

REPORT ON THE 5-DAY TRAINING ON ALIGNING THE PROPOSED ELECTRICAL ENGINEERING PROGRAMME TO OUTCOME-BASED EDUCATION (OBE) AND WASHINGTON ACCORD STANDARDS

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1. EXECUTIVE SUMMARY

The Engineers Board of Kenya (EBK), through its Engineering Accreditation Committee (EAC), conducted a five-day training workshop in collaboration with Kabarak University from 25th to 29th May 2026. The training focused on aligning the proposed Bachelor of Electrical Engineering programme to Outcome-Based Education (OBE) principles and Washington Accord Graduate Attribute standards, in preparation for formal accreditation application.

Kabarak University is notable as the first institution in Kenya to attempt submission of a new engineering programme directly under Washington Accord standards, rather than transitioning an existing programme. This positions the university as a pioneer in Kenya's engineering education reform agenda, particularly following Kenya's admission as a Provisional Signatory to the Washington Accord in June 2025.

Key Training Outcomes

- A core multi-disciplinary team drawn from engineering, service departments (Mathematics, Physics, Computer Science), quality assurance, student welfare, and library services received foundational and applied training in OBE and Washington Accord requirements.
- Draft Programme Educational Objectives (PEOs) were developed and aligned to the university's Vision and Mission and to the 11 Washington Accord Graduate Attributes.
- Participants were introduced to the curriculum mapping model and began the process of Course-to-Programme Outcome mapping.
- A preliminary Self-Assessment was conducted against the eight qualifying requirements and seven accreditation criteria.

Self-Assessment Summary

Assessment Metric	Result
Raw Self-Assessment Score	60 / 140 (43%)
Moderated Score (EBK)	54%
Minimum Score Required for Submission	≥ 80%
Overall Readiness Status	Early Stage – Significant Work Required

Critical Gaps Identified

- No Professional Engineers registered with EBK are currently on the proposed programme team. This is a disqualifying condition under the Standards.
- The Integrated Design Project (IDP) has not yet been designed.
- Course-to-Programme Outcome mapping (I-R-M) is incomplete.
- No Industry Advisory Panel (IAP) has been established.
- A Continuous Quality Improvement (CQI) framework has not yet been developed.
- No external examiner has been appointed.

Primary Recommendations

- Urgently recruit or identify at least three Professional Engineers registered with EBK in Power Systems, Instrumentation and Control, and Electronics.

- ii. Establish an Industry Advisory Panel (IAP) and convene the first meeting within three months.
- iii. Complete curriculum mapping, design the IDP, and develop the CQI framework within four months.
- iv. Prepare the first draft of the Self-Assessment Report (SAR) within six months.
- v. Target formal submission for accreditation before end of 2027, aligned with Kenya's full Washington Accord signatory status target of 2029.

2. INTRODUCTION

The Engineers Board of Kenya is a statutory body established under Section 3(1) of the Engineers Act, 2011. The Board is mandated to regulate engineering education, training, and practice in Kenya, including the evaluation, approval, and accreditation of engineering programmes offered by universities.

Following Kenya's admission as a Provisional Signatory to the Washington Accord in June 2025, all engineering programmes must transition from traditional content-based education to Outcome-Based Education (OBE) and demonstrate alignment with the 11 Washington Accord Graduate Attributes. Full signatory status is targeted for 2029, which requires a robust accreditation framework and full compliance by all recognized engineering programmes.

In line with this strategic direction, EBK, in collaboration with Kabarak University, conducted a five-day training workshop on aligning the proposed Bachelor of Electrical Engineering programme to OBE and Washington Accord standards. Kabarak University is the first university in Kenya to attempt submission of a new engineering programme directly under Washington Accord standards, rather than transitioning an existing programme.

The training was held from 25th – 29th May 2026 at Kabarak University. It brought together a multi-disciplinary team including faculty from core engineering, service courses (Physics, Mathematics, Computer Science), quality assurance, university management, the Dean of Students' office, and the University Library recognizing the holistic nature of Washington Accord accreditation.

2.1. Primary Objectives of the Training

- i. Build institutional understanding of OBE, EBK accreditation standards, and Washington Accord requirements.
- ii. Support the development of compliant Programme Educational Objectives (PEOs), Programme Outcomes (POs), and Course Learning Outcomes (CLOs).
- iii. Align the proposed curriculum, courses, and assessments to Washington Accord Graduate Attributes.
- iv. Establish a robust Continuous Quality Improvement (CQI) framework.
- v. Prepare Kabarak University for successful EBK accreditation and future Washington Accord recognition.

