

**APPENDIX C****ENGINEERING ACCREDITATION COUNCIL****Checklist of Documents for Accreditation \*/Approval of New Programme \*\* and Relevant Information**

Please tick:

Accreditation

Approval of New Programme


\* For accreditation of programme only, please fill out the table below for qualifying requirements:

	<b>Qualifying Requirements for Application Programme Accreditation</b>	<b>Yes/No</b>
1	Minimum 120 credit hours of which 80 credit hours must be engineering subjects	
2	Final year project	
3	Industrial training	
4	Minimum of 8 full-time academic staff	
5	Staff: student ratio of 1: 20 or better (ideally it should be 1: 15 or better)	
6	External examiner's report	
7	Programme Objectives	
8	Programme Outcomes	

Failure to meet any one of the qualifying requirements will mean that the programme shall not be assessed for accreditation, and the process shall stop here and no submission to the EAC can be made by the IHL. IHLs are advised to ensure all requirements are fulfilled by the programme before re-applying for accreditation.

\*\* For Approval of a New Programme, please fill respond to this Appendix wherever applicable.

**INTRODUCTION**

This Appendix contains checklist of Documents for Accreditation/Approval of New Programme and Relevant Information as follows:

1. Section A to I: Self-Assessment Report (SAR) to be submitted in hardcopies.
2. Section J: Supporting documents to be submitted in digital format with the SAR.
3. Section K: Institutional documents and additional documentation to be made available during the visit.

**A GENERAL INFORMATION**

No.	Refer to Section 8.2.1	To be filled out by the IHL where applicable	Checked by EAD
1	Name of IHL.		
2	Address of IHL.		
3	Name of Faculty/School/Department.		
4	Name and phone number of Staff to be Contacted.		
5	Programme for Accreditation.		
6	EAC Reference Number.		
7	Degree to be Awarded and Abbreviation.		
8	IHL Awarding the Degree: (if different from A1).		
9	Mode of Study [Full-Time/Twinning/Part-Time/Others (please specify)].		
10	Duration of Programme (in years).		
11	Medium of Instruction of Programme Evaluated.		
12	Language Available for Reference Materials.		
13	IHL Academic Session.		
14	URL Address; IHL website.		

**B PROGRAMME ACCREDITATION HISTORY**

No.	Refer to Section 8.2.1	To be filled out by the IHL where applicable	Checked by EAD
1	Introduction Year of Programme.		
2	Year of Last Accreditation for this Programme.		
3	Conditions (if any) from Previous Accreditation.		
4	Action Taken on the Conditions Above		
5	Major Changes (Self-Initiated) Reasons and Year of Changes.		

**C PROGRAMME OBJECTIVES (PEOs)**

No.	Refer to Sections 3.0 and 8.2.2	Indicate the location of these items in the submitted SAR	Checked by Evaluation Panel
1	State the vision and mission of the IHL and/or faculty.		
2	Describe the PEOs and state where they are published.		
3	Describe how the PEOs are consistent with the vision and mission of the IHL and/or faculty and stakeholder requirements.		
4	Describe the processes used to establish/formulate/define and review the PEOs, and the extent to which the programme's various stakeholders are involved in these processes.		
5	Describe how the IHL ensures achievement of the PEOs.		
6	Describe the ongoing evaluation of the level of achievement of these PEOs by graduates/alumni, and the extent to which programme's various stakeholders are involved in these processes.		
7	Describe results of PEOs achievement by graduates/alumni.		

8	Describe how the results obtained from the PEOs evaluation are being used in the CQI to improve the effectiveness of the programme, and the extent to which programme's various stakeholders are involved in these processes.		
9	Describe any strength related to PEOs.		
10	Describe further planned CQI actions in relation to PEOs to be implemented.		
11	Self-assess on programme performance related to PEOs based on the following scale (with justifications):  *Poor/Satisfactory/Good		

#### D PROGRAMME OUTCOMES (POs)

No.	Refer to Sections 4.0 and 8.2.3	Indicate the location of these items in the submitted SAR	Checked by Evaluation Panel
1	List down the POs and state where they are published.		
2	Describe how the POs relate to the PEOs.		
3	Describe how the POs encompass the POs requirements of Section 4.0 of the EAC Manual.		
4	Describe the POs by giving definition/performance indicators of each PO explicitly (PO by PO). In other words, describe the programme's expectations of measurable students' ability to be achieved in each PO.		
5	Describe the processes used to establish/formulate/define and review the POs, and the extent to which the programme's various stakeholders are involved in these processes.		

