criteria.

2. Quality of education to achieve Graduate Attributes (GAs).

3. Consistency with Programme Outcomes (POs), Graduate Outcomes, Educational Design Processes and Systems for Quality Assurance.

4. Curriculum Development and Continuous Quality Improvement (CQI).

5. The quality and experience of teaching staff and supporting staff to achieve required outcomes.

6. The sufficiency of teaching aids.

Points to be Checked by the Evaluators (Contd.)

7. Practical works of students and sufficiency of lab equipment.
8. Facilities, Resources and Financial Support.
9. Internship Programmes and arrangements.
10. Alumni, External Employers and External Examiners.
11. The Vision and Mission of the University to nurture the Qualified Students.
12. Adaptation for industrial sector.
13. Consistency with Qualifying Requirements.
14. Teacher and Student Ratio.....etc.

Evaluation Panel Formation

The Evaluation Panel shall be appointed by EEAC and normally consists of:

- a Chairperson; and
- two members.

All three members are typically chosen for their broad experience in engineering/engineering technology and their ability to evaluate the generic Graduate Attributes and quality systems. The Evaluation Panel should include at least one member with extensive academic experience, and one member with extensive industry experience. All members must be chosen from fields related to the programme being evaluated.

Preparation for Accreditation Visit

- The Evaluation Panel needs to be aware of the EEAC policies on accreditation as detailed in Section 6 of this Manual.

- The Evaluation Panel members shall read the programme documentation carefully, with a view to ensuring that it provides the necessary information sought by the EEAC in the prescribed format.

- The Evaluation Panel chair and Evaluation Panel members, either together or separately, should prepare a list of questions for each section of the criteria to be certain that all aspects of the criteria have been addressed. If the IHL does not provide sufficient information, the EEACshould be notified and asked to request the additional information from the IHL. When the information is received, it should be forwarded to the Evaluation Panel chair and Evaluation Panel members. It is highly desirable for the Evaluation Panel to meet face to face and/or communicate by phone and/or e-mail (pre-accreditation visit meeting) regarding issues associated with the evaluation before the final Day (-1) meeting. Issues related to curriculum should have been cleared before the Day (-1) meeting.

Accreditation: Day (–1)

A day before the accreditation visit, the Evaluation Panel chair and Evaluation Panel members should hold a further meeting to finalise their findings and other issues related to the institutional programme to be evaluated. It is also important to review the questions and concerns that they have raised. At this meeting, the Evaluation Panel chair and Evaluation Panel members should discuss the EEAC evaluation criteria and how they apply to the programme being evaluated.

The discussion should include, but not be limited to the following:

1. Programme educational objectives and specifications of graduate outcomes
2. Whether the development, review and attainment monitoring of graduate outcomes are informed by industry stakeholders
3. Whether the outcome specification drives a top-down educational design process.
4. Whether the academic curricular reflects a professional engineering technology programme, and whether it satisfies the criteria completely.
5. Whether the learning outcomes and assessment measures within courses systematically track delivery of the targeted graduate outcomes

6. Whether the mathematics, chemistry and physics courses are at appropriate levels

7. Whether the content of each course is appropriate

8. Whether the level of course materials is appropriate

9. Whether the courses are built on previous course work

10. Whether the teaching-learning process includes appropriate assessment

11. Whether the practice-oriented components are appropriate

12. Whether the industrial training and project work are at a sufficient level

13. Students' standing in terms of their admission standards, academic performance, and industrial training

Accreditation Visit

The accreditation visit will normally be scheduled for a period of two days. The overall conduct of the visit shall be managed by the EEAC. A typical schedule of the visit is given in item 3 of Guidelines for Evaluation Panel of this Manual (Appendix G). The visit shall include but not be limited to the following:

1. Opening meeting with the programme administrators
2. Meeting with staff members
3. Meeting with students
4. Meeting with external stakeholders such as alumni, employers, and industry advisor
5. Visiting and checking of facilities
6. Checking relevant documents
7. Exit meeting with programme administrators

Meetings with all stakeholders are important as this would give an indication of their involvement in the CQI process of the programme.

Qualifying Requirements and Accreditation Criteria

Failure to meet any one of the qualifying requirements will disqualify the programme from further assessment.