2.2. Legal Basis

The training and accreditation process are grounded in the following legal instruments:

- Engineers Act, 2011 (Section 7(1)(r))
- Engineers Rules, 2019 (Fourth Schedule)

- Engineering Accreditation Standards (EAC/STD/01, August 2024)

3. TRAINING PARTICIPANTS AND FACILITATION

The training brought together a multi-disciplinary team from Kabarak University, recognizing that engineering programme design requires input from core engineering, service courses, quality assurance, student welfare, and library services. Attendance registers for each day are to be attached as Annexes I – V.

3.1. University Participants

Category	Representatives Present
University Management	Dr. Peter Rigiri Dean, School of Engineering;
Quality Assurance	Director of Quality Assurance (Dr. Edwin Akumu) Coordinator (Dr. Caroline)
Core Engineering	Dr. Elizabeth Okumu (Lecturer Telecommunications); Prof. Maganga Programme leader (Telecommunications)
Service Courses	Physics (Dr. Philip Nyareli); Mathematics; Computer Science (Dr. Lismas Mbuya)
Student Welfare	Dean of Students
Library	University Librarian
Support Staff	Research, Innovation and Outreach Representative

Observation by EBK: Only two Graduate Engineers were present at the commencement of the training. No Professional Engineers registered with EBK were in attendance. This was identified as a critical gap that must be addressed before submission for accreditation.

3.2. Facilitators

Facilitator	Designation	Role
Eng. Grace Onyango, CE	Ag. Registrar/CEO, EBK	Virtual Facilitator –
Eng. Paul Ochola, CE	Electrical Engineering Master Trainer, EBK	Lead On-site Facilitator
Eng. Gabriel Jabongo, CE	Electrical Engineering Master Trainer, EBK	On-site Facilitator –

4. WORKSHOP PROCEEDINGS

4.1. Day 1: Foundations of OBE, EBK and Washington Accord

Opening Session

The session was opened by the Dean, School of Engineering, who welcomed participants and emphasized the importance of the training for the university's strategic goal of launching a competitive electrical engineering programme. Eng. Grace Onyango delivered opening remarks virtually, commending Kabarak University for being the first university in Kenya to attempt

submission of a new engineering programme directly under Washington Accord standards. She noted the Board's strategic target to increase the number of registered engineers from 4,500 to 10,000 and flagged the absence of Professional Engineers as a concern under Criterion 3 (Faculty Staff Establishment).

Session 1: Regulatory Framework and EBK Accreditation Standards

This session covered the legal and procedural framework for engineering accreditation in Kenya. Key areas included:

- The Engineers Act 2011, the Engineers Rules 2019, and the Engineering Accreditation Standards (EAC/STD/01, August 2024).
- The establishment of the Engineering Accreditation Committee (EAC) and Kenya's Washington Accord journey from 2019 to Provisional Signatory Status in June 2025.
- The eight qualifying requirements under Section 3.4 of the Standards, including OBE implementation, minimum Academic Unit (AU) thresholds, Integrated Design Project (IDP), staff qualifications, staff-student ratio, and the external examiner requirement.
- Accreditation decision categories: five years full accreditation, five years with interim visit, two years conditional, deferred, and declined.
- Introduction to the 11 fixed Washington Accord Graduate Attributes.

Session 2: Introduction to Outcome-Based Education

OBE was defined as starting with a clear picture of what is important for students to be able to do, then organizing the curriculum, instruction, and assessment to make sure that this learning ultimately happens. The session addressed:

- Contrast between input-based (traditional) and outcome-based education approaches.
- The three learning domains: cognitive, psychomotor, and affective.
- The fundamental shift in teaching philosophy: from 'What do I want to cover today?' to 'What teaching and learning activities do I need to do for students to achieve the intended outcome?'
- Introduction to constructive alignment and its role in OBE.
- Continuous Quality Improvement (CQI) as central to OBE and the Washington Accord.

Plenary Discussion and Expectations Exercise

Participants articulated their training expectations, which included understanding OBE and the Washington Accord, developing an outcome-based curriculum, understanding EBK facility requirements, and learning the pathway from Graduate Engineer to Professional Engineer.

