Doc no. EAB- A12-P	Revision no. 0	Effective Date: 2022-11-18	
Subject: Self-Study Documentation Requirements for Accreditation			
Compiler JS/ACCY/MN	Approving Officer EAB Chair	Next Revision: 2025-MM-DD	No of Pages: 20

SELF-STUDY DOCUMENTATION REQUIREMENTS
FOR ACCREDITATION OF ENGINEERING DEGREE PROGRAMMES
MEETING THE CRPE REGISTRATION REQUIREMENTS FOR STAGE-1

Document Reference: EAB-A012-P

Short Title: Self-Study Documentation Requirements

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Purpose of this Document

See Section-1.

This document spells out the information and evidence to be supplied separately by the Head of the Faculty of Engineering of an HEI, and the Academic Head of the Department responsible for the programme being subject of an evaluation request towards eventual accreditation.

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CONTENTS

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1.   PURPOSE OF DOCUMENT

This document specifies the documentation setting out the responsibilities of the Head of Faculty (HoF) and Head of Department (HoD), timing, format and content of a Self-Study Report that an HEI must submit to EAB prior to an accreditation visit. These requirements apply to programmes to which the accreditation criteria defined in document **EAB-A03-P** apply**.** The notation for various persons and bodies defined in document **EAB-A01-P** is used in this document.

The Chart EAB-A12, inserted herein after, illustrates the documents that define the accreditation system for the accreditation of programmes that meet the educational requirements of the Council of Registered Professional Engineers for registration as a Registered Professional Engineer in Mauritius.
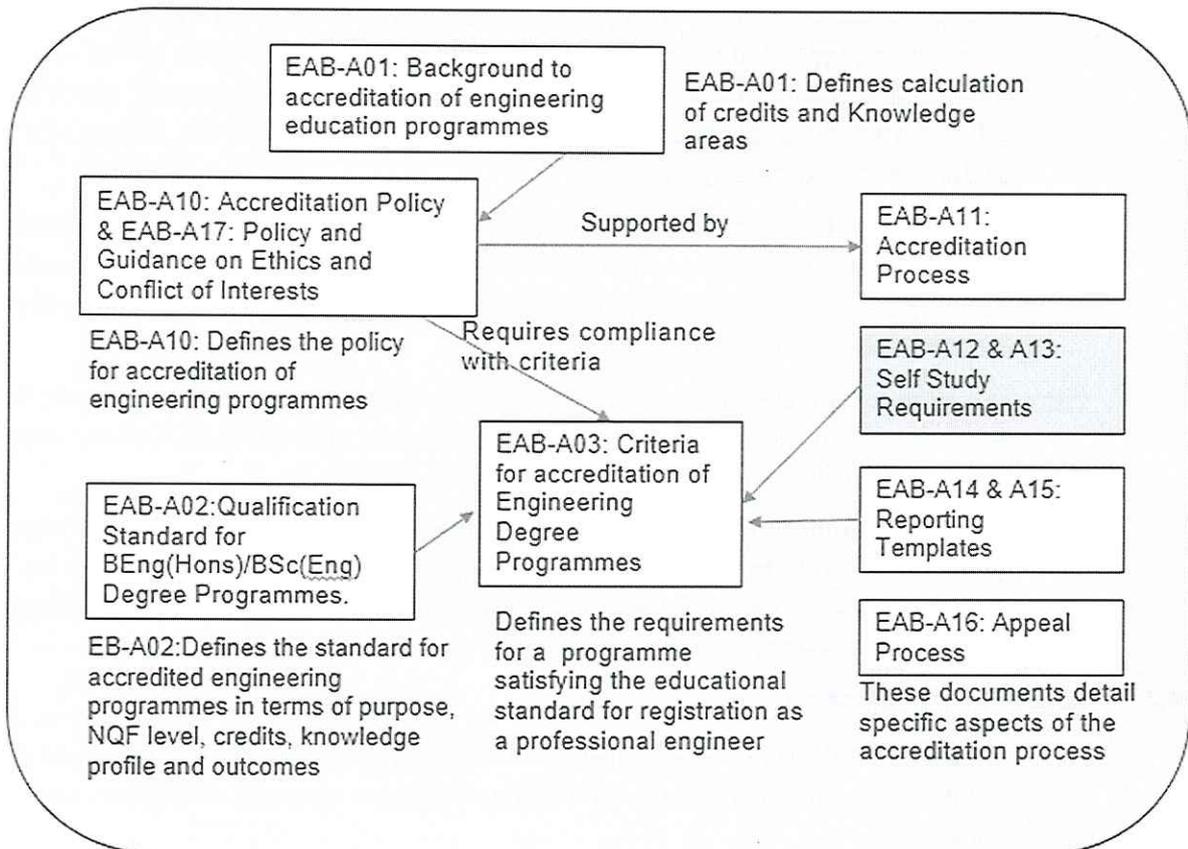
Chart EAB-A12

