


Doc no. EAB-A14-P	Revision no. 0	Effective Date: 2022-11-18	
Subject : FORMAT FOR VISIT TEAM REPORT AND RECOMMENDATIONS			
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FORMAT FOR VISIT TEAM REPORT AND RECOMMENDATIONS

Document Reference: EAB-A014-P

Short Title: Visit Team Report Format

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Purpose of Document

This document contains guidance to the Accreditation Visit Team and constitutes the Instructions and includes the Format, along with templates, for use by the Visit Team for compiling its Report and submitting its logical Recommendations.

A separate document EAB-A15-P is available for reporting by the Visit Leader; such a report is required whenever evaluation is conducted for multiple programmes simultaneously. A Visit Leader is designated for coordinating between the individual Teams and discharging the responsibilities (prior to, during and after a Visit) spelt out for a Visit Leader in Document EAB-A10 (Section 6.4).

This format, intended for the Team Leader Report, is to be used for Regular, Interim, Final, Provisional and Initial types of evaluation *but not Simplified Initial Evaluation*. In cases where the programme has not produced graduates, the evaluation is based on implementation already completed (if any) and planning information; If already implemented, then the Team must proceed as spelt out in this document. The team must choose wording to indicate whether an actual or a planned aspect is evaluated.

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1. REPORT

The Evaluation team is required to report on the programme holistically, including the evaluation against the accreditation criteria and any issues of concern and deficiencies identified. In the case of a Provisional Evaluation or Initial Evaluation, the team must comment on the prognosis of the programme meeting the criteria when fully implemented.

The definition of the terms and abbreviations used in this document are to be found in the following documents:

Deficiencies, concerns, comments: Document **EAB-A10-P** Section 4.4.1;

Decisions Rules: **EAB-A10-P** Section 4.4.2 & 4.4.4 to 4.4.6;

General definitions: Appendix A.1 in **EAB-A01-P**;

Knowledge area definitions: Appendix A.2 in **EAB-A01-P**;

Abbreviations: Appendix 3 in **EAB-A01-P**.

The Team is to note that its responses in the Evaluation Support Form at APPENDIX-A are to **support** the Team's statement in this Report on the presentation, nature, extent and adequacy of evidence presented by the HEI at the Team's disposal, both in the Self-Study Submission and on site.


*For the purpose of its Report, the Visit Team will have access to the Initial Information submitted in response to Section 5.1 (Initial Information) and Section 6 of **EAB-A12-P** as well as to its own assessment of made in the course of visits to the Faculty's facilities, interviews at the Faculty and evidence required, and evidence examined on site.*

The members of the Visit Team will also need to take cognizance of the contents of document **EAB-Axx-P: Guidelines for Evaluators (to be drafted)**.

The Report must be suitable for the various audiences that may engage with its findings such as the Accreditation Committee, the EAB, the IEM Council, the Head of Faculty, the Head of Department and the staff responsible for the programme. In addition, the audience may include university executives outside the faculty who are also responsible for the programme. These reports may, upon request, need to be submitted to the Council of Registered Professional Engineers and the Higher Education Commission.

The Accreditation Visit Team shall submit its Report under the following headings:

1.1 Institution, programme and team details


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- 1.2 Background to the visit
- 1.3 Criteria and procedures applied
- 1.4 General observations on the programme and its provider (the HEI)
- 1.5 Follow-up on previous visit
- 1.6 CRITERION-1: Programme Educational Objectives and Programme Structure
- 1.7 CRITERION-2: Assessment of Graduate Attributes and Assessment System
- 1.8 CRITERION-3: Teaching and Learning and Quality Assurance Processes
- 1.9 CRITERION-4: Resourcing and Sustainability
- 1.10 Recommendation
- 1.11 Acknowledgements
- 1.12 Signature Section [Team Leader & Visit Team Leader]

1.1. Institution, programme and team details.

Use this template provided below (ANNEXURE-1). Details including the name of the university, department, degree title (plus branch/option designators) and the abbreviation must correspond exactly to the official form, for example, as reflected in the relevant university rule book.


1.1.1	Name of Institution	
1.1.2(i)	(i) Department (ii) Address of campus (where this programme is offered)	
1.1.3	Qualification awarded on completion (Full title, including branch/option)	
	Qualification abbreviation	
1.1.4	Person responsible for programme	
1.1.5	Date of visit	

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1.1.6	Team	Leader (Insert title & if from academia or industry)	
		Member (insert title & if from academia or industry)	
		Member (insert title & if from academia or industry)	
		Member (insert title & if from academia or industry)	
1.1.7	Observers: (Enter Names and affiliation)	1. 2. 3.	
1.1.8	Type of evaluation: (Regular Visit, Interim Visit/Report or Final Visit)		
1.1.9	Date of Previous Visit (if applicable)		
1.1.10	Decision of Previous Visit (if applicable)		

1.2. Background to the visit.

For relevant background or contextual information, the Team must refer to previous accreditation decisions, if applicable, and accredited status of the Faculty's programmes, and progress with move towards Outcome-Based Assessment. Information may be found in the Head of Faculty's submission.

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1.3. Criteria and procedures applied

The HEI will be expected to have conformed to its programme structure, deliverables, delivery environment and achievement and assessment of Graduate Attributes to EAB requirements as stated in EAB's documentation on policies, criteria, standards and processes. List EAB policies, criteria, standards and applied processes, referring to relevant documents and giving the revision number and date.


1.4. General observations of the programme and its provider

Provide holistic observations of the programme and the provider responsible for the programme (e.g., department or school, faculty or university level). [Refer to Head of Faculty's submission (Document EAB-A12-P: Section 5.1)].

1.5.1. Follow-up on previous visit

- (a) List the deficiencies (if any) and concerns (if any) arising from previous visit(s) as communicated by EAB in its Decision Letter, and
- (b) summarise the provider's response to each deficiency or concern and the team's evaluation of whether each issue has been resolved or not. [Refer to response of HEI under Section 6.2 of EAB-A12-P].
- (c) Team to comment on the impact, if any, on the recommendations to be made at the conclusion of this evaluation of the Head of Faculty's statement made under Section 6.2.1(b) of EAB-A12-P on the major changes to the programme, which are unrelated to the additional deficiencies that must be remedied.
- (d) Team will take due note of the information supplied by the Institution in response to Section 6.1(7) of EAB-A12-P regarding its plans, if any, for changes to the programme, outcomes, assessment and resources that will come into effect during the next accreditation cycle, and the *cohort of students* that will graduate under each identified variant curriculum and the range of years over which graduates are expected. Team will after evaluation of the proposed changes insert appropriate comments in its Report on whether the changes will adversely impact upon the accreditation status of the programme, if such changes intervene prior to end of Accreditation period of the programme under evaluation.