Key Issues and Decisions from Day 1

- The proposed programme lacks the minimum of three Professional Engineers registered with EBK. The Head of Department and Dean must also be Professional Engineers.
- The curriculum must meet minimum AU thresholds and include a team-based Integrated Design Project.
- The university's Quality Policy Statement and ISO certification were noted as not readily visible on the website.
- The Dean committed to identifying additional thematic leaders for power systems, instrumentation and control, and electronics.

4.2. Day 2: Programme Educational Objectives (PEOs) and Stakeholder Alignment

Session 3: Programme Educational Objectives (PEOs) and Programme Outcomes (POs)

This session focused on the formulation of PEOs – statements describing what graduates are expected to achieve within 3–5 years after graduation. Participants were guided on the characteristics of good PEOs (SMART criteria), their derivation from the university's Vision and Mission, and their reflection of industry and societal needs. The session also covered stakeholder engagement requirements, including the establishment of an Industry Advisory Panel.

Practical Session: Drafting and Refining PEOs

Participants worked in groups to develop the following draft PEOs for the proposed Bachelor of Electrical Engineering programme:

Code	Draft PEO Statement
PEO 1	To produce engineers with knowledge and competency to succeed and lead in the electrical and electronics engineering industry and other related sectors.
PEO 2	To produce innovative engineers who demonstrate in-depth understanding of electrical engineering and problem-solving skills to practice as certified professional engineers.
PEO 3	To produce engineers who are engaged in sustainable development, professional integrity, and lifelong learning for the betterment of society.
PEO 4	To produce engineers who can design, install, operate, maintain, and improve electrical and electronic systems while observing safety and ethical standards.

Session 4: Alignment of PEOs and POs with Washington Accord Graduate Attributes

This session covered the detailed interpretation of each of the 11 Washington Accord Graduate Attributes: Engineering Knowledge, Problem Analysis, Design/Development of Solutions, Investigation, Modern Tool Usage, The Engineer and Society, Ethics, Individual and Teamwork, Communication, Project Management and Finance, and Lifelong Learning. The session emphasized that the 11 Programme Outcomes are fixed and non-negotiable across all Washington Accord signatory jurisdictions.

Key Issues and Decisions from Day 2

- The draft PEOs require further refinement and validation with stakeholders (industry, alumni, professional bodies).
- The university must establish an Industry Advisory Panel (IAP) and document all stakeholder engagement.
- The alignment of PEOs to the university's Vision and Mission was confirmed during the session.

4.3. Day 3: Programme Outcomes (POs) and Washington Accord Graduate Attributes

Session 5: Curriculum Structure, Content Requirements and Mapping Principles

This session covered the curriculum structure requirements under the Engineering Accreditation Standards, including the need for a balanced curriculum integrating all technical and non-technical attributes. The I-R-M (Introduced-Reinforced-Mastered) model was introduced as the

primary framework for curriculum mapping, indicating at what level each Programme Outcome is addressed within each course.

Practical Session: Course-to-Programme Outcome Mapping (I-R-M Model)

Participants engaged in a practical exercise mapping sample courses from Mathematics, Physics, Computer Science, and core engineering disciplines to the 11 POs using the I-R-M model. The exercise demonstrated how prerequisite relationships between courses must be carefully considered in curriculum design.

Session 6: Mapping Programme Outcomes to Washington Accord Graduate Attributes

This session covered the detailed mapping of the 11 POs to the Washington Accord Graduate Attributes, including the development of Performance Indicators (PIs) across cognitive, psychomotor, and affective domains. The session also introduced the Knowledge Profile (WK1–WK9) from the International Engineering Alliance.

Key Issues and Decisions from Day 3

- Curriculum mapping is ongoing; participants demonstrated good understanding of the I-R-M model.
- The university must complete the mapping of all courses to the 11 POs and the Knowledge Profile (WK1–WK9).
- Prerequisite course structures must be clearly documented in the programme curriculum.

4.4. Day 4: Course Design, Teaching, Learning and Assessment under OBE

Session 7: Course Learning Outcomes (CLOs) and Teaching Approaches under OBE

This session focused on the design of CLOs using Bloom's Taxonomy to ensure measurable and assessable outcomes across the three learning domains (cognitive, psychomotor, affective). OBE-aligned teaching strategies were covered, including problem-based learning, project-based learning, flipped classrooms, and collaborative learning.