6	<p>Describe the overall big-picture planning to deliver and assess the POs, and the processes undergone in establishing the plan. This may include courses to POs mapping matrix showing courses mapped to relevant POs, with some courses probably only to deliver, while some are to deliver and contribute to assessment, etc. Describe the indicators adopted in the matrix.</p> <p>The overall 'Courses to POs' sample matrix in Appendix G of the Manual to identify and track the contribution of the courses to the POs may be referred to as a guiding template.</p>		
7	<p>Describe the processes to ensure successful execution of the plan described in D6 above, involving Planning, Doing, Checking and Acting (PDCA) until CQI both at course and programme levels.</p> <p>Include the 'What, Who, Where, Why, When, and How?' of each process.</p>		
8	Describe the method/model to calculate individual students' achievement of each PO.		
9	Describe the individual graduating student's POs achievement 'pass/fail' indicator(s).		
10	Describe the programme's 'POs delivery' performance indicator(s), i.e. how to decide whether the programme has performed or not in delivering students' achievement of the POs.		
11	Describe any POs related established management system (computer software etc.).		
12	<p>Describe the evidences and results of POs achievement by students (especially graduating ones). For programmes on new-cycle accreditation, it is expected at least results for two (2) different cohorts are discussed.</p> <p>Critically analyse and evaluate the results.</p>		

13	Describe how the results of assessments and evaluations in Item D12 above are used for the CQI at both courses and programme levels in a harmonised and holistic manner, and how these processes have driven continual or sustained improvement (involving at least a few cohorts of students) of the programme.		
14	Describe the extent to which the programme's various stakeholders are involved in the POs' assessment, evaluation, and CQI processes.		
15	Describe any strength related to POs.		
16	Describe further planned CQI actions in relation to POs to be implemented.		
17	Self-assess on programme performance related to POs based on the following scale (with justifications):  *Poor/Satisfactory/Good		

**E CRITERION 1: ACADEMIC CURRICULUM**

No.	Refer to Sections 7.1 and 8.2.4	Indicate the location of these items in the submitted SAR	Checked by Evaluation Panel
1	<p>Describe the programme structure and course contents to show how they are appropriate to, consistent with, and support the development of the range of intellectual and practical skills and attainment or achievement of the POs, and how they meet the EAC requirements in terms of minimum total credits, minimum credits for engineering courses, covering the broad areas of Engineering sciences, principles, and applications of the respective disciplines (as per Appendix B, EAC Manual 2012), knowledge profile, etc. The information required to be provided in this part of the SAR should include but is not limited to the following:</p> <ul style="list-style-type: none"> <li>○ A matrix linking courses to POs to identify and track the contribution of each course to the POs (may use the earlier provided matrix in D6).</li> <li>○ Distribution of the engineering courses according to areas specific to each programme (refer to Appendix B underpinning Engineering Sciences, Principles, and Applications).</li> <li>○ Distribution of the related non-engineering (general education) courses.</li> <li>○ Distribution of the courses offered according to semester. (Note: Samples of above table formats are available in Appendix G).</li> <li>○ Distribution of the courses according to the Knowledge Profile (refer to IEA Graduate Attributes and Professional Competencies: Version 3: June 2013 that has now superseded relevant sections in Appendix B of the EAC Manual 2012 with some minor corrections).</li> </ul>		