1.5.2 Evaluation of Request for Extension of Accreditation of Accredited Programmes or Provisionally Accredited Programmes

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HEIs desiring an extension of accreditation for accredited or provisionally accredited programmes will have conformed to the provisions of Section 4.1 (b) of document **EAB-A12-P** and submitted, for that purpose, the copy of the Self-Study Report that was submitted for the purpose of their current accreditation, together with an ADDENDUM as specified in Section 4.1(b).


The principles outlined in this document shall, to the extent applicable, guide the Team in evaluation of the ADDENDUM.

1.6. Programme Educational Objectives and Programme Structure (CRITERION-1)

1.6.1 Team to comment on whether the evidence (extent, adequacy, etc.) presented against this criterion in the Self-Study Submission and on-site materials demonstrates that each aspect of CRITERION-1 has been effectively addressed in the Self-Study Submission.

RECAP for TEAM: HEI's Self Study submission response to Section 6.3 of document **EAB-A12-P** supplies the HEI information on:

1. *Programme Educational Objectives and the Graduate attributes:*
 - (i) *are these consistent with the Vision and Mission of the Institution, Faculty and Department, and are they published?*
 - (ii) *are the Programme Outcomes (Graduate Attributes) consistent with and contribute to achieving the Programme Educational Objectives?*
2. *Structure of the programme (courses/modules, compulsory/elective, credits allocated and the allocation to semesters or year of study); has Table-1 of EAB-A13-P) been compiled?*
3. *Knowledge area breakdown, including complementary studies/Credit Multiplier.*
4. *Design of core modules (mathematics, basic sciences and fundamental engineering sciences. Is it identified and described? Whether logic explained and arguments for coherence of core modules presented?*
5. *Specialist study component: rationale and objectives.*
6. *Progression rules:*
 - (i) *constructing curricula and award of qualification, articulation options into, out of and beyond the programme. (TABLE-4)*
 - (ii) *Is the process of curriculum design and review explained, and*
 - (iii) *does this process involve consultations with stakeholders, including the Industry.*
 - (iv) *does the process identify the extent of compliance of the module outcomes with the programme outcomes (or Graduate Attributes), including with respect to complex problems.*

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7. *Criteria for awarding credit, re-assessment, repeat courses/modules, progression of students from one year to the next, graduation and exclusion from the programme (Is assessment system summarised in Table 2 of EAB-A13-P.*
8. *Whether Submission includes Appendix 1, providing a specification for each course/module of the curriculum, including Final Year (Capstone) Project, industrial training/work-based learning schemes and service courses/modules, comprising requirements itemised in Section 6.3(8) of EAB-A12-P, viz course outcomes, detailed course content, graduate attributes, how outcomes are assessed, list of prescribed textbooks and other supporting material. The bound volume containing the information on the modules should include a Table of Content (as per Columns 1 and 2 of Table-1).*
9. *Whether Submission includes an Appendix 2 on the composition of the Industry Advisory Committee and associated notes of meetings demonstrating industry participation in the development of the curriculum in a manner that ensures the curriculum is relevant and meets the needs of the industry in areas experiencing rapid changes.*

1.6.2 Team Leader's comment on the evaluation of the evidence against CRITERION-1. Team must support to the recommendation that is to be given;

1.6.3 Team Leader to comment on the team's conclusion regarding compliance of programme with this criterion;

1.6.4 Summarise any deficiencies identified by the Team and concerns noted and expressed. (Formal statement of concerns and deficiencies in format prescribed in Section 10.)


1.7. Assessment of Graduate Attributes and the Assessment System (CRITERION-2)

Following the same approach as for CRITERION-1, Team must comment on whether the evidence (extent, adequacy, etc.) in respect of the Assessment of Graduate Attributes (or Exit Level outcomes) and the assessment system presented in the Self-Study Submission against CRITERION-2 and on-site materials demonstrates that each aspect of CRITERION-2 has been effectively addressed in the Self Study Submission:

RECAP for TEAM: Does evidence permits the evaluation Team to conclude that the assessment system described in the provider's response to Section 6.4 of Doc **EAB-A12-P:**

- (1) *ensures that all graduates satisfy each of the eleven graduate attributes?*
- (2) *involves the utilisation of a documented set of assessment criteria and processes that together demonstrate that the outcomes or attributes are satisfied **at the level indicated by the range statement?***

For the above purpose, the following are required:

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- (i) the matrix compiled as per **Table-4 of EAB-A13-P**, showing the links between courses/modules (including industrial training/work-based learning where applicable), to graduate attributes, permits the identification and tracking of the contribution of **each module to the graduate attributes**;
- (ii) the data compiled in the format of **Table-3 of EAB-A13-P** showing that each outcome or attribute specified in the relevant standard has been explicitly addressed in terms of the means of assessment, the criteria for satisfaction of each outcome or attribute, and the required level, and indicates, for each outcome or attribute:
- the course(s)/module(s), including industrial training/work-based learning where applicable, in which assessment of the outcome or attribute takes place at exit level;
 - the assessment criteria and the method of assessment;
 - the level of performance required of the student; and
 - the consequences for the student of not satisfying the outcome or attribute.
- (iii) evidence to include the internal policies and procedures used to validate the assessment of exit-level outcomes or graduate attributes through both internal processes and external moderation; and
- (iv) the Submission including the use that is made of the analysis of the strengths and weaknesses of the system for assessing graduate attributes.
- (v) the Team presented on site with the assessment material for each course/module?

1.7.2 Team Leader's comment on the evaluation of the evidence against CRITERION-2. Team must be able to comment on the team's conclusion regarding compliance of programme with this criterion and substantiate the recommendation that is to be given;

1.7.3 Summarise any deficiencies identified by the Team and concerns noted and expressed. (Formal statement of concerns and deficiencies in format prescribed in Section 10.)