Practical Session: Development of CLOs and OBE-Compliant Course Templates

Participants developed CLOs for selected courses, including service courses from Mathematics, Physics, and Computer Science departments. OBE-compliant course templates were developed covering course description, prerequisite courses, CLOs, mapping of CLOs to POs, teaching methods, assessment methods, and reference materials. The Librarian participated to ensure that relevant e-resources, including IEEE databases, would be available for each course.

Session 8: Assessment Methods and Rubrics for Measuring Learning Outcomes

This session covered formative and summative assessment methods, direct and indirect assessment approaches, and the development of rubrics for grading practical work, projects, presentations, and reports. The importance of moderation of assessments and the role of the external examiner were discussed.

Key Issues and Decisions from Day 4

- The university must develop OBE-compliant course templates for all courses in the proposed programme.

- The University Library confirmed access to IEEE and other e-resources through the Kenya Libraries Consortium, with commitment to expanding the collection for the electrical engineering programme.
- The Dean of Students confirmed the availability of counseling services, sports and recreational facilities, and student welfare support.

4.5. Day 5: Continuous Quality Improvement (CQI) and Accreditation Readiness

Session 9: Continuous Quality Improvement (CQI) and Programme Monitoring

This session covered the principles of CQI and its central role in OBE and Washington Accord compliance. Participants were guided on establishing a CQI framework that collects feedback from all stakeholder categories (students, alumni, employers, IAP, external examiner) and uses that feedback to continuously improve the programme. Data collection methods, performance indicators, and review frequency were discussed.

Session 10: Self-Assessment Reports (SARs), Common Gaps, and Accreditation Readiness

Delivered virtually by Eng. Grace Onyango, this session guided participants through the structure of the Self-Assessment Report (SAR) as outlined in Chapter 4 of the Engineering Accreditation Standards. Common gaps observed in SARs from other universities were discussed, including weak PEO-mission alignment, incomplete CLO-to-PO mapping, inadequate stakeholder engagement evidence, missing CQI processes, and insufficient laboratory documentation.

Practical Session: Preliminary Gap Analysis and Action Planning

Participants conducted a self-assessment against the eight qualifying requirements and seven accreditation criteria, the results of which are presented in Section 4 of this report.

Closing Session

The closing session was attended by the Dean of Students, University Librarian, and university management, members of the EBK Accreditation Committee, emphasized that Washington Accord accreditation is holistic in scope, covering curriculum, student welfare, library services, recreational facilities, safety, and the overall learning environment. He noted that the moderated self-assessment score of 54% indicates that the university has made a commendable start but requires significant further work to achieve accreditation readiness.

Key Issues and Decisions from Day 5

- The self-assessment score of 54% indicates significant work is required before submission.
- The university must develop a detailed action plan to address all identified gaps.
- The university committed to following through on all action items and engaging EBK for a follow-up mock assessment.

5. SELF-ASSESSMENT AND GAP ANALYSIS RESULTS

During Day 5, participants conducted a self-assessment of the proposed programme against the eight qualifying requirements and the seven accreditation criteria. The assessment was moderated by the EBK facilitators.

5.1. Overall Self-Assessment Score

Assessment Metric	Score / Result
Raw Self-Assessment Score	60 out of 140 (43%)
Moderated Score (EBK-facilitated)	54%

The moderated score of 54% indicates that the programme is in the early stages of readiness for Washington Accord-aligned accreditation. Significant further work is required to achieve the minimum threshold for submission (approximately 80%).

5.2. Qualifying Requirements Status

Qualifying Requirement	Status	Key Gap
OBE Implementation	In progress	OBE training completed for core team; requires cascading to all faculty
Minimum AU Thresholds (840 Maths/Basic Sciences; 2,100 Engineering Sciences/Design; 450 Complementary Studies)	Partially met	In progress
Integrated Design Project (IDP)	Not met	Not yet designed; must be a team-based project addressing multiple POs
Final Year Project	Partially met	Structure defined but requires full alignment to POs
Industrial Training (minimum 8 weeks)	Partially met	Policy exists but requires formal alignment to POs
Full-time Academic Staff (min. 8; at least 3 Professional Engineers)	Not met	Only 2 Graduate Engineers present; zero Professional Engineers
Staff-Student Ratio (1:25 or better)	Not assessed	No students yet; projection required
External Examiner (must be a Professional Engineer)	Not met	No external examiner appointed

Critical Finding: The programme fails the qualifying requirement for full-time academic staff with Professional Engineers. The university must recruit or identify at least three Professional Engineers registered with EBK before the application can be submitted.