2. RESPONSIBILITY

In arranging an accreditation visit, EAB deals with a single point of contact in the HEI, normally the HoF or the officer with the full delegation of authority as Head of the HEI. The HoF is, therefore, responsible for ensuring that the necessary documentation is submitted to the EAB prior to the visit. The HoF is required to identify the person(s) responsible for preparing the individual Self-Study Report and for coordinating the detailed arrangements for each programme to be evaluated. The EAB's single point of contact is the Administrator (Accreditation) as defined in document **EAB-A10-P,** except where the Secretary of IEM is specified. Closer to the visit, other points of contact are as defined in document **EAB-A11-P**.

3. REQUEST FOR EVALUATION

3.1 Availability of Documentation

(i) The accreditation policy requires the submission of defined documentation as a prerequisite for a visit to take place and provides for cancellation of the visit should the documentation not be submitted in time. Documentation must reach the EAB office within the prescribed period (as stated in Section 4 of this document) ahead of the planned date of visit.

(ii) Attention is drawn to the requirement stated in Section 7 below of additional documents that must be readily available during the visit. Failure to produce on-site documentation when required or undue delay in its production may jeopardise a favourable team recommendation.

(iii) The Head of the Department is expected to ensure that academic staff are familiar with the documentation submitted or produced since the EAB team may raise matters regarding the documentation during interviews.

(iv) Notwithstanding any instruction on submission of documentation in hard copy (printed version) format, EAB may direct that any or all submissions be made electronically, viz digital format using Microsoft Word 2016 or compatible software application version)

3.2 Request for Evaluation

(i) The Accreditation Process is described in document **EAB-A11-P**, which sets out all the activities which take place, and their sequence once an evaluation assignment is initiated.

(ii) Except as stated in Sub-Section 4.1(b), the HoF is expected to make a formal Request for Evaluation (RFE) on Form EAB-RFE: *Request for Evaluation* (see Document EAB-RFE*)*. The intent of this Request for Evaluation is for the HEI:

- to identify itself to the EAB and to supply evidence of its legal incorporation in the Republic of Mauritius and the relevant authorisation it holds from the educational authorities to establish a campus and offer programmes of studies in engineering leading to a degree, and

- to provide such information about the programme (in case of a new programme) that will permit an evaluation to be done to conform to the provisions of the Higher Education Act (2017) w.r.t programmes intended for the practice of a regulated profession.

(iii) Section 3.1(3) of document **EAB-A11-P** sets out the procedure that follows the receipt of a Request for Evaluation. Briefly, the HoF is required to confirm that the Faculty has obtained access to the documents relating to the EAB Accreditation System, agrees to conform to the academic standard established by EAB, and to grant access to the members of EAB, especially the EAB Accreditation Teams to its lecture rooms, libraries, laboratories and other facilities, documents, examination scripts, question papers, students mark scripts and project work and other records that need be accessed, and examined by the EAB Visit Teams as part of its evaluation process in accordance with EAB policies on accreditation.

(iv) The EAB Chair and the HoF will together review the various steps of the process that will be put in place for the purpose of the HEI's application, as defined in document **EAB-A11-P** and agree on the probable latest timing of the Accreditation Visit that would have to take place, subject to the provisions in Section 5.2.

(vi) Document **EAB-A11-P** also sets out EAB's expectations from the HEI in respect of access, logistics and other facilities on campus and ex-campus that may be required in connection with the assignment.

4.   DOCUMENTATION REQUIREMENTS OF PROGRAMME

The self-study documentation shall consist of THREE parts, as spelt out in Sections 4.1 (Initial Information), 4.2 (Self-Study Report), and 4.3 (Evidence):

4.1.   Initial information

(a) Initial information is to be provided by the HoF at least 35 weeks ahead of the planned date of an Accreditation Visit, as specified in Section 5 of this document. A bound copy of the HoF's submission is required.