1.8.-Teaching and Learning and Quality Assurance Processes (CRITERION-3)

1.8.1 Team must comment on whether the evidence (extent, adequacy, etc.) presented in the Self-Study Submission and on-site materials against this criterion (CRITERION-3) demonstrates that each of the aspects of CRITERION-3 has been effectively addressed in the Self Study Submission: (see provider's response to Section 6.5 of document **EAB-A12-P**), towards ascertaining the effectiveness of the teaching and learning processes in the programme:


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RECAP for TEAM: Evidence will relate to the following elements:

- (i) *Starting with the student's entry level how the foundation engineering knowledge, core disciplinary knowledge, and the specialist knowledge are developed for the student to satisfy the exit-level outcomes or graduate attributes. Table-4 can be used together with a suitable commentary.*
- (ii) *The teaching and learning methodology; the way it is geared towards the student entry routes and level(s) and the learning opportunities it provides.*
- (iii) *Have the students' academic development programmes, if any, been provided. Are they identified and described? (If already covered in the Dean's submission, Team should cross-reference the same, and highlight any programme-specific conditions).*
- (iv) *The development and coordination of independent learning.*
- (v) *The role of formative assessment in the programme. Is there timely feedback to students and how is students' progress monitored, and at which stages?*
- (vi) *Is there detailed evidence of moderation of assessment by internal and external moderators? Is there information on the roles and duties of internal and external moderators and external examiners; has Table 5 of EAB-A13-P been compiled, showing their qualifications and affiliations?*
- (vii) *Is there evidence of the processes used by the faculty/department for assessing and continuously improving the quality of the teaching and learning as well as the assessment of the programme? Does it include specimen paper trails for quality assurance and the improvement aspects of the programme been accessed?*
- (viii) *Is there evidence of the effectiveness of internal academic and administrative checks and balances in the assessment and promotion system, as well as operation of the academic and administrative procedures for programme review and development, including service courses?*
- (ix) *Does the cohort analysis (Table-6 of EAB-A13-P) of throughput include the effect of gender? Any evidence of measures taken by the provider to monitor and improve/maintain throughput?*
- (x) *Has evidence been presented of an analysis of the strengths and weaknesses of the teaching, learning and assessment process and the quality assurance and improvement process having been done and has the process been described?*

1.8.2 Team Leader's comment on the evaluation of the evidence against CRITERION-3. Team must state its reasoning, which leads to the recommendation that is to be given and to comment on the team's conclusion regarding the compliance of programme with this criterion.

1.8.4 Summarise any deficiencies identified by the Team and concerns noted and expressed. (Formal statement of concerns and deficiencies in the format prescribed in Section 10.)

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1.9. Resourcing and Sustainability (CRITERION-4)

1.9.1 Team must comment on whether the evidence (extent, adequacy, etc.) presented in the Self-Study Submission and in on-site materials demonstrates that this criterion (CRITERION-4: Resources, including Students and Teaching Staff, and Sustainability) has been effectively addressed in the Self Study Submission: (see Section 6.6 of document **EAB-A12-P**)


RECAP for TEAM: Evidence will relate to the following:

(a) *Students Related. (See response against Section 6.6.1)*

- (i) *Explanation on Entry routes/Requirements for the programme (including academic development programmes, where provided) and if admission rating formulas used and explained, and the distribution of students entering by the various routes? Data must be compiled in Table 7 in document **EAB-A13-P**, to also show distribution and student rating for recent admissions.*
- (ii) *What are the policies on exemptions on account of credits for modules earned elsewhere.*
- (iii) *Table 6 (**EAB-A13-P**) must show capacity to conduct the programme for the enrolled number of students, and effect, if any, of additional commitments taken on by Faculty/Department.*
- (iv) *Evidence and adequacy of the processes and resources in place for the academic counselling of students.*

(b) *Staff Related: see Self Study submission response to 6.6.2 of document **EAB-A12-P**.*

- (i) *Has Table-8 of **EAB-A13-P** been compiled to show staff numbers, their academic and professional qualifications and experience, specialities, as well as their publication numbers) of all staff teaching in the programme (including staff giving support courses to the degree programme). Does it show staff with IEM or other professional institution membership and CRPE Registration?*
- (ii) *Did Team access the CVs of the academic staff and their research profile on site? Any evidence of policies and opportunities for the research development of staff. Any evidence of the support staff and their overall responsibilities and contributions to the programme.*
- (ii) *Does Table-9 of **EAB-A12-P** contain the key staff indicators as defined therein. Are there at least 8 qualified staff, of which at least 4 are permanent, and one with professional registration? Section 3.4.2(3) of **EAB-A03-P: Accreditation Criteria**.*
- (iii) *Is there a description of the strategies for staff recruitment, development, and retention?*

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- (iv) *Has Table 11 of EAB-A13-P been compiled to show a summary of the teaching load of academic staff for the current academic year and the staff as well as the student ratio by year for all academic years for the current and past three years?*
- (v) *Is there evidence of involvement of invited speakers from industry/public bodies and their level of involvement for the current academic year?*
- (vi) *Does submission contain information and evidence on participation of academic staff in consultancy activities.*
- (vii) *Is there evidence of participation of academic staff in professional training and qualifications, and information on programme's projection/plan on professional training schemes for academic staff.*

(c) Resources Related [see provider's Self Study response to Section 6.6.3 of EAB-A12-P]

- (i) *Is there evidence (from Table-12 of Doc EAB-A13-P) of adequate budget allocations to the programme's host department over a five-year period under each of the following headings: Capital equipment, Operating Expenses, Computing and Networking, library books and journals?*
- (ii) *Can Team confirm that the various laboratories are available to support the programme?; Is there a description of the facilities and of the functions of each and the support they provide for the programme?*
- (iii) *Is there a list of the available computing and networking facilities to which*
 - (a) *students in the programme; and*
 - (b) *staff of the department, have access, indicating the available capacity and the duration over which students get access.*


(d) *Impact of the programme (see Self Study response to Section 6.6.4 of EAB-A12-P)*

Is there evidence of assessment of the impact of the programme and of the use of the results to improve the programme?

1.9.2 *Team Leader's comment on the evaluation of the evidence against CRITERION-4. Team must state its reasoning which lead to the recommendation that is to be given.*

1.9.3 *Team Leader to comment on the team's conclusion regarding compliance of programme with this criterion.*

1.9.4 *Summarise any deficiencies identified by the Team and concerns noted and expressed. (Formal statement of concerns and deficiencies in format prescribed in Section 10.).*

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1.10. Team Leader's Recommendation

- (i) Preamble: Overall reasoning of the team leading to the recommendation;
- (ii) Recommendation to be made using one of the standard forms in Appendix A:
**Choose from {D1 to D9} or
for Initial Evaluation choose
either 01, 02, or 03, or combination of 02 and 03;**
- (iii) Team Leader to make a clear, complete statement of any deficiencies and concerns in the format prescribed in Appendix B.

1.11. Acknowledgements

In this section of the Report, Team leader should thank and recognize assistance obtained from Head of the Faculty and his staff, etc.

1.12. Signatures

The Team Leader and the Visit Leader must sign and date the *final* version of the report.

In the event only one programme was evaluated, then Team Leader and the three (3) other members of the Team should sign.

As Team Leader, I certify that this report has been approved by the Team.