2	Describe the programme delivery and assessment methods, and how these are appropriate to, consistent with, and support the development of the range of intellectual and practical skills and attainment or achievement of the POs.		
3	Describe steps taken by the programme to ensure sufficient breadth and depth of professional engineering education and implementation of Complex Problem Solving (CPS) and Complex Engineering Activities (CEA) in reference to requirement of CPS and CEA as stipulated in the IEA Graduate Attributes and Professional Competencies: Version 3: June 2013 that has now superseded relevant sections in Appendix B of the EAC Manual 2012 with some minor corrections).		
4	Describe actual implementation of Complex Problem Solving (CPS) and Complex Engineering Activities (CEA). Cite examples of CPS and CEA.		
5	Describe laboratory exercises, related POs, and approach to deliver and assess. Give examples of open-ended laboratories.		
6	Describe industrial training scheme and related POs. Cite examples of industrial training experiences.		
7	Describe exposure to professional practice and related POs. Cite some examples of exposure to professional practice activities.		
8	Describe Final Year Projects (FYP), related POs, and how FYP fulfils the specific requirements stipulated in the Manual.		
9	Describe Integrated Design Projects (IDP), related POs, and how the IDP fulfils the specific requirements stipulated in the Manual.		
10	Describe the 'Condition for Passing Courses', and how the programme fulfils the specific requirements stipulated in the Manual.		
11	Describe any strength related to Academic Curriculum.		



12	Describe the extent to which the programme's various stakeholders are involved in the curriculum development and review processes.		
13	Describe further planned CQI actions in relation to Academic Curriculum to be implemented.		
14	Self-assess on programme performance related to Academic Curriculum based on the following scale (with justifications):  *Poor/Satisfactory/Good		

**F CRITERION 2: STUDENTS**

No.	Refer to Sections 7.2 and 8.2.5	Indicate the location of these items in the submitted SAR	Checked by Evaluation Panel
1	Describe the distribution of students' enrolment for all academic years for the past four years (refer to Table 6 in Appendix G).		
2	Describe the entry qualifications for final year students of the current year (refer to Table 7 in Appendix G).		
3	Describe the requirement and process for admission or rejection of students to the programme.		
4	Describe the policies and processes for credit transfer/exemption.		
5	Describe students' counselling services.		
6	Describe students' workload.		
7	Describe students' activities and involvement in student organisations that provide experience in management and governance, representation in education and related matters, non-academic or co-curricular activities, and social activities.		

8	Describe students' performance in relation to POs from overall holistic perspective, involving both curricular and co-curricular activities, such as winning competitions and awards, etc.		
9	Describe any strength related to Students.		
10	Describe further planned CQI actions in relation to Students to be implemented.		
11	Self-assess on programme performance related to Students based on the following scale (with justifications):  *Poor/Satisfactory/Good		

**G CRITERION 3: ACADEMIC AND SUPPORT STAFF**

No.	Refer to Sections 7.3 and 8.2.6	Indicate the location of these items in the submitted SAR	Checked by Evaluation Panel
1	Describe the adequacy (sufficiency) and competencies of the academic staff in covering and delivering all curricular areas of the programme, and in implementing the Outcome-Based Education (OBE).  The overall competence of Academic staff is viewed from their diversity of background, academic qualification, academic and professional practice experiences, including their track record in teaching, research, publications, administration and service to the society, ability to communicate, enthusiasm for developing more effective programmes, level of scholarship, participation in professional societies and attainment of Professional Engineer status or as Corporate Members of Learned Bodies.		
2	Describe how the overall staff workload enables effective teaching, student-staff interaction, student advising and counselling, IHL service and research activities, professional development and interaction with industries.		

3	Describe sufficiency and competencies of technical and administrative staff in providing adequate support to the educational programme.		
4	<p>Provide the following information to support 1, 2 and 3 above (not limited to):</p> <ul style="list-style-type: none"> <li>○ A breakdown in terms of numbers of academic staff (full-time, part-time and inter-programme) by year for the past four years (Table 8 in Appendix G).</li> <li>○ An analysis of all academic staff (Table 9 in Appendix G).</li> <li>○ A summary of the academic qualifications of academic staff (Table 10 in Appendix G).</li> <li>○ A summary of the professional qualifications and membership in professional bodies/societies of academic staff (Table 11 in Appendix G).</li> <li>○ A summary of the posts held by full time academic staff (Table 12 in Appendix G).</li> <li>○ A summary of teaching workload of academic staff for the current semester (Table 13 in Appendix G).</li> <li>○ An analysis of all support staff (Table 14 in Appendix G).</li> <li>○ A summary of the posts held by support staff (Table 15 in Appendix G).</li> <li>○ The staff: student ratio by year for all academic years for the past four years (Table 16 in Appendix G).</li> <li>○ A listing of lecturers/invited speakers from industry/public bodies and their level of involvