

FINEEC's self-assessment report for the ENQA targeted review 2026

4.2 ESG Standard 2.1 Consideration of internal quality assurance - EUR-ACE accreditation

EUR-ACE engineering programme accreditation compliance

Engineering programme accreditation is a programme-specific evaluation that may lead to the award of the international EUR-ACE Label. The accreditation aims to support the development of quality in engineering degree programmes and to enhance the international comparability and recognition of Finnish engineering qualifications within industry. The accreditation methodology is based on the European Accredited Engineer (EUR-ACE) framework, administered by the European Network for Accreditation of Engineering Education (ENAE). Programmes that meet the standards are granted the EUR-ACE Label, which is valid for six years from the accreditation decision. Participation in accreditation is voluntary for HEIs, and a fee is charged to cover the associated costs. FINEEC's mandate covers accreditation activities in both universities of applied sciences and universities.

FINEEC is authorised to award the EUR-ACE Label to the following types of higher education engineering and technology programmes:

- 4-year (240 ECTS) bachelor's degree programmes (full-time and part-time)
- 3-year (180 ECTS) bachelor's degree programmes (full-time)
- 2-year (120 ECTS) master's degree programmes (full-time)
- 1–2-year (60 ECTS) master's degree programmes (primarily part-time)

The accreditation criteria are described in the [Accreditation Manual](#) (FINEEC, 2025b). The criteria comprise 18 standards, along with reference programme outcomes for bachelor's and master's degree programmes.

The FINEEC EUR-ACE accreditation criteria compliance with the ESGs is presented in the table below.

1.1 Policy for quality assurance	The quality management procedures of the programme are consistent with the quality policy of the higher education institution. (Standard 15) • The HEI has a public quality policy. • The HEI and the degree programme have a functioning quality system along with the programme-level documentation and procedures. • The degree programme applies adequately institutional policies and quality management procedures in its operations.
1.2 Design and approval of programmes	The programme aims, which describe the educational task and purpose of the programme, are consistent with the strategy and mission of the higher education institution and reflect the identified needs of employers and other stakeholders. (Standard 1) • The degree programme has defined the set of programme aims. • The programme aims describe the educational task and purpose of the programme. • The programme aims are consistent with the strategy and mission of the higher education institution. • The degree programme has a functioning procedure for identifying employer and stakeholder (students, wider public, society) needs concerning the programme aims. • The degree programme has a functioning procedure for integrating the employer and stakeholder needs to the programme aims. • The degree programme aims are updated regularly. The programme learning outcomes, which describe the knowledge, understanding, skills and abilities that the programme enables graduates to demonstrate, are consistent with the programme aims, with relevant national qualifications framework and with the FINEEC reference programme learning outcomes. (Standard 2) • The degree programme has defined the set of programme outcomes. • In case there are tracks, specializations or options included in the degree programme, it is clear, which of the programme outcomes are same for all the graduates and which possibly differentiated. • The programme learning outcomes have been established in terms of what students are expected to know, understand and/or be able to demonstrate after completion of the learning process. • The programme outcomes are consistent with the programme aims. • The HEI and the degree programme have a procedure for using the national qualification framework in its curriculum design and for ensuring the consistency between the programme and the framework. In case of Finnish institutions, FinQF is applied (VN 93/2017 and VN 120/2017). • The degree programme's mapping shows evidently that the programme outcomes adequately align with the FINEEC reference programme outcomes. • The programme outcomes are updated regularly. The course level learning outcomes, including thesis work and possible practical training, aggregate to the programme's learning outcomes. (Standard 3) • The degree programme has defined a set of learning outcomes for all the courses, including thesis work and practical training. • Course learning outcomes have been established in terms of what students are expected to know, understand and/or be able to demonstrate after completion of an individual course. • The degree programme's curriculum analyses show evidently that the course level learning outcomes adequately aggregate to the programme outcomes. • The course learning outcomes are updated regularly.