Team Leader:

Signature:

Date:


Report noted:

Visit Deputy Leader:

Signature:

Date:

Report Noted:

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Visit Leader

Signature:

Date:

Report Noted:

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ATTACHED (with Report): APPENDIX-A: Evaluation Support Forms

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APPENDICES to Team Leader’s Report

Appendix A: Evaluation Support Forms

The Evaluation Support Forms lead the team through the accreditation CRITERIA-1 to 4 and provide spaces for recording judgements and supporting notes against each criterion and its their sub-items. **While Appendix A is attached to the report, the body of the report must be comprehensive and stand alone.**

Appendix A1: Possible recommendation formats

The Accreditation Team recommends to the Accreditation Committee (AC) that:

[Choose one of the following recommendations and delete the others]

D1: Applicable to any type of visit or evaluation by an Interim Report.


(If the programme has no deficiencies)

The degree programme is accredited until the year, that is, until the year of the next regular accreditation visit.

D2(a): Applicable at a Regular Visit

(If the programme is deficient and an Interim Visit within one, two or three years is considered appropriate)

The degree programme is accredited until the year Deficiencies identified in this report are to be addressed. An Interim Visit is required in(year) to evaluate the results of actions to overcome the deficiencies.

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D2(b): Applicable at a Regular Visit

(If the programme is deficient and an Interim Report within one year is appropriate)

The degree programme is accredited until the year Deficiencies identified in this report are to be addressed. An Interim Report is required by(year), detailing actions undertaken to overcome the deficiencies and objective measures that indicate the success of these actions.

D3: Applicable in the case of evaluation by an Interim Report

(If Deficiencies persist from the previous visit or new deficiencies appear)

The degree programme is accredited until the year Deficiencies identified in this report are to be addressed. Notice is given that an Interim Visit must be initiated within months.

D4: Applicable following an Interim Visit

(where Deficiencies persist from the previous visit or new deficiencies appear)

The degree programme is accredited until the year Deficiencies identified in this report are to be addressed. Notice is given that accreditation will be withdrawn if the deficiencies are not satisfactorily remedied. A final accreditation visit is required not later than(date) to evaluate the results of actions undertaken to overcome the deficiencies.

D5: Applicable following a Final Visit


(Where Deficiencies persist from the previous visit or new deficiencies appear)

Accreditation of thedegree programme is to be withdrawn with effect from(date) [This recommendation is to the EAB through AC]

D6. Applicable following any of the above visits

(If there are Current or previously declared deficiencies for which there is a demonstrable lack of commitment and lack of capacity to improve on the part of the provider)

Notice is hereby issued that accreditation of the programme will be terminated if deficiencies identified in this report are not remedied within six (6) months of the decision being communicated to the provider. **A Final Accreditation Visit**

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must be conducted within this period. The provider must provide a plan for teaching out or transferring students registered in the programme should accreditation be withdrawn. [This recommendation is to the EAB through AC]

D7: *Applicable in the case of a programme not currently accredited*

(If the Programme is judged to be deficient)

The degree programme is not accredited due to the deficiencies identified in this report. [Recommendation is to the EAB through AC]

D8: *Applicable in the case of a programme evaluated for provisional accreditation*

(If Programme is judged likely to receive accreditation if implementation continues according to documented plans)

The degree programme is provisionally accredited until the year *The first Regular Visit must take place the year after the first graduates are produced.*

D9: *Applicable for a programme that demonstrates actual or potential deficiencies*

(Where the Deficiencies make accreditation unlikely if implementation continues according to documented plans)

Provisional accreditation will not be granted to the programme.


Initial Evaluation

Applicable in the case of a programme submitted for initial evaluation, the opinion on the planned programme is one of the following or a combination of items O2 and O3:

O1: The planned programme for as reflected in the documentation is free from deficiencies and concerns.

O2: Aspects of the planned programme for as reflected in the documentation are potentially deficient in the criteria listed above.

O3: Aspects of the planned programme for as reflected in the documentation are cause for concern regarding the criteria listed above.

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When concerns are recorded (see Appendix B)

If necessary, for any type of visit, add:

Concerns recorded in this report must be addressed and will be reviewed at the next regular accreditation visit.

Appendix B: Format for recording deficiencies or concerns

(i) The programme is deficient in relation to Criterion X [item Y] as stated hereunder:

<Insert what was found and state why it does not meet the criterion.>

.....
.....

(ii) The team is concerned that the programme

.....
.....

<Describe herein above the condition that is cause for concern and that relates to possible future non-compliance with criteria.>

(iii) The team comments that *<Describe the condition that is good or bad in the programme.>*


.....
.....

APPENDIX A

Appendix A: Evaluation Support Forms

Instruction:

EAB has identified hereunder a set of Questions on how the programme has performed against each of the **CRITERIA (1 to 4)** as well as **CRITERION 5: Follow up on previous decisions**, where applicable.

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Note for Guidance of Visit Team

A uniform format is provided for the Visit Team to record its conclusion against each Question.

In the right-hand column, insert a word or words (from the set indicated hereunder) that indicate the team's judgement of the programme against the criterion or item from the following set:

Yes/No

Complies

Concern exists

Partly compliant

Non-compliant

No evidence


The Team can comment as required. Should potential deficiencies or concerns be observed they must be noted within the spaces marked < > .

The Team is to take note that such entries **support** but **do not remove** the need for a properly reasoned account in the main body of the report.

CRITERION-1: Programme Educational Objectives and Programme Structure

Note: References such as SSS Sn 6.3 or EAB-A13-P are references or pointers to the sections of the Self Study submission (SSS) or the EAB document to which the specific questions relate, as such they are not required in the Visit Team Leader's Report.

<p>Question 1.1: [Re-SSS to Sn 6.3 (1)]: Does the programme purpose statement indicate the primary purpose of meeting the educational requirements for Professional Engineers?</p> <p>HEI may use own format for stating objectives, outcomes, etc.</p>	Yes/No
< >	
<p>GUIDANCE::</p> <p>(i) are PEOs and GAs consistent with the Vision and Mission of the Institution, Faculty and Department, and are they published?</p> <p>(ii) are the Programme Outcomes (GAs) consistent with and contribute to achieving the PEOs?</p>	

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<p>Question 1.2(a): <i>Re-SSS to Sn 6.3 (2)</i>: Does the SSS contains a description of the structure of the programme in terms of the courses/modules, including whether these are compulsory or elective, the credits allocated and the allocation to semesters or year of study?</p> <p>(Table 1 of document EAB-A13-P must be used. Table 1 also provides for the contact and other activities associated with each course, that is, lectures, tutorials, laboratory assignments and other activities.)</p>	Yes/No
< >	

<p>Question 1.2(b): <i>[Re-SSS to Sn 6.3 (2)]</i>: Does the programme comprise a minimum of 560 credits (as defined in document EAB-A01-P) with at least 120 credits over any academic year-at the exit level?</p>	Yes/No
< >	

Question 1.3: *[Re- SSS Sn 6.3 (3)]*: Does the programme breakdown by knowledge area conform to the minima specified in document **EAB-A02-P**?

Use columns three and four in the table below for reporting.