There <mark>are 8 components of the qualifying requirements</mark> and each programme is expected to have all the components. These components are:

1. Minimum 90 SLT* credit units. A minimum of 60 SLT credit units shall be engineering or engineering technology courses, of which at least 50% should be allocated for practice-oriented components in the technical and specialists areas.
2. Final year project (4-6 SLT credit units)
3. Industrial training (minimum of 16 weeks)
4. Full-time Teaching staff (minimum of 8)
5. Staff:student ratio 1: 20 or better
6. External examiner report (and availability of the process that requires a minimum of one report over two years)
7. Programme Educational Objectives
8. Graduate Attributes (GAs)

Criterion 1: Programme Educational Objectives (PEOs)

- An engineering technician education programme seeking accreditation shall have published Programme Educational Objectives.

- The Programme Educational Objectives shall be the basis upon which the Graduate Attributes (Section 5.0) are formulated.

- The programme shall have a clear linkage between Programme Educational Objectives and Graduate Attributes.

- It is expected that important stakeholders especially from the industries provide inputs in the process of formulating the Programme Educational Objectives.

- There must be a documented and effective process, involving programme stakeholders, for the periodic review and revision of these Programme Educational Objectives.

Criterion 2: Graduate Attributes (GAs)

An Engineering Technician Education programme for which accreditation is sought must respond to the following :

(i) **Graduate Attributes (GAs):** The IHL/faculty shall have published Graduate Attributes that have been formulated considering items (i) to (xii) given in Section 5.0, and any added outcome that can contribute to the achievement of its stated Programme Educational Objectives. The various Graduate Attribute shall be considered in designing the curriculum as described in Section 8.3 (Criterion 3 – Academic Curriculum).

(ii) **Continual Improvement:** The programme must also regularly use appropriate,documented processes for assessing and evaluating the extent to which the Graduate Attributes are being attained. The results of these evaluations must be systematically utilised as input for the continuous improvement of the programme. Other available information may also be used to assist in the continuous improvement of the programme.

(iii) **Stakeholders Involvement:** The IHL/faculty shall provide evidence of stakeholders involvement with regard to (i) and (ii) above.

Criterion 3: Academic Curriculum

- The academic curriculum and curricular design shall strongly reflect the philosophy and approach adopted in the programme structure, and the choice of the teaching-learning (delivery) and assessment methods. The curricular approach, the educational content and the teaching-learning and assessment methods shall be appropriate to, consistent with, and support the attainment or achievement of the Graduate Attributes.

- A balanced curriculum shall include all technical and non-technical attributes listed in the Graduate Attributes, and shall have the balance between the essential elements forming the core of the programme and additional specialist or optional studies (electives). The curriculum shall ensure that about 50% of the face to face time on technical and specialists components should be allocated for practice-oriented.

Criterion 3: Academic Curriculum

The academic programme component must consist of a normally three-year duration of fullime-equivalent study with a minimum total of 90 SLT credit units (not including units for remedial courses) made up as follows:

a. A minimum of 60 SLT credit units shall be engineering or engineering technology courses consisting of basics technical courses, discipline core courses, design/projects, and industrial training appropriate to the student's field of study. At least 50% of these should be allocated for practice-oriented components in the technical and specialists areas.

b. The remaining SLT credit units may include sufficient content of general education component (such as mathematics, computing, languages, general studies, co-curriculum, management, law, accountancy, economics, social sciences, etc.) that complements the technical contents of the curriculum.

Criterion 3: Academic Curriculum

The curriculum content should cover the following:

1. applied Mathematics, applied science, applied engineering principles, skills and tools (computing, experimentation) appropriate to the discipline of study, where applied mathematics shall, at a minimum, include algebra and trigonometry at a level appropriate to the student outcomes and programme educational objectives;

2. engineering and engineering technology practical components;
3. integrated training in professional engineering practice, including management and professional ethics;
4. laboratory work to complement the science, computing and engineering theory;
5. industrial training – training in engineering technology in a professional engineering practice
6. exposure to engineering practice within the campus learning environment;
7. relevant tutorial classes to complement the lectures; and
8. final year project.

SLT Credit Units

- The SLT credit unit used is based on the Student Learning Time (SLT) as defined in the Myanmar National Qualification Framework (MNQF).

- The student learning time (SLT) defines that for every one credit hour specified, students need to spend 40 hours of learning. This was determined by considering the total amount of time available in a week, the time needed for personal matters, the time for rest and recreational activities, and the time for studying.

- For a course of three SLT credit units, students will have to spend 120 hours, which involves both face-to-face meetings (lectures/laboratory work/tutorials, etc.) and non-face-to-face activities.

- The programme shall calculate the SLT credit units based on the amount of time students spend in the lecture, tutorial, laboratory sessions, project work, problem based learning, elearning modules,discovery learning, and Coursework projects and independent study accordingly.