5.3. Key Gaps Identified

Gap Area	Description
Staffing – Professional Engineers	No Professional Engineers registered with EBK on the team. Thematic leaders for Power Systems, Instrumentation and Control, and Electronics are missing.
Integrated Design Project	Not yet designed. A distinct team-based project is required under the Standards.
Curriculum Mapping	Course-to-PO mapping (I-R-M) is incomplete. Mapping to Knowledge Profile (WK1–WK9) is also incomplete.
Stakeholder Engagement	Industry Advisory Panel (IAP) not yet established. No documented stakeholder engagement on record.

Gap Area	Description
CQI Framework	CQI processes not yet fully documented. Feedback mechanisms not yet established.
External Examiner	No external examiner appointed. Must be a Professional Engineer registered with EBK.
Facilities Documentation	Laboratory equipment inventory, maintenance schedules, and calibration plans are outstanding.
Quality Documentation	Quality Policy Statement and ISO certification not prominently visible on the university website.
Student Welfare Documentation	Counseling services, sports facilities, and student activities require documentation linking to the 11 POs.
Library Resources	Library has good resources but requires targeted acquisition for the electrical engineering programme.

6. KEY ISSUES AND DECISIONS ARISING FROM THE TRAINING

No.	Issue	Decision / Direction
1	Staffing – Professional Engineers	The proposed programme lacks the minimum of three Professional Engineers registered with EBK. The Head of Department and Dean must also be Professional Engineers. EBK confirmed this is a qualifying requirement; the university must recruit or identify qualifying staff. An offline discussion between EBK and university management was agreed upon.
2	Integrated Design Project (IDP)	The programme currently does not have an IDP designed. The IDP is a distinct requirement from the individual final year project. The curriculum team must design a team-based IDP addressing multiple POs.
3	Curriculum Mapping	Course-to-PO mapping using the I-R-M model is incomplete. The university must complete the mapping for all courses in the proposed curriculum.
4	Stakeholder Engagement	No Industry Advisory Panel has been established. The university must establish an IAP and document all stakeholder engagement through minutes of meetings and feedback mechanisms.
5	CQI Framework	CQI processes are not yet fully documented. The Quality Assurance Directorate must develop a comprehensive CQI framework covering all seven accreditation criteria.
6	External Examiner	No external examiner has been appointed. The university must appoint an external examiner who is a Professional Engineer registered with EBK in electrical engineering.
7	Quality Documentation	The university's Quality Policy Statement and ISO certification are not readily visible on the website. The Quality Assurance Director must ensure these documents are uploaded.
8	Library and Student Welfare	The university has good facilities (RFID library, IEEE access, counseling services, sports facilities) but these must be documented and formally linked to the 11 POs.

No.	Issue	Decision / Direction
9	Self-Assessment Score (54%)	The moderated score indicates significant work is required. The university must develop a detailed action plan and improve the score to at least 80% before submission.

7. RECOMMENDATIONS

Based on the proceedings, self-assessment results, and gap analysis, the following recommendations are made to Kabarak University Management:

No.	Recommendation	Priority	Responsible Party
1	Recruit Professional Engineers: Immediately recruit or identify at least three Professional Engineers registered with EBK in Power Systems, Instrumentation and Control, and Electronics. Ensure the Head of Department and Dean are or become Professional Engineers.	HIGH	Vice-Chancellor / Dean
2	Establish Industry Advisory Panel (IAP): Formally establish an IAP with members from industry, professional bodies (IEEE, IEK), and academia. Document all meetings and stakeholder feedback.	HIGH	Dean / HoD
3	Complete Curriculum Development and Mapping: Complete the curriculum structure to meet minimum AU thresholds. Complete the I-R-M mapping of all courses to the 11 POs and the Knowledge Profile (WK1–WK9).	HIGH	HoD / Curriculum Team
4	Design Integrated Design Project (IDP): Design a team-based IDP addressing multiple POs, distinct from the individual final year project.	HIGH	HoD / Curriculum Team
5	Appoint External Examiner: Appoint an external examiner who is a Professional Engineer registered with EBK in electrical engineering, with appropriate academic and professional qualifications.	HIGH	Dean / HoD
6	Develop CQI Framework: Develop a comprehensive CQI framework covering all seven criteria, including feedback mechanisms from students, alumni, employers, IAP, and external examiner.	HIGH	QA Directorate
7	Upload Quality Documentation: Ensure the university's Quality Policy Statement and ISO certification are prominently displayed on the university website.	HIGH	QA Directorate / ICT