Knowledge area	Minimum Credits	Actual Credits	Compliance Yes/No
Mathematics	56		
Natural Sciences	56		
Engineering Sciences	180		
Design and Synthesis	72		
Complementary studies	56		

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Subtotal	420		
For reallocation	140		
Total	560		
< >			
GUIDANCE: Knowledge area breakdown, including complementary studies/Credit Multiplier?			

Question 1.4(a): [Re-SSS to Sn 6.3 (4)] Does the programme have a coherent core (as described in Section 10 of document EAB-A02-P) consistent with the Level Descriptor and Range Statement of Graduate Attribute-1?	Yes/No
< >	
Question 1.4(b): Re-SSS to Sn 6.3 (4): Is the logic underlying the design of the core of the programme (comprising mathematics, natural science, computing and engineering fundamentals) and the arguments for its coherence explained and presented;	Yes/No
< >	

Question 1.5(a): [Re-SSS to Sn 6.3 (5)]: Does the programme have specialised study as described in Section 10 of document EAB-A02-P?	Yes/No
< >	
Question 1.5(b): [Re-SSS to Sn 6.3 (5)]: Have the objectives and logic underlying the specialist components been presented	Yes/No
< >	


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Question 1.6: <i>Re-SSS Section 6.3</i> : Does the programme have a designation (qualifier/s) that is consistent with the programme's purpose and the engineering science content? [Branch/discipline]	Yes/No
< >	

Question 1.7: <i>Re-SSS to Sn 6.3 (7)</i> : Does the programme have explicit criteria for awarding credit, allowing re-assessment, allowing repeat courses/modules, and rules of combination and rules for progression of students from one year to the next, graduation and exclusion from the programme. (Details of the assessment system must be summarised in EAB-A13: Table 2; See EAB-A13-P: Course/Module Assessment Details);	Yes/No
< >	
GUIDANCE: RE-Progression Rules: (i) constructing curricula and award of qualification, articulation options into, out of and beyond the programme. (TABLE-4); (ii) Is the process of curriculum design and review explained, and (iii) does this process involve consultations with stakeholders, including the Industry, and (iv) does the process identify the extent of compliance of the module outcomes with the programme outcomes (or Graduate Attributes), including with respect to complex problems.	

Question 1.8: [<i>Re-SSS to Sn 6.3 (7)</i>]: Does the programme have explicit horizontal and vertical articulation options? Check if included under Question 1.7.	
< >	

Question 1.9: <i>Re-SSS Sn 6.3(8)</i> : Does the Self Study submission include APPENDIX-1 responding to the requirement of Section 6.3(8) of EAB-A12-P, starting with a Table of Contents, regarding	
<ul style="list-style-type: none"> • course outcomes; 	


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<ul style="list-style-type: none"> • detailed course content including detailed laboratory experience where applicable; • exit-level outcomes or graduate attributes where applicable; • means by which the students are assessed against the outcomes; and • a list of prescribed books and other supporting material. 	
< >	

<p>Question 1.10: [Re-SSS Sn 6.3 (9)]: Does the Self Study submission include an Appendix 2, listing the composition of the Industry Advisory Committee and enclosing the notes of meetings of the Committee to demonstrate industry participation in the development of the curriculum to ensure it is relevant and meets the needs of the industry, particularly in areas experiencing rapid changes.</p>	
< >	

Criterion 2: Assessment of Graduate Attributes and Assessment System

<p>Questions 2.1 and 2.2: [Re-SSS Sn 6.4 (1) & (2)]: Has the Academic Entity provided evidence to the effect that</p> <ul style="list-style-type: none"> • the assessment process within the programme ensures that all graduates satisfy each graduate attribute (exit-level outcome) defined in section 13 of document EAB-A02-P? • use a documented set of assessment criteria and processes, which taken together demonstrate that the outcomes are satisfied at the level indicated by the range statement? 	<p>Team's Evaluation</p> <p><i>Complies</i></p> <p><i>Concern exists</i></p> <p><i>Partly compliant</i></p> <p><i>Non-compliant</i></p> <p><i>No evidence</i></p>
< >	


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<p>Questions 2.3: <i>Re-SSS Sn 6.4(3)</i>: Has a matrix linking mapping courses/modules, including industrial training/work-based learning where applicable, to graduate attributes to identify and track the contribution of each module to the graduate attributes, been provided?</p>	
< >	

<p>Questions 2.4(a): <i>Re-SSS Sn 6.4(4)</i>: Does the submission explicitly address each outcome or attribute specified in the relevant standard, in terms of the means of assessment, the criteria for satisfaction of each outcome or attribute and the required level at exit level?</p>	
< >	

<p>Questions 2.4(b): <i>[Re-SSS Sn 6.4(4)]</i>: Has evidence been presented using Table 3 of document EAB-A13-P, indicating under each outcome or attribute</p> <ul style="list-style-type: none"> • the course(s)/module(s), including industrial training/work-based learning where applicable, in which assessment of the outcome or attribute takes place at exit level; • the assessment criteria and the method of assessment; • the level of performance required of the student; and • the consequences for the student of not satisfying the outcome or attribute. 	
< >	

<p>Question 2.5: <i>[Re-SSS to Sn 6.4(5)]</i>: Is there a description of the internal policies and procedures to validate the assessment of exit-level outcomes or graduate attributes through internal processes and external moderation must be presented?</p>	
< >	

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Question 2.6: [Re-SSS to Sn 6.4(6)]: Has a concise analysis of the strengths and weaknesses of the system of assessing exit-level outcomes or graduate attributes been carried and documented?	
< >	

2.7. Delivery of Graduate Attributes (Exit-Level Outcomes)

After analysis of the submissions under Questions 2.3 to 2.6, Visit Team to record its evaluation of the delivery by the programme against each of the Graduate Attributes in terms of the appropriate word or words from the list on the right. <i>Comment as required or use the spaces marked with < > to insert prose notes on potential deficiencies or concerns.</i>	<i>Complies</i> <i>Concern exists</i> <i>Partly compliant</i> <i>Non-Compliant</i> <i>No evidence</i>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------

2.7(1): [GA-1] Engineering knowledge: Breadth, depth and type of knowledge, both theoretical and practical. Learning outcome: Apply knowledge of mathematics, natural sciences, computing and engineering fundamentals, and an engineering specialisation to develop solution to <i>complex</i> engineering problems. <u>Knowledge Profile-WK1 to WK4</u> Go To <u>Complex Problems</u>	
< >	

2.7(2): [GA-2] Problem Analysis (complexity of analysis) Learning outcome: Identify, formulate, research literature and analyse <i>complex engineering</i> problems, reaching substantiated conclusions using first principles of mathematics, natural sciences and engineering sciences with holistic considerations for sustainable development. <u>Knowledge Profile: WK1 to WK4</u> Go To <u>Complex Problems</u>	
< >	