(b) For programmes with provisional accreditation or programmes seeking an extension of accreditation within the same accreditation cycle, the HEI must submit the information previously submitted under this Section and together with an Addendum to the Self-Study Report, wherein the HoF must indicate changes that have occurred since its application and submission for provisional application. The Addendum inserted in Subsection 5.1(4) should include:

(i) Updates on any information, data and policies referred to in the previous submission under Section 4.1.

(ii) Any changes to the programme Continuous Improvement System.

(iii) Changes to the activities related to compliance with each of the CRITERION No 1 to 4.

(iv) Steps taken to address concerns listed under accreditation conditions, together with the HoF's Assessment of the closing of concerns, with evidence of actions taken to close the concerns, and results achieved from the actions.

(v) Report of Faculty Head on measures to close the gap between any newly introduced/revised accreditation requirements by the EAB, where applicable, and the previous requirements.

(vi) Steps taken to remove deficiencies, if any, with evidence.

(vii) Any other related matters addressed in the forthcoming Self Study Submission.

4.2. **Self-contained Self-Study Report,** for each programme to be evaluated, at least 6 weeks prior to the scheduled visit date, as specified in Section 6 of this document. A bound copy of the self-study document with its Appendix 1 bound separately must be submitted for each programme.

4.3. **Information (Evidence),** as specified in section 7 of this document, that must be available during the visit.

4.4 **Format for submission**

(i) To restrict the physical volume of pre-visit documentation, **double-sided printing** must be used and a ring-binder that permits the volume(s) to be opened flat must be employed.

(ii) An electronic submission of the documents identified in items 1 and 2 above is also required. The documents must be in both pdf format and Microsoft Word 2016 or 365, or later, on a memory stick or uploaded to an EAB server by arrangement. Five memory sticks are required per programme.

5. INITIAL INFORMATION TO BE SUBMITTED BY THE HEAD OF FACULTY

5.1 Submission

The HoF must submit, at least 35 weeks ahead of the planned date of an Accreditation Visit, the following information to the EAB for team selection and for determining the teams required, particularly for closely related programmes:

(1) List of programmes that

(a) are currently offered and will output graduates within the next 5 academic years, and

(b) are planned for the next two academic years.

Note: Insert an indication of the accredited status of these programmes and expiry date of the accreditation, viz. [a](2026) for accredited up to end of academic year 2026, Provisional accreditation to end of 2024:[pa](2024), RFE Submitted in July 2022: RFE(Jul-2022).

(2) For each programme: proposed for accreditation, provide the following information

(a) The department responsible for the programme.

(b) The person responsible for the programme indicating his/her status within the department (HoD, Acting HoD) and his/her designation (Prof., Assoc. Prof., Senior Lecturer, etc.), as well as his/her qualifications and institutional membership/registration (in abridged form).

(c) The curriculum showing the courses/modules, indicating whether they are core modules or electives, the credits allocated and the year/semester in which the course/module is to be offered. The format for this information is defined in columns 1 and 2 of Table 1 in document **EAB-A13-P: *Tables and Forms for Self-Study Submission***. Credits must be calculated according to the procedure specified in document **EAB-A01-P.**

(d) Major curriculum changes in progress or planned.

(e) Degree of commonality of assessment methodology with other programmes.

(3) In addition to items 1 and 2 above, the HoF must submit a Self-Study statement that encompasses:

(a) strategic objectives including a statement of the Institution's Vision and Mission, including the HEI and the Faculty that is home to the engineering programmes together with an assessment of the extent to which the Programmes' Educational Objectives (PEOs) are consistent with institutional objectives. These should be drawn from the Faculty's business or strategy plan or other approved university documentation which should be publicly available;

(b) the Faculty's educational objectives and commitment to outcome-based programme objectives and student assessment;

(c) the HEI's and Faculty policy and practice for quality assurance, continuous quality improvement of the programme and assessment of students;

(d) faculty finances, capital and operating costs both current and for the previous four years for staff, operational expenses, equipment, computing and networking, library, travel and research funding. Table 12 of document **EAB-A13-P** may be used. The process for obtaining and allocating funding must be described under the various headings;

(e) common facilities to support programmes;

(f) where applicable, a description of academic development programme(s) for students who do not meet normal entry requirements, including a list of any foundation programmes.