	The curriculum gives comprehensive information on all the individual courses of the programme, including thesis work and possible practical training, and is accessible to students. (Standard 4) • The curriculum includes information on the learning outcomes, syllabus, course schedule, prerequisites, didactic materials, assessment methods and grading criteria. • The degree programme curriculum is publicly available for students, applicants and a wider public.
1.3 Student-centred learning, teaching and assessment	The curriculum and the course timetable enable students to graduate in the expected time. (Standard 5) • The degree programme has a procedure for designing and developing the course timetable. • The course timetable is publicly available for students, applicants and a wider public. • The course timetable supports the achievement of the programme and course level learning outcomes. • The course timetable allows students to graduate in the expected time. The teaching and learning process, including the assessment of students, enables students to demonstrate that they have achieved the intended course and programme level learning outcomes. Students have an active role in co-creating the learning process and the assessment of students reflects this approach. (Standard 8) • The learning process is effective and enables students to demonstrate that they have achieved the intended programme and course learning outcomes. • The degree programme embeds a student-centred teaching and learning approach. • The programme provides flexible study paths for the students. • In case there is a possibility for the cross study at the other institutions, the HEI has procedures to ensure the quality of these courses. • The degree programme has procedures in place to encourage students to take an active role co-creating the teaching and learning process. • The degree programme has a fit-for purpose variety of teaching and learning methods, and it applies new pedagogical approaches and methods. This includes an active use of the digital tools in teaching and learning. • The chosen teaching and learning methods are consistent with the learning outcomes of the individual courses, and with the programme learning outcomes. • Practical trainings contribute to the achievement of the programme learning outcomes. • The degree programme has a fit-for purpose variety of student assessment methods, and it applies actively new ones, including digital solutions. • Student assessment methods and criteria are designed to check the achievement of the intended course learning outcomes in a credible way. • The implementation of the degree programme curriculum enables the achievement of the intended programme and course level learning outcomes. Compliance with all five (5) areas of FINEEC reference programme outcomes are to be assessed separately.
1.4 Student admission, progression, recognition and certification	The criteria and process for student admission and transfer are clearly specified and published. Students should be informed of the qualifications necessary to enter the programme. (Standard 6) • The HEI and the degree programme have a process and criteria for student admission. In case of national joint application, the HEI and the degree programme have a process and guidelines for its implementation. • In case there are bridging studies requirements, information on them is openly available for the applicants.

	• The HEI and the degree programme have a process and criteria for student transfer. • The HEI and the degree programme provide public information on admission criteria, entry level qualifications and admission process for students, applicants and a wider public. Entry level qualifications follow primarily FiNQF stages. • The degree programme has a procedure for monitoring and assessing the adequacy of entry level requirements and admission procedure. Students are informed of regulations and guidelines that concern recognition of prior learning, progress of studies and graduation. (Standard 7) • The HEI and the degree programme have a process for recognition of prior learning. • The degree programme has procedures and information channels for informing students on regulations, guidelines, and process of recognition of prior learning. • The information is publicly available for students and applicants. • The HEI and the degree programme have a process for monitoring the study progress. • The degree programme has procedures for informing students of regulations, guidelines, and a process of monitoring the study progress. The information is publicly available for students. • The HEI and the degree programme have a process for graduation and award of the degrees. • The degree programme has procedures for informing students of regulations, guidelines, and process of graduation. The information is publicly available for students. • Students are familiar with the regulation, guidelines, and processes on recognition of prior learning, monitoring the study progress and graduation.
1.5 Teaching staff	The academic staff are sufficient in number and qualification to enable students to achieve the programme learning outcomes. There are arrangements in place to keep the pedagogical and professional competence of the academic staff up to date. (Standard 9) • The HEI and the degree programme have a process and criteria for the academic staff recruitment. • The degree programme has sufficient academic staff in number and qualifications to achieve the programme outcomes. • The HEI and the degree programme have a policy, guidelines, and procedures for the staff development. • Academic staff have access to the training and other services that support in keeping the pedagogical and professional competence up to date. An effective team of technical and administrative staff supports the programme. There are arrangements in place to keep the competence of the support staff up to date. (Standard 10) • The degree programme has sufficient technical and administrative staff in number to achieve the programme outcomes. • Technical and administrative staff have access to the training and other services that support in keeping the professional competence up to date.
1.6 Learning resources and student support	The students are provided adequate and accessible support services to enable the achievement of the programme learning outcomes. (Standard 11) • The HEI and the degree programme have relevant information channels and procedures for informing students on the support services available for them.

