



The IEEE, Transforming Engineering Education held in Dublin during April this year was a memorable event, both in terms of the quality of the presentations and papers delivered as well as the outcomes emanating from the various discussion groups. It was insightful to find that the Graduate School of Technology Management's (GSTM) course infrastructure was in line with many of the recommendations that were accepted during the conference and that are to be submitted to the IEEE executive committee for further consideration.

Aspects which were of particular concern to be presented for engineering educational transformation are:

- *A decline in interest in engineering as a career path among young people in several major industrial and developing countries*
- *The sense that entry level engineers lack necessary skills required to effectively function within business and industry*
- *An indication that the business environment has changed quite substantially and that engineering education had not kept pace with these changes*

A broad theme addressed by many of the papers presented was the increasing challenge faced by engineers to interact multidisciplinary within different communities involved by engineering projects. Current curricula are often overly focused on basic sciences. Skills to enable effective interaction and communication are not properly addressed.

Service science was another important theme that emerged as well as its importance to be included in engineering curricula. This led to a debate then to analyse what should be included in curricula and what needs to be phased out. Quite significantly many of the fields listed as needing to be included are already on the GSTM list of courses presented, such as that of engineering service science. It would appear that consensus still needs to be reached on the debate of inclusion and phasing out of courses. Agreement was reached on the fact that the multi-disciplinary nature of the courses required could best be dealt with at a post graduate level.

Life long learning was considered to be essential to ensure that engineers remain at the cutting edge of their professions and their skills in line with that required in by business and industry.

Compiled by Dr Richard Weeks