(g) the institution or faculty's equity and diversity policies and their application to the process of selection and admission of students, as may be applicable, including plans for accessibility of students with disabilities and for financial support to needy students;

(h) the institution's or Faculty's staff equity and diversity policy, as may be applicable, in relation to the institution's plans and the level of achievement by the department;

(i) the most recent and year of assessment or identification of perceived strengths and weaknesses of the Faculty, departments and programmes; and any other matters considered relevant as well as measures, if any, initiated or eliminate or mitigate the impact of weaknesses;

(j) University/Faculty policies in relation to full-time academic staff appointment, promotion and training, and appointment of part-time lecturers;

(k) URL Address: University website;

(l) University/Faculty/Department prospectus/promotional literature.

(4) If applicable, include hereafter the information (Addendum) required in Section 4.1(b)

5.2   Clearance to Proceed on the basis of Initial Information

(i)   If, after considering the Initial Information submitted by the HoF in response to Section 5.1, the EAB deems that the submission is either incomplete or failed to respond satisfactorily to the requirements in Section 5.1(2) & (3), or is indicative of a non-likelihood of the programme achieving an academic standard satisfying EAB's accreditation requirements as well as the educational requirements of Stage-1 for registration with CRPE, then, subject to the provision in item (ii) hereafter, EAB will advise the HoF of its decision not to proceed with the Evaluation.

(ii) If EAB determines that there are some aspects where the submission is not complete and can be remedied by the HoF within a time period agreed between EAB and the HoF, EAB Chair will proceed as in item (iii).

(iii) The EAB Chair will otherwise inform the HoF that it has approved the submission and will advise him to submit a Self-Study Report as per Section-6 in due course.

6. SELF-STUDY-REPORT (SSR) FOR EACH PROGRAMME BY THE HEAD OF DEPARTMENT

Prior to each regular accreditation visit, the Head of the Department (HoD) is required to prepare and submit a Self-Study Report to the EAB, in respect of the programme submitted for evaluation, encompassing the elements defined in Sections 6.1 to 6.6 below.

This documentation must reach the EAB office not later than six weeks before the visit as specified in Section 4.2. The EAB reserves the right to cancel an accreditation visit if the documentation is not received in time.

Table 1 outlines the per-programme documentation requirements primarily for a Regular Visit, Interim Visit or Final Visit. Note the following

(i) In the case of an Interim Report, EAB will specify the scope of the required documentation.

(ii) For a submission for Provisional Evaluation, the documentation must address all issues, detailing the entire curriculum and plans or commitments for stages not yet implemented.

(iii) A submission for Initial Evaluation, Simplified Initial Evaluation or Desktop Evaluation, items identified in Table 1 (hereafter) must be addressed.

(iv) In the case of Initial Evaluation, items identified in Table 1 must be addressed at the planning level at the very least.

Table 1: Self-study documentation requirements

Type of Evaluation	Self-Study: Sections of EAB-A12-P to be completed							
	6.1 Prog-ID	6.2 F/up prev	6.3 CRIT-1	Appendices: 6.3(8) & (9)	6.4 CRIT-2	6.5 CRIT-3	6.6 CRIT-4	7
Initial	*		*	*	*	*	*	
Initial -Simplified	*		*	-	-	-	-	
Desktop	*	+	*	*	*	*	*	6.1,2,3,8
	Key: *: Required, +: required for re-submission							

Major items of documentation not listed in Section 5 that are common to all programmes may be included in the HoF's documentation and cross-referenced from the programme documents.

The Head of Department (HoD) or Programme Coordinator designated by the HoD is responsible for the correctness and completeness of all documentation, both pre-visit and on-site, and this responsibility may not be delegated to other staff members.

Persons responsible for preparing the self-study and on-site documentation must ensure that the documentation presents the evidence that permits the team to evaluate the programme against the criteria in document EAB-A03-P using the framework presented in document EAB-A14-P.

The section headings in Section 6 may be used as section headings in the Self-Study Report for constructing a Table of Contents.

6.1 Programme identification and responsibility

(1) Name of provider.

(2) Name of department.

(3) Full name and abbreviation of the qualification as defined in the provider's rules.

(4) The person responsible for the programme.

(5) Identify all pathways by which students may obtain the qualification, for example, study at different sites, modes of learning (contact/distance), access programmes, articulation, and franchise and transfer arrangements (If necessary, describe the pathways to the degree by means of a diagram).

(6) Under the following headings, give details as required in Sections 6.3, 6.4, 6.5 and 6.6 respectively, or if applicable, summarise any major changes that have occurred under each heading since the last accreditation visit, giving dates of implementation and cohorts of affected students:

(a) Programme Educational Objectives ; and Programme Structure (CRITERION-1).