SLT Credit Units

For industrial training,

➢ industrial training shall be for a minimum of 16 weeks and a maximum of one year.
➢ One SLT credit unit is allocated for every two weeks of training subject to a maximum of twelve SLTcredit units.
➢ The training shall be adequately structured, supervised and recorded in logbooks/report.

For final year project, the following guideline shall be followed:

➢ a final year project is subjected to a minimum of four SLT credit units and a maximum of six
➢ SLT credit units.

For Tutorial :

- Tutorial should be part and parcel of the programme so as to complement the lectures.
- A tutorial session should preferably not exceed 30 students at any one time.

Practical Learning :

- Engineering technician education programme shall ensure that 50% time should be allocated for practice-oriented components.
- Students should be able to practice engineering skills to complement engineering theory that is learnt through lectures. Practice-oriented learning experiences should engage students with the use of facilities, equipment and instrumentation reflective of current industry practice which will help in developing competence in executing applied and experimental work.
- Students should work in groups, preferably not more than four in a group.
- Throughout the programme, there should be adequate provision for laboratory or similar investigative work, which will develop in the students the confidence to deal with applied engineering problems.

Criterion 4: Students

- The quality and performance of students, in relation to the Graduate Attributes is of utmost importance in the evaluation of an engineering technician education programme.

- Students intending to pursue engineering technology programmes shall have a good understanding of mathematics and physical sciences.

- The normal entry qualification may include:
  1. Matriculation Examination or equivalent with at least Credit in three subjects, including mathematics and, science or technical based subjects.
  2. Accredited Certificate in Engineering or Engineering Technology. OR
  3. Recognised related Technical/Vocational/Skills Diploma AND a bridging programme of at least one semester. OR
  4. Matriculation
  5. Related in Technical/ Science Field.

Criterion 4: Students

- The programme shall provide the necessary teaching-learning environment to support the chievement of the Programme Educational Objectives and Graduate Attributes. The teachinglearning environment shall be conducive to ensure that students are always enthusiastic and motivated. The IHL shall provide necessary counselling services to students regarding academic, career, financial, and health matters.

- Students shall not be over burdened with workload that may be beyond their ability to cope with. Adequate opportunities, such as involvement in co-curricular activities in student clubs, sports and campus activities, shall be provided for students to develop their character apart from academic development.

Criterion 5: Teaching and Support Staff

- Teaching staff shall have bachelor degrees or higher. However, a staff member with accredited diploma and 5-yearindustrial/specialist experience with acceptable professional qualifications may be considered. 30% of the lecturers/ instructors must have a professional certification or at least at least TWO (2) years of relevant industrial work experience. If this is not met, the institution should have a staff industrial attachment scheme in place.

- The full-time equivalent Teaching staff to student ratio shall ideally be 1:20 or better to ensure effective delivery, student-staff interaction, student advising and counselling, IHL service and research activities, professional development and interaction with industries.

Criterion 6: Facilities

- There must be adequate teaching and learning facilities such as classrooms, learning support facilities, study areas, information resources (library), computing and information-technology systems, laboratories and workshops, and associate equipment to cater for multi-delivery modes.

- Support facilities such as hostels, sport and recreational centres, health centres, student centres, and transport must be adequate to facilitate students' life on campus and to enhance character building.

Criterion 7: Quality Management System (QMS)

- The IHL and the faculty must ensure that there exists a quality management system to oversee and monitor the overall achievement of the Programme Educational Objectives. These include the controlling, managing, directing, organising and supervising of the overall management system of the IHL. It must have adequate arrangements for planning, development, delivery and review of engineering technology programmes together with the academic and professional development of its staff.

Institutional Support, Operating Environment, and Financial Resources

- It must ensure that constructive leadership is available to the IHL through the appointment of highly qualified and experienced senior staff in sufficient numbers.

- The development of teaching staff, in particular, through opportunities for further education, industrial exposure, as well as research and development, is of utmost importance for the sustainability and quality improvement of the programme.

- Opportunities for the development of support staff should also be provided. The IHL shall provide sound policies, adequate funding and infrastructure for this purpose. Financial resources must be adequate to assure the overall quality and continuity of the engineering technology programme.

- The IHL must have sufficient financial resources to acquire, maintain, and operate facilities and equipment appropriate for the engineering technology programme

Programme Quality Management and Planning

- The IHL's processes for programme planning, curriculum development, and regular curriculum and content review must involve all Teaching staff. The processes include reviewing Programme Educational Objectives and Graduate Attributes, tracking performance assessment processes, reviewing the comments from External Examiners, reviewing feedback and inputs from stakeholders including students and alumni. The process of continual quality improvement shall be implemented with full accountability. For a new programme, the processes surrounding the decision to introduce the programme should be established.

