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Abstract

In Swedish higher education, quality assurance mainly focuses on course module outcomes. With this in mind we developed a qualitative method to monitor and stimulate progression of learning in two modularized engineering study programmes. A set of core professional values and skills were triangulated through interviews with students, teachers, alumni and industrial employers and aligned with national intended learning outcomes, thus defining the aims of progression. Student teams (pre-university, first, third, and fourth & fifth year) were observed addressing real industrial cases/problems of key relevance to these programme objectives. We report on observed progression and hurdles in developing approaches to industrial problem-solving; appropriate use of technical and scientific language; knowledge of chemistry, biochemistry and engineering; statistical reasoning; knowledge of economic consequences; team behaviour; project documentation; and understanding of professional ethics and risk. Our results demonstrate student progression in most areas, but also a shift

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in ethical focus from protecting the public towards protecting corporate interests.(HRK / Abstract
übernommen)