	• The HEI and the degree programme provide adequate guidance and counselling services to the students through the study path, including personal study plans, tutoring, support for different learners, advice on practical training as well as career counselling. • Study guidance and counselling services include the support for choosing the possible tracks/specializations/options in a manner which ensures the achievement of the programme outcomes. • Study guidance and counselling services include the support for choosing the possible alternative and/or optional studies in a manner which ensures the achievement of the programme outcomes. • The HEI and the degree programme provide students adequate study administration services, including admission, international exchange, transfer, recognition of prior learning and graduation procedures. • The HEI and the degree programme provide adequate ICT support services for students and there is advice available. The classrooms, computing facilities, software, laboratories, workshops, libraries and associated equipment and services are sufficient and accessible to enable students to achieve the programme learning outcomes. (Standard 12) • The HEI and the degree programme have adequate classrooms, self-study spaces and computing facilities which allow the students to achieve the programme learning outcomes. • The HEI and the degree programme have adequate laboratories along with the competent technical staff and up-to-date equipment that enable achievement of the programme outcomes. • Students have access to software which are required to achieve the programme outcomes. • The HEI and the degree programme have library services that support the achievement of the programme outcomes. There is library staff in place as well as advice and user training available for the students. The HEI and the programme have external partnerships that are adequate to the achievement of the programme learning outcomes. (Standard 13) • The degree programme has identified its key external partners in teaching and learning as well as in RDI/research. • The choice of the employer partners supports the achievement of the programme and course learning outcomes. • The choice of the international partners supports the achievement of the programme and course learning outcomes. • The degree programme maintains and develops actively its external partnerships. The financial resources are sufficient to implement the learning process as planned and to further develop it. (Standard 14) • The HEI and the degree programme have sufficient financial resources available to implement the learning process. • The HEI and the degree programme have sufficient financial resources available to develop the learning process and enable achievement of the intended learning outcomes.
1.7 Information management	The organisation and decision-making processes of the programme are fit for effective management. (Standard 16) • The HEI and the degree programme have an internal organisation that is fit for effective management and supports the quality management of the degree programme. • The HEI and the degree programme have decision-making processes that are fit for effective management and support the quality management of the degree programme.
1.8 Public information	The programme provides public, up to date information about its objectives, teaching and learning process, resources, quality management procedures and results. (Standard 18)

	• The HEI and the degree programme web site provide public information on degree programme's objectives as well as teaching and learning process. • The HEI and the degree programme web site provide public information on the degree programme's resources, quality management and results.
1.9 On-going monitoring and periodic review of programmes	The programme reviews and develops the programme aims, curriculum, teaching and learning process, resources and partnerships and quality management in a systematic and regular manner, considering analysis of results of student admissions, students' study progress, achieved learning levels, student, graduate and employer feedback and graduate's employment data. (Standard 17) • The HEI and the degree programme have procedures in place for the periodic review of the degree programmes. • The HEI and the degree programme systematically adjust the degree programme as well as teaching and learning operations based on the reviews. • The HEI and the degree programme gather systematically feedback from students on teaching and learning activities. • The HEI and the degree programme gather systematically feedback from graduates and employers. • The degree programme uses the following data and information in its development: results of student admissions, students' study progress, achieved learning levels, student, graduate and employer feedback and graduate's employment data. • The degree programme applies continuous development of teaching and learning in its operations.
1.10 Cyclical external quality assurance	• Finnish HEIs are required by legislation (University Act & UAS Act) to regularly participate in external evaluation of their activities and quality systems. HEIs decide how they meet their statutory obligation. EUR-ACE accreditation is valid for maximum six years. As accreditations are carried out on voluntary basis, FINEEC does not require HEIs and the degree programmes to engage with them on cyclical basis.

FINEEC has updated its EUR-ACE accreditation manual in two phases in 2024-2025. The aim was to clarify requirements for each of the standards. Before, they were only available in the accreditation report template to guide the work of the review teams. In the updated version of the manual each of the standard include a set of requirements available for the degree programmes, HEIs and a wider public. Therefore, the current version of the manual strengthens public availability of the information concerning standards in use.

The aim was also to clarify some matters arising from the discussions of the FINEEC Committee for Engineering Education. These matters were:

1. Assessment of the university sector bachelor's degree (180 ECTS) as their own entities.
2. Assessment of the design and achievement of the multidisciplinary competences as a part of EUR-ACE accreditations.

FINEEC gathers both written and oral feedback from accredited degree programmes as well as review team members. Based on the feedback, many materials in use in the accreditations have been updated and/or created. This includes self-assessment report template, guidelines for creating an electronic evidence room and guidelines for arranging site visits at the HEIs. Furthermore, FINEEC website includes a checklist for HEIs, and the degree programmes interested in the accreditations. The checklist allows degree programmes and HEIs to check, whether they are eligible for accreditation. Finally, some sample site visit programmes

have been added to the website. All actions have been taken with the aim to enhance the accreditation process.