Assessing learning outcomes in professional engineering: what can we learn from other disciplines

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Abstract
This project involved a comparative analysis of assessment and evaluation processes in professional education. A comparative study of the assessment practices in two distinctive disciplines was undertaken; engineering and the medical profession. The data upon which this report is based was collected, collated and analysed by researchers at Aston University where work is continuing to develop this study further.
Starting with the hypothesis “Assessment of professional competencies in Engineering could be enhanced by adopting similar approaches to assessment used in the Medical Professions”, this exploratory study compared and contrasted approaches to assessment in both disciplines utilizing a mixed methodological approach. This final report includes initial guidelines for Engineering Educators with regards to assessing Professional Competencies in Engineering Education. The next stage of the process, is to test and evaluated these guidelines before disseminating them more widely. This will be done as part outside the scope of the original project.

This work is in progress and a full case study will be available soon.