- Programme(s) via various modes and at different locations, such as, full-time, franchised, twinning, part-time, distance learning, joint degree and multi campus may be conducted.

External Assessment and Advisory System

- The IHL shall have an external examiner for each programme to independently review the overall academic standard as shown in Appendix E (External Examiner's Report) of this Manual.

- The external examiner is a person of high academic standing in the relevant or engineering technician discipline and preferably with substantial industry experience. The external examiner is expected to carry out the overall assessment of the programme including staff as well as all courses and laboratory work undertaken by the students. Assessment is to be made at least once every two years cycle of programme.

- The IHL shall have an industry advisory system for participation by practicing engineers or engineering technologists, and employers of engineer technologists for the purpose of planning and continuous improvement of programme quality. These industry advisors shall be expected to provide inputs and recommendation on an on-going basis through participation in discussion and forums.

- The external examiner's report and feedback from industry advisors shall be used for continual quality improvement.

Quality Assurance

The quality assurance processes should include, among others:

(a) Student admission

(b) Teaching and learning

(c) Assessment and evaluation which include:

- examination regulations and criteria for pass/fail

- reparation and moderation processes

- level of assessment

- ssessment processes including final year project/industrial training.

Guidelines on Drafting the Exit Statement

Statement:

✓ In principle, strength and area for improvement statement should keep to maximum of 3 points. Statement should not go beyond the criteria requirement.

✓ Statement should not make or suggest any comment that makes comparison between different institutions or programmes.

✓ All comments of substance should be made into actual statements in the strength or, improvement sections and not to be mentioned only in oral discussions or put into the observation part of the exit statement.

✓ The observation section is for commenting on non-criteria related findings. Maximum of 2 points in principle.

✓ After reviewing the programme's response to the exit statement, statements on the final accreditation statement can be modified or removed. New additional entry is not recommended.

Guidelines on Drafting the Exit Statement

Statement:

✓ For statement of strength, please point out the programme's uniqueness. For simply compliance of a criterion, no statement of strength is needed. Please do not repeat the wording of the criteria and make them strengths.

✓ For area for improvement,

- please point out how the programme is not in compliance of the criteria.

- Please do not give statement suggesting specific way of improvement.

- Detail explanation is needed with Concern, Weakness, and Deficiency in the level of compliance.

- Three areas are to be considered in drafting the statement: what is asked by the criterion? Is the evidence sufficient? And what will be the effect of noncompliance? Ex: Graduate attributes in criterion 2 is described being attained through surveys without direct evidence; other type of assessment should be considered and needed.

Guidelines on Drafting the Exit Statement

Criteria and Statement Entries:

- ✓ Compliance of a criterion and accreditation statement should correlate each other.

- ✓ Programme Educational Objectives, Graduate Attributes and Curriculum are the most important criteria. If criterion, Graduate Attributes and Curriculum is a Concern, Programme Educational Objectives should not be an Observation in level of compliance.

- ✓ If a programme has any criterion that is a Deficiency in compliance; not to be accredited is recommended.

- ✓ If a programme under interim review is lacking in continuous improvement; not to be accredited is recommended.

Guidelines on Drafting the Exit Statement

Criteria and Statement Entries:

✓ For programme in the second cycle, if most criteria are Observation in level of compliance (including Criterion Graduate Attributes and Curriculum), along with few Concerns, to be accredited for a full accreditation cycle (5 year) is recommended.

✓ For the purpose of monitoring the effects of continuous improvement, if a department's programmes are currently in the second cycle with additional programme being accredited for the first time, the whole department is required to go through an interim review.

✓ For a programme applies for accreditation for the first time and fails to be accredited due to insufficient supporting documents, action pending is recommended.

✓ For programme undergoing second cycle and beyond, if its self-assessment report and the supporting evidences are inadequate but do prove to have achieved the educational objective and continuous improvement upon the observation during the on-site visit, it is recommended to be accredited for one year. But, if the programme fails to prove to have achieved the educational objective and continuous improvement, not to be accredited is recommended.

Evaluation Team Report

A QUALIFYING REQUIREMENTS

1. Minimum 90 SLT credit units of which 60 SLT credit units must be engineering technician subjects

2. Final year project

3. Industrial training

4. Minimum of 8 full-time teaching staff

5. Teaching Staff: student ratio of 1: 20 or better

6. External examiner's report

7. Programme Educational Objectives

8. Graduate Attributes

THANK YOU FOR YOUR ATTENTION.