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

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

(d) Resourcing and Sustainability (CRITERION-4).

(7) Describe plans for changes to the programme, outcomes, assessment and resources that will come into effect during the next accreditation cycle. For every change, *identify the cohort of students* that will graduate under each identified variant curriculum and the range of years over which graduates are expected.

6.2 Follow-up on previous visit

Depending on the decision of the previous visit, provide statements in regard to the following:

(1) In the case of an Interim Report, Interim Visit or Final Visit

(a) A statement indicating how the deficiencies identified at the previous visit have been remedied.

(b) A statement of major changes to the programme, which are unrelated to the additional deficiencies that must be remedied.

(2) If concerns were expressed in the decision letter of the previous visit, the HEI's response to these concerns must be detailed.

6.3 Programme Educational Objectives and Programme Structure (CRITERION-1)

With reference to Section 6.1(6), supply the following:

(1) A statement of the Programme Educational Objectives (PEOs) i.e the purpose of the programme and the Graduate Attributes or Programme Outcomes. (For stating

the objectives and graduate attributes for its students and constituency, the HEI may use its own format).

The SSR must show
(i) how the PEOs are consistent with the Faculty's/Department's Vision or Mission or Objectives,
(ii) how the Programme Outcomes (Graduate Attributes) are consistent with and contribute to achieving the Programme Educational Objectives, and
(iii) if the Programme Outcomes for the programme are different from the Graduate Attributes published by the EAB, then the SAR must demonstrate by mapping the Programme Outcomes into the EAB's Graduate Attributes that each and every one of the Programme Outcomes will be addressed by the programme.

(2) 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. (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.).

(3) Analysis of the programme content by knowledge areas in the format defined in Table 1 of document **EAB-A13-P** and supported by Table 1A.

(4) Identification and description of the design of the core of the programme comprising mathematics, basic sciences and fundamental engineering sciences (This must be more than a mere list of courses/modules. Rather, the logic underlying the construction of the core and the arguments for its coherence must be presented.).

(5) Identification of the specialist study components of the programme. The objectives and rationale underlying the specialist components must be presented.

(6) The progression rules governing the requirements for constructing curricula, i.e. curricula design ensuring the learning activities associated with delivering attributes are organized in a progression from **introductory level (I),** through the **developmental** (D), to advanced **application** (A) level, and the award of the qualification, including explicitly stated articulation options into, out of and beyond the programme.

(7) A summary of the criteria for awarding credit, allowing re-assessment, allowing repeat courses/modules, progression of students from one year to the next, graduation and exclusion from the programme (Details of the assessment system must be summarised in Table 2 of **EAB-A13-P**).

(8) Compile and submit a separately bound volume as an appendix (**APPENDIX-1**) containing a specification for each course/module of the curriculum, including industrial training/work-based learning schemes and service courses/modules, consisting of at least

  (i) course outcomes;

  (ii) detailed course content, including detailed laboratory experience where applicable;

  (iii) graduate attributes where applicable;

  (iv) means by which the students are assessed against the outcomes; and

  (v) a list of prescribed books and other supporting material.

  This information should preferably be in the form presented to each student.

(9) Compile and submit another appendix (**APPENDIX-2**), containing information on the composition of the Industry Advisory Committee and 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.

A Table of Contents referring to the individual course/module documents and bound in the sequence used when entering courses/modules in Table 1 of document **EAB-A13-P** must be included. Columns 1 and 2 of Table 1 may form the basis of the Table of Contents.

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

In this section, the academic entity responsible for the programme is required to *provide evidence* that the evaluation team can use to answer the following questions:

Does the assessment within the programme:

(1) ensure that all graduates satisfy each of the eleven graduate attributes (defined in the standard?

(2) use a documented set of assessment criteria and processes that together demonstrate that the graduate attributes are satisfied at the level indicated by the range statement?

In order to provide evidence, the following must be fulfilled:

(3)   A matrix linking courses/modules, including industrial training/work-based learning where applicable, to graduate attributes (as per Table-4 of **EAB-A13-P**) to identify and track the contribution of each module to the graduate attributes, must be provided.