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<p>2.7(3): [GA-3] Design and Development of solutions: <i>Breadth and Uniqueness of Engineering problems, that is, extent to which problems are original and to which solutions have not previously been identified or codified-</i></p> <p>Learning outcome: Design creative solutions for complex engineering problems, and design systems, components or processes to meet identified needs with appropriate consideration for public health, and safety, whole-life cost, net-zero carbon as well as resource, cultural, societal and environmental considerations.</p> <p>Knowledge Profile: <u>Wk5</u> Go To <u>Complex Problems</u></p>	
< >	

<p>2.7(4): [GA4] Investigations: <i>Breadth and Depth of investigations and experimentation</i></p> <p>Learning outcome: Conduct investigations of complex problems using research methods including research-based knowledge, design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions;</p> <p>Knowledge Profile: <u>WK8</u> Go To <u>Complex Problems</u></p>	
< >	

<p>2.7(5): [GA5] Tool usage: <i>Level of understanding of the appropriateness of technologies and tools</i></p> <p>Learning outcome: Create, select and recognize limitations of appropriate techniques, resources and modern engineering and IT tools, including prediction and modelling, to complex engineering problems.</p> <p>Knowledge Profile :<u>WK2, WK6</u> Go To <u>Complex Problems</u></p>	
< >	

<p>2.7(6): [GA6] The engineer and society the World: <i>Level of knowledge and responsibility for sustainable development</i></p> <p>Learning outcome: When solving complex engineering problems, analyze and evaluate sustainable development impacts* to: society, the economy, sustainability, health and safety, legal frameworks, and the environment</p> <p>*Represented by the 17 UN Sustainable Development Goals (UN-SDG)</p> <p>Knowledge Profile :<u>WK1,WK5, WK7</u> Go To <u>Complex Problems</u></p>	
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<p>2.7(7): [GA7] Ethics: Understanding and level of practice</p> <p>Learning outcome: Apply ethical principles and commit to professional ethics and responsibilities and norms of engineering practice and adhere to relevant national and international laws. Demonstrate an understanding of the need for diversity and inclusion. <u>Knowledge Profile: Wk9</u></p>	
<p>< ></p>	

<p>2.7(8): [GA8] Individual, team and Collaborative Teamwork: Role in and Diversity of Team</p> <p>Learning outcome: Function effectively as an individual, and as a member or leader in diverse teams and in multi-disciplinary face to face, remote and distributed settings. <u>Knowledge Profile: Wk9</u></p>	
<p>< ></p>	

<p>2.7(9): [GA9] Communication: Level of communication according to type of activities performed</p> <p>Learning outcome: Communicate effectively and inclusively on complex engineering activities with the engineering community and society at large, such as being able to comprehend and write effective reports and design documentation, make effective presentations taking into account cultural, language, and learning differences. Go To <u>Complex Problems</u></p>	
<p>< ></p>	


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<p>2.7(10): [GA10] Project Management and Finance: <i>Level of management required for differing type of activity</i></p> <p>Learning outcome: Demonstrate knowledge and understanding of engineering management principles and economic decision-making, and apply these to one's own work as a member and leader in a team, to manage projects and multi-disciplinary environments.</p>	
< >	

<p>2.7(11): [GA11] Life-long learning: <i>Duration and manner</i></p> <p>Learning outcome: Recognise the need for, and have the preparation and ability for</p> <p>(i) independent and life-long learning, (ii) adaptability to new and emerging technologies and (iii) critical thinking in the broadest context of technological change.</p> <p>Knowledge Profile: Wk8</p>	
< >	

Criterion 3: Teaching and Learning and Quality Assurance Processes

<p>Question 3: [Re-EAB-A03-P Sn 3.3]</p> <p>What is the team's assessment of the programme in providing an effective teaching and learning process towards achievement of the outcomes as evidenced by the following?</p>	<p>Evaluation</p> <p><i>Complies</i> <i>Concern exists</i> <i>Partly compliant</i> <i>Non-compliant</i> <i>No evidence</i></p>
<p>Question 3.1: [Re-EAB-A03-P Sn 3.3.1(Documentation)]</p> <p>The content, learning objectives, expected outcomes and method of assessment for each module of the programme are defined and documented and are available to staff and students.</p>	


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Question 3.2: <i>[Re-EAB-A03-P Sn 3.3.2(Modules, Assessment Level of Achievement)] See Question 2.4</i>	IDENTICAL to Question 2.4
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<p>Question 3.3(a): <i>[Re-EAB-A03-P Sn 3.3.3(Teaching Strategy, Methodology for students meeting entry criteria)]</i></p> <p>The teaching and learning strategy and methodology is designed to achieve the outcomes of the programme with students who meet the stated admission criteria, i.e, demonstrating their acquisition of the knowledge, understanding, skills and abilities specified in the graduate attributes.</p>	
< >	
<p>Question 3.3(b): <i>[Re-EAB-A03-P Sn 3.3.3(as above)]</i></p> <p>The modes of teaching used, such as lecture, tutorial, seminar, project, teacher-student interaction outside class, peer-group discussion, or a combination of two or more of these, must be designed and implemented so as to facilitate and encourage learning.</p>	
< >	

<p>Question 3.4 (a): <i>[Re-EAB-A03-P Sn 3.3.4 Learning opportunities]</i></p> <p>Suitable learning opportunities are provided to facilitate the acquisition of knowledge and skills specified in the programme outcomes, including:</p> <ul style="list-style-type: none"> • extra- and co-curricular activities be facilitated in order to hone personal skills and general wellness of the students. • competitions, sports and campus activities towards character building. • industrial experience via internships or design projects conducted by professional engineers and faculty members with industrial experience. 	
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<p>Question 3.4(b): [Re-EAB-A03-P Sn 3.3.4(as above)]</p> <p>If credit units are claimed for the industrial attachment, is the purpose of the industrial attachment clearly articulated and the learning outcomes to be achieved spelt out and their method of assessment?</p>	
< >	

<p>Question 3.5: [Re-EAB-A03-P Sn 3.3.5(Programme coordination)]</p> <p>The programme is effectively coordinated by a full-time academic staff.</p>	
< >	

<p>Question 3.6: [Re-EAB-A03-P Sn 3.3.6 (Development of Independent Learning Aptitudes)]</p> <p>The learning process encourages independent learning attitudes and abilities, and an appropriate mix and balance between different teaching and learning methods is maintained to encourage active participation of students in the teaching and learning process.</p>	
< >	

<p>Question 3.7: [Re-EAB-A03-P Sn 3.3.7 (Monitoring of Learning Progress)]: The learning progress of students is appropriately monitored and where necessary, academic development support is provided to students through structured and monitored interventions.</p>	
< >	

<p>Question 3.8(a): [Re-EAB-A03-P Sn 3.3.8 (Feedback to Students)] Assessment practices and procedures provide feedback to students at regular intervals.</p>	
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Question 3.8(b): [Re-EAB-A03-P Sn 3.3.8 (Feedback to Students)]
Students should have an opportunity to redeem work that is assessed as being below standard, provided this can be done without compromising output standards.