No.	Recommendation	Priority	Responsible Party
8	Document Facilities and Equipment: Develop a comprehensive inventory of laboratory equipment, maintenance schedules, and calibration plans. Document safety procedures for lecture halls, laboratories, and workshops.	MEDIUM	Dean / Lab Staff
9	Document Student Welfare Services: Document how counseling services, sports facilities, and student activities (including IEEE student chapter) map to the 11 POs.	MEDIUM	Dean of Students
10	Enhance Library Collection: Work with the Librarian to acquire additional electrical engineering resources (textbooks, e-books, journals) to support the proposed programme.	MEDIUM	Dean / Librarian
11	Develop Staff Recruitment and Development Plan: Develop a plan for recruiting additional academic staff and supporting existing staff to achieve Professional Engineer registration.	MEDIUM	HR / Dean
12	Conduct Management Sensitization: Conduct a sensitization session for university management (VC, DVC, Finance, HR) on EBK qualifying requirements and resource implications.	MEDIUM	Dean / QA
13	Benchmark with Accredited Programmes: Benchmark the proposed curriculum with already accredited programmes (e.g., Strathmore University, Moi University, JKUAT) to identify best practices.	LOW	HoD / Curriculum Team

8. ACTION ITEMS

The following action items were agreed upon by the university team at the conclusion of the five-day training:

No.	Action Item	Responsible Person(s)	Deadline
1	Recruit or identify three Professional Engineers registered with EBK (Power Systems, Instrumentation & Control, Electronics).	Dean, School of Engineering	Within 3 months
2	Ensure the Head of Department is or becomes a Professional Engineer registered with EBK.	University Management	Within 6 months
3	Establish Industry Advisory Panel (IAP) and convene the first meeting.	Dean / HoD	Within 3 months

No.	Action Item	Responsible Person(s)	Deadline
4	Complete course-to-PO mapping (I-R-M) for all courses in the proposed curriculum.	HoD / Curriculum Team	Within 4 months
5	Design the Integrated Design Project (IDP) as a team-based project addressing multiple POs.	HoD / Curriculum Team	Within 4 months
6	Appoint External Examiner (Professional Engineer registered with EBK in Electrical Engineering).	Dean / HoD	Within 4 months
7	Upload Quality Policy Statement and ISO certification to the university website.	QA Directorate / ICT	Within 1 month
8	Develop the CQI framework document covering all seven accreditation criteria.	QA Directorate	Within 4 months
9	Develop laboratory equipment inventory, maintenance schedules, and calibration plans.	Dean / Lab Staff	Within 4 months
10	Document student welfare services and map to the 11 Programme Outcomes.	Dean of Students	Within 3 months
11	Liaise with the Librarian to acquire additional electrical engineering resources.	HoD / Librarian	Within 6 months
12	Schedule management sensitization session on EBK requirements and resource implications.	Dean / QA	Within 2 months
13	Prepare the first draft of the Self-Assessment Report (SAR).	Curriculum Team / QA	Within 6 months
14	Conduct a follow-up training or mock assessment with EBK to validate readiness.	Dean	Within 8 months

9. WAY FORWARD

Phase / Timeframe	Key Activities
Immediate Actions (0–3 months)	Recruitment of Professional Engineers; establishment of the Industry Advisory Panel; upload of Quality Policy Statement and ISO certification to the website. These are foundational requirements without which the application cannot proceed.
Short-Term Actions (3–6 months)	Completion of curriculum mapping (I-R-M); design of the Integrated Design Project; appointment of external examiner; development of the CQI framework; preparation of the first draft Self-Assessment Report (SAR).
Medium-Term Actions (6–12 months)	Conduct a follow-up training or mock assessment with EBK to validate readiness before formal submission. Continue staff recruitment and library resource enhancement.
Long-Term Actions (12–18 months)	Formal submission of the accreditation application for the Bachelor of Electrical Engineering programme, targeting submission before end of 2027 to align with Kenya's full Washington Accord signatory status target of 2029.

Phase / Timeframe	Key Activities
Ongoing Actions	Continuous engagement with EBK; peer learning with other universities that have undergone OBE transition (Moi University, Strathmore University, JKUAT); regular review of the Engineering Accreditation Standards to ensure continued compliance with any updates.

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10.ANNEXES

Annex I: Attendance List

Annex II: Photographs of the Workshop

Annex III: Universities Completed Gap Analysis