(4)   Each graduate attribute specified in the standard **EAB-A02-P**, must be explicitly addressed in terms of the means of assessment, the criteria for satisfaction of each graduate attribute and the required level at the exit level. Evidence must be presented using Table 3 of document **EAB-A13-P**, indicating under each attribute:

    (i)   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;

    (ii)   the assessment criteria and the method of assessment;

    (iii)   the level of performance required of the student;

    (iv)   the consequences for the student of not satisfying the attribute.

(5)   A description of the internal policies and procedures to validate the assessment of graduate attributes through internal processes and external moderation must be presented.

(6)   A concise analysis of the strengths and weaknesses of the system of assessing graduate attributes must be documented.

Note that assessment material for each course/module as specified in this section must be available on site.

6.5   Teaching, and Learning and Quality Assurance Processes(CRITERION-3)

Provide evidence of the effectiveness of the teaching and learning process within the programme, addressing at least the following aspects:

(1)   Taking the student entry level into account, how does the programme develop fundamental and core disciplinary knowledge; specialist knowledge; and the student towards satisfying the exit-level outcomes or graduate attributes.

    The format specified in Table 4 of document **EAB-A13-P** is recommended together with a suitable commentary.

(2)   What is the teaching and learning methodology, how is it geared towards the student entry routes and level(s) and which learning opportunities does it provide?

(3) Which are the provided academic development programmes? Present a description of each. (If the academic development of students in the programme is covered fully in the HoF's submission, simply cross reference it here and highlight any programme-specific conditions).

(4) How does the programme develop independent learning?

(5) How is the programme coordinated?

(6) What is the role of formative assessment in the programme? How does the assessment process provide timely feedback to students?

(7) How and at which stages is the progress of students monitored?

(8) What are the details of the method of moderation of assessment according to university practice? Include the role of internal and external moderators and external examiners.

(9) Who are internal and external moderators, external examiners etc. and what are their affiliations and qualifications? Which duties are assigned to each? Provide a list. Table 5 of **EAB-A13-P** provides a format for this information.

(10) What are the processes used by the faculty/department for assessing and continuously improving the quality of the teaching, learning and assessment of the programme? Provide specimen paper trails for quality assurance and the improvement aspects of the programme.

(11) What are the internal academic and administrative checks and balances in the assessment and promotion system? Provide a brief description.

(12) What are the academic and administrative procedures for programme review and development, including service courses? Provide a brief description.

(13) What is the throughput of the programme and how does it vary by gender? What measures are taken to monitor and improve/maintain throughput? Data must be presented as a cohort analysis according to Table 6 of document **EAB-A13-P.**

(14) What are the strengths and weaknesses of the teaching, learning and assessment process and the quality assurance and improvement process? Provide a concise analysis.

6.6 Resourcing and Sustainability (CRITERION-4)

6.6.1 Students

(a) What are the entry routes to the programme (including academic development programmes, if applicable) and what are the entry requirements for each route? Any admission rating formulas must be explained. What is the distribution of students entering by the various routes? What is the distribution of students by admission rating for recent school-leavers? Use Table 7 in document **EAB-A13-P.**

(b) What are the policies on exemptions of modules taken for credits earned elsewhere?

(c) Describe the capacity of the faculty/department to conduct the programme for the enrolled number of students as reflected in Table 6 of **EAB-A13-P**, taking into account other commitments that the unit may have.

(d) Describe the processes and resources in place for the academic counselling of students.

6.6.2 Staff

(a) Provide a list of the staff who are teaching in the programme with their academic and professional qualifications and experience, specialities and publication numbers. Staff who are giving support courses/modules to the degree programme should also be listed. Table 8 in document **EAB-A13-P** shows the preferred format. The professional registration status with the IEM, CRPE and/or other professional bodies of each member of the engineering staff must be shown.

(b) Provide key staff indicators as defined in Table 9 of document **EAB-A13-P.**

(c) Provide a description of strategies for staff recruitment, development and retention.

(d) Describe the research profile of the staff and opportunities for the research development of staff.

(e) List the support staff, showing their overall responsibilities and contributions to the programme.

(f) Provide a summary of teaching load of academic staff for the current academic year and the staff: student ratio by year for all academic years for the current and past three years, as per Table 11 of **EAB-A13-P.**

(g) Provide a listing of invited speakers from industry/public bodies and their level of involvement for the current academic.

(h) Describe participation of academic staff in consultancy activities.

(i) Describe participation of academic staff in professional training and qualifications, and programme's projection/plan on professional training schemes for academic staff.

