THE IMPORTANCE OF THE RFE REQUEST FOR EVALUATION

ENGINEERING ACCREDITATION BOARD/INSTITUTION OF ENGINEERS MAURITIUS

REQUEST FOR EVALUATION - RFE

- **MAIN IMPORTANCE**
  - Ensures that the requirements for accreditation are being appreciated and being addressed by the HEI

- **ASSESSMENT CRITERIA**
  - CRITERION-1: Programme Educational Objectives, Credits, Knowledge Profile, and Coherent Design.
  - CRITERION-2: Assessment of Graduate Attributes.
  - CRITERION-3: Quality of Teaching and Learning.
  - CRITERION-4: Resourcing and Sustainability.

CRITERION 1:

Programme Educational Objectives, Credits, Knowledge Profile, and Coherent Design.

- **Programme Educational Objectives**
  - Reflects that the programme addresses the requirements of the profession
    - *The purpose of this programme is to produce graduates with the required skills, knowledge and attributes to fulfil the role of Civil Engineer with key skills of project management and the important attributes and behaviours to make them responsible and reflective problem-solvers, critical-thinkers and managers.*

CRITERION 1:

Programme Educational Objectives, **Credits,** Knowledge Profile, and Coherent Design.

- **Credits**
  - *Notional hours (total contact hours that the students put in the module) = Direct Contact Hours + Non-contact hours*
  - *Level 1 module:*
    - *Lecture hours – 20*
    - *Additional hours to understand the lecture notes – 20 (Multiplying factor (MF) =1)*
  - *Multiplying factor reflects* ***either the amount of time the student will have to dedicate to the module:***
    - *Autocad – For 1 lecture hour, student may spend 2 hours, MF = 2*
  - ***OR, the complexity of a module***
    - *A level 3 module – for 1 lecture hour, student may spend 2 hours to understand the lecture notes*

CRITERION 1:

Programme Educational Objectives, Credits, **Knowledge Profile,** and Coherent Design.

- **Knowledge Profile**
  - ***Basic Sciences*** *– form the basis of engineering science modules*
    - *Can be considered as foundation modules, so to be covered in level 1 and at most semester 1 level 2*
    - *Mathematical modules – also form the basis of engineering modules, to be addressed in levels, 1, 2 and at time semester 1, level 3*
  - ***Engineering Design***
    - *Starts normally in Semester 2 level 2, after the student has got a good understanding of some of the core engineering modules.*
    - *As programme moves into semester 2 level 4, more emphasis are given to Engineering Design – this being an Engineering programme,*
  - ***Complementary studies***
    - *Strong emphasis to be given to non-engineering modules and to be addressed in separate modules*

CRITERION 1:

Programme Educational Objectives, Credits, Knowledge Profile, and **Coherent Design.**

- **Coherent Design**
  - ***From level 1 to level 4:***
    - *The programme structure should reflect how:*
      - *the skills of the students are being developed, so that finally in level 4, they are ready to be assessed for the Graduate Attributes (GAs).*
      - *the complexity of the different specialisations are being built up.*
      - *the skills are being developed; from exposure, to developmental and finally to GAs*
      - *Skills developed in two or more modules eventually contribute to a GA (Autocad; Introduction to Structures; Structural Design modules; Design Project)*

CRITERION-2:
Assessment of Graduate Attributes

- **Assessment:**
  - Normally assessed in final year, with one or two assessed *in Semester 2 level 3, but not earlier*
  - *The assessment process should be well documented with evidences*
- **Moderation**
  - *The moderation of the assessment to be well documented – IM, EM*
- **GA assessment in one or two modules**
  - *Assessment of GAs to consider the range statements of a particular GA. Part can be assessed in one module and part in another.*
  - *Same GA cannot be fully assessed in two modules*
  - *One module should not be assessed for more than 3 GAs*
  - *One module one GA where possible*

CRITERION-2:
Assessment of Graduate Attributes

GA	MODULE 1	MODULE 2	MODULE 3	MODULE 4	MODULE 5	MODULE 6
1	✓ (Part 1 of RS for GA1)	✓(Part 2 of RS for GA1)				
2			✓			
3				✓		
4			✓			
5			✓			
6					✓	
7						✓

CRITERION-3:
Quality of Teaching and Learning

- Documentation on Quality Assurance process prevailing at institutional level
  - *Programme development including relevant Boards*
  - *Training of Lecturers*
  - *Online – training, support to Lecturers, support to students*
  - *Evaluation and feedback to students*
  - *Feedback Process*
  - *Evaluation and review process*

- T&L and QA procedures for the Programme at Faculty/Departmental level

CRITERION-4:
Resourcing and Sustainability

- **How is the programme supported?**
  - Laboratory resources – basic teaching and research labs
  - Health & Safety aspects in labs
  - Working conditions for the students
  - Regular financial investments
  - Staffing and appropriate qualifications

REPORT TEMPLATE

- **Template of Report: EAB-A012-P – 20200914 - SECTION 6**
  - To document existing programme and elaborate on the changes made in line with accreditation requirements
  - At a later stage – to document the changes if any in the syllabus over the period of 4 years
  - To also document possible changes in the future

- **TABLES as per EAB – A13** (A requirement)

Thanking you for your attention