< >

Question 3.9: [Re-EAB-A03-P Sn 3.3.9 (Internal Moderation Process)]
An internal process including moderation ensures that all forms of summative assessment of student performance within the programme are effective, fair and rigorous and address the stated learning objectives and outcomes.


< >

Question 3.10: [Re-EAB-A03-P Sn 3.3.10 (External Moderation and Assessment of Graduate Attributes)]
Graduate Attribute assessment is subject to external moderation.

< >

Question 3.11(a): [Re-EAB-A03-P Sn 3.3.11 (Monitoring of Teaching and Learning Process)]
The teaching and learning process is monitored by an effective quality assurance process that supports continuous improvement.


< >

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<p>Question 3.11(b): [Re-EAB-A03-P Sn 3.3.11 (Monitoring of Teaching and Learning Process)] Are the monitoring and evaluation, including the academic calendar, the number of instructional days and contact hours per week, maximally conducive to effective teaching and learning?</p>	
< >	

<p>Question 3.12(a): [Re-EAB-A03-P Sn 3.3.11 (Monitoring of Student Progress)] Student retention and throughput rates are monitored, and measures are taken to identify and address factors that adversely affect throughput both overall and for distinct groups.</p>	
< >	
<p>Question 3.12(b): [Re-EAB-A03-P Sn 3.3.11 (Monitoring of Student Progress)] Does the educational institution provide student support services including counselling, on academic as well as career matters?</p>	
< >	

<p>Question 3.13: [Re-EAB-A03-P Sn 3.1B.6 (Work-based Learning)] Where the rules of the programme require work-based learning for credit towards the qualification, the academic provider ensures that such learning is executed effectively and includes the following:</p>	
<ul style="list-style-type: none"> a) The learning objectives and outcomes to be achieved are defined and agreed upon with the workplace provider. b) Effective placement of students and ongoing communication in the workplace takes place. c) Suitably qualified mentors who are technically competent in the discipline and the art of mentoring are available in the workplace. d) Students are mentored in the workplace, and their performance is monitored and recorded in relation to specified objectives. e) The student's performance and competence are assessed through a rigorous process; this assessment is the responsibility of the academic provider. 	

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f) Quality assurance of work-based learning processes by the academic provider ensures achievement of the objectives defined in (a) above.	
< >	

Criterion 4: Resourcing and Sustainability

<p>Question 4: [Re-EAB-A03-P Sn 3.4 (Resourcing and Sustainability)]</p> <p>What is the team's assessment of the programme in regard to the programme being adequately planned, resourced, led and executed to ensure that it is sustainable over the period of accreditation as evidenced by the statements below?</p>	<p>Evaluation</p> <p><i>Complies</i></p> <p><i>Concern exists</i></p> <p><i>Partly compliant</i></p> <p><i>Non-compliant</i></p> <p><i>No evidence</i></p>
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<p>Question 4.1(a): [Re-EAB-A03-P Sn 3.4.1(i) (Students as Resources)]</p> <p>The level of selection of students is commensurate with the programme's academic requirements.</p>	
< >	
<p>Question 4.1(b): [Re-EAB-A03-P Sn 3.4.1(ii) (Students as Resources)]</p> <p>The policies and procedures for student admission and transfer to allow alternative educational pathways, including the grant of exemptions from requirements on grounds of credits earned elsewhere, are clearly spelt out and transparent.</p>	
< >	

<p>Question 4.2(a): [Re-EAB-A03-P Sn 3.4.1(iii) (Students as Resources)]</p> <p>The number of students admitted takes into account the capacity of the programme to offer quality education and to meet professional requirements.</p>	
< >	


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<p>Question 4.3: [Re-EAB-A03-P Sn 3.4.1(iv) (Students as Resources)]</p> <p>The selection and admission of students is linked to the Institution's equity and diversity plans (if applicable).</p>	
< >	

<p>Question 4.4(a): [Re-EAB-A03-P Sn 3.4.2(1) (Academic Staff as Resources) & EAB-A12-P Sn 6.6.2]]</p> <p>The staff members responsible for leadership, planning and assessment at the exit level are professionally and technically competent in the respective disciplines. Registration with the CRPE as a Registered Professional Engineer provides the norm for professional standing.</p>	
< >	
<p>Question 4.4(b): [Re-EAB-A03-P Sn 3.4.2(1) (Academic Staff as Resources)]</p> <p>The authority and responsibility to steer and run the programme must lie with members of the faculty. This includes the authority over evaluation and assessment processes and decisions on programme involvement.</p>	
< >	

<p>Question 4.5: [Re-EAB-A12-P Sn 6.6.2(c) (Staff)] & EAB-A03-P Sn3.4.2(4)]</p> <p>A strategy for recruitment, development and retention of academic staff is in place and is aligned with the diversity plan of the institution.</p>	
< >	

<p>Question 4.6: [Re-EAB-A03-P Sn 3.4.2(2)(i) (Qualified, Assessment competence, Knowledge and Experience)]</p> <p>The academic staff responsible for the programme are suitably qualified and have sufficient relevant experience and teaching and assessment competence to implement the outcome-based approach to education.</p>	
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Question 4.7: [Re-EAB-A03-P Sn 3.4.2(3) (Number of academic and support staff sufficient for programme)]

The number of academic and support staff is sufficient for the programme.

< >

Question 4.8: [Re-EAB-A03-P Sn 3.4.2(2)(ii) (Qualified, Assessment competence, Knowledge and Experience)]

The academic staff members possess a range of specialities and abilities to teach at the fundamental and specialist levels required by the programme.

< >

Question 4.9: [Re-EAB-A03-P Sn 3.4.2(2)(iii) (Qualified, Assessment competence, Knowledge and Experience)]


Staff members have research profiles relevant to the programme.

< >

Question 4.10(a): [Re-EAB-A03-P Sn 3.4.3 (Research Opportunities)]

Appropriate research development opportunities and programmes for staff members are in place, and are consistent with requirements of Higher Educational Authorities, if applicable and aligned with the Institution's mission.