6.6.3 Resources

(a) List the budget allocations to the programme's host department over a five-year period under the headings equipment, computing, operational, library books and journals. Headings may vary depending on provider budget categories. Use Table 12 of document **EAB-A13-P**.

(b) List the laboratories that support the programme with a short description of the facilities and function of each and the support provided for the programme.

(c) List the available computing and networking facilities to

(i) students in the programme; and

(ii) staff of the department, indicating the capacity and the time of availability for students in the programme.

6.6.4 Impact of the programme

Describe measures to assess the impact of the programme and how the results are used to improve the programme.

7. REQUIRED DOCUMENTATION FOR VISIT

Materials relating to service courses must be available *in every Team Conference Room* during accreditation visits, with student scripts selected from the programme concerned.

Items 1 to 4 in the list below should be presented in a file for each course. Alternatively, material may be presented in a properly indexed file system on a server that is accessible to the team.

The following must be available:

1. assessment materials for each course/module, including:
   - test papers,
   - assignments and project statements,
   - examination question papers with specimen solutions and assessment scheme for the last three years.

- Materials for all courses/modules taught by service departments must be available at a central venue.

2. marked examination, project, and assignment scripts of all courses/modules for the most recent year. (The number of scripts to be presented is the smaller of the number in the class or the number 15);

3. a selection of the best, the average and just passed/failed students' scripts in each course/module;

4. examples of final year capstone project and/or research oriented investigational projects, where applicable, for the most recent year that are representative of the range of sub-disciplines in the programme of good, average and just passed/failed students (The number of reports to be presented is the smaller of the number in the class or the number 10);

5. course/module material supplied to current students or expected to be obtained by students: tutorial sheets, instruction sheets for laboratory experiments, prescribed texts, notes, etc.;

6. information on the times that students may access the laboratory, computing facilities and other resources;

7. access to individual student academic records on request;

8. CVs of the department's full-time academic staff (These may be full CVs or two-page summaries);

9. CVs of part-time lecturers serving courses/modules in which graduate attributes are assessed. These may be full CVs or two-page summaries; CVs of other part-time lecturers are not required; their details are summarised in Table 8 (**EAB-A13-P**);

10. documentation on the internal quality assurance process, including sample paper trails for selected courses and all exit-level outcomes/graduate attributes;

11. documentation on the moderation process (internal and external), including the moderators' high-level reports for the most recent examinations; and

12. documentation on external examination and External Examiner's report for the most recent examinations.

TABLES REFERRED TO IN THIS DOCUMENT and EXPLAINED IN DOCUMENT EAB-A13-P

Table-1: Programme structure and course/module details [Sn.5.1(2)(c); Sn.6.2]

Table -1A: Supporting Information for Table-1 [Sn 6.3(3)]

Table-2: Course/module assessment details [Sn 6.3(7)]

Table-3: Evidence of Assessment of Outcomes [Sn 6.4(4)]

Table-4: Course/module outcome development and assessment roles [Sn 6.4(3)]

Table-5: Internal and external moderator details [Sn 6.5(9)]

Table-6: Cohort Analysis [Sn 6.5(13), Sn 6.6.1(c)]

Table-7: Analysis of student intake [Sn6.6.1(a)]

Table-8: Academic staff summary [Sn 6.6.2(a)]

Table-9: Key Staff Indicators [Sn 6.6.2(b)]

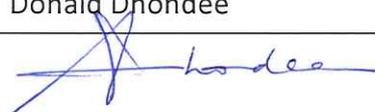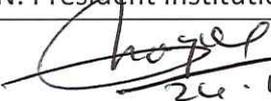Table-10: Number of Academic Staff (Full Time and Part Time) for the past 4 years

Table-11: Staff: Student ratio for the past 4 years [Sn 6.6.2(f)]

Table-12 Faculty Finances [Sn 5.1(3) (d), Sn 6.6.3(a)]

DOCUMENT & REVIEW HISTORY

Date	Description	Author/Reviewer	Remarks
21-10-2019	Drafting Group set up		
14-01-2020	1st Draft	ACCY	
31-08-2020	2nd Draft	ACCY	Inputs from TR, JS
14-09-2020	Review by EAB No18		To circulate
26-10-2020	Amended	ACCY	Input from K Elahee
31-10-2020	Reviewed & amended	J Soobarah	Sections 3.2 & 5.2 aligned with Doc EAB-A11: Request for Evaluation
10-11-2020	Reviewed	Core Group/ACCY	
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