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Question 4.10(b): [Re-EAB-A03-P Sn 3.4.3 (Research Opportunities)] IDENTICAL TO 4.9	
< > DELETE or KEEP BLANK	

Question 4.11: [Re-EAB-A03-P Sn 3.4.4(d)(i) (Institutional Support and Financial Resources)] The allocation of funds and necessary resources to the school or department where the programme is located together with the appropriate utilisation of these resources by the school or department forms part of the institutional planning and quality assurance processes.	
< >	

Question 4.12: [Re-EAB-A03-P Sn 3.4.4(d)(ii) (Institutional Support and Financial Resources)] Budgetary allocations for the programme are adequate and are effectively utilised: <ul style="list-style-type: none"> • Staffing budgets and resulting packages • Laboratory equipment • Computing and networking • Running expenses • Library facilities • Work-based learning where applicable 	
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Question 4.13: [Re-EAB-A03-P Sn 3.4.3(2)(i) (Laboratory and Library Facilities)] Office, teaching and laboratory accommodation and equipment are adequate.	
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<p>Question 4.14: [Re-EAB-A03-P Sn 3.4.6(i) (Governance and Impact)] Studies on the effectiveness of the programme in meeting its objectives are undertaken at regular intervals. The results are used to improve programme design, delivery and resourcing and where necessary are used for staff development and student support.</p>	
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<p>Question 4.15: [Re-EAB-A03-P Sn 3.4.5 (Academic development of students)] Where academic development programmes for students are offered within or are associated with the programme, the following are fulfilled:</p> <ul style="list-style-type: none"> a) The programme is designed to meet students' state of preparation and progression towards the main programme. b) Staff responsible for the academic development programme are adequately qualified, experienced and skilled. c) Funding for the programme is adequate. d) Realistic criteria are applied for acceptance of students into the academic development programme. e) The academic development programme is quality assured. 	
< >	

<p>Criteria 1–4: If the programme is free from the deficiencies covered in Questions 1–4, is the programme capable of sustaining acceptable outcomes until the next regular accreditation?</p>	Yes/No
<p>If deficiencies are identified in Questions 1–4, is the provider judged to be capable of and committed to remedying the deficiencies to the required level within one, two or three years?</p> <p>Can all other aspects of the programme be sustained for the same period?</p>	Yes: In _ (Years) No Yes/No
<p><i>If the answer to any question is 'No', insert the team's reasons for the finding(s) here.</i></p>	

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Criterion 5: Follow-up on previous visit decision

Question 5.2(a): [Re-EAB-A12-P Sn 6.2(1)(a) (Follow up from previous visit)] In the case of an Interim Report, Interim Visit or Final Visit, are there outstanding deficiencies from the previous visit report?	Yes/No
<i>If present, identify the unresolved concerns here and assess the consequences of lack of resolution</i>	

Question 5.1(b): [Re-EAB-A12-P Sn 6.2(1)(b) (Follow up from previous visit)] A statement of major changes to the programme, which are unrelated to the additional deficiencies that must be remedied. Statement:

Question 5.1(c): [Re-EAB-A12-P Sn 6.2(2) (Follow up from previous visit)] In the case of concerns identified at the previous visit, have these been addressed by the university?	Yes/No
If not, does any previously identified concern rank as a deficiency?	Yes/No
<i>If not, identify the unresolved concerns here and assess the consequences of lack of resolution.</i>	

Question 5.2: [Re-EAB-A12-P Sn 6.2(1)(a) (Follow up from previous visit)] In the case of an Interim Report, Interim Visit or Final Visit, are there outstanding deficiencies from the previous visit report?	Yes/No
<i>If present, identify the unresolved concerns here and assess the consequences of lack of resolution</i>	

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REFERENCES-A [Complex Problems]

[To RETURN press Alt + ←]

Complex Engineering problems have the characteristics of WP1 and some or all of WP2 to WP7:


- WP1: Depth of knowledge required:** Cannot be resolved without in-depth engineering knowledge at the level of one or more of WK3, WK4, WK5, WK6 or WP7 (see Section 13.6) which allows a fundamentals-based, first principles analytical approach.
- WP2: Range of conflicting requirements:** Involve wide-ranging and/or conflicting technical, non-technical issues (such as ethical, sustainability, legal, political, economic, societal) and consideration of future requirements.
- WP3: Depth of analysis required:** Have no obvious solution and require abstract thinking, creativity and originality in analysis to formulate suitable models.
- WP4: Familiarity of issues:** Involve infrequently encountered issues or novel problems.
- WP5: Extent of applicable codes:** Address problems not encompassed by standards and codes of practice for professional engineering.
- WP6: Extent of stakeholder involvement and conflicting requirements:** Involve collaboration across engineering disciplines, other fields, and/or diverse groups of stakeholders with widely varying needs.
- WP7: Interdependence:** Address high-level problems with many component or sub-problems that may require a systems approach.

REFERENCES-B: Knowledge and Attitude Profiles

[To RETURN press Alt + ←]


- WK1: Natural Sciences:** A systematic, theory-based understanding of the natural sciences applicable to the discipline and awareness of relevant social sciences.
- WK2: Mathematics:** Conceptually-based mathematics, numerical analysis, data analysis, statistics and formal aspects of computer and information science to support detailed analysis and modelling applicable to the discipline.
- WK3: Engineering Sciences:** A systematic, theory-based formulation of engineering fundamentals required in the engineering discipline.
- WK4: Specialist Knowledge:** Engineering specialist knowledge that provides theoretical frameworks and bodies of knowledge for the accepted practice areas in the engineering discipline; much is at the forefront of the discipline.
- WK5:** Knowledge, including efficient resource use, environmental impacts, whole-life cost, re-use of resources, net zero carbon, and similar concepts, that supports engineering design and operations in a practice area.
- WK6:** Knowledge of engineering practice (technology) in the practice areas in the engineering discipline.
- WK7:** Knowledge of the role of engineering in society and identified issues in engineering practice in the discipline such as the professional responsibility of an engineer to public safety and sustainable development*. (*Represented by the 17 UN Sustainable Development Goals (UN-SDG))
- WK8:** Engagement with selected knowledge in the current research literature of the discipline, awareness of the power of critical thinking and creative approaches to evaluate emerging issues.
- WK9: Ethics, inclusive behaviour and conduct:** Knowledge of professional ethics, responsibilities, and norms of engineering practice. Awareness of the need for diversity by reason of ethnicity, gender, age, physical ability etc. with mutual understanding and respect, and of inclusive attitudes




* Represented by the 17 UN Sustainable Development Goals (UN-SDG)

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31-10-2022	Edited (JS)	<p>In Appendix A (Evaluation Forms) Inserted Text from EAB-A12 to serve as Guidance at Questions 1.1, 1.3, and 1.7.</p> <p>At Questions 2.7 (1) to 2.7 (11) Under each Grad Attributes, Inserted relevant Knowledge Profile references to the appropriate GAs. Also inserted at end of Evaluation Form the Sets of Knowledge Profiles (Kw1 to Kw9) and definitions of Complex Problems.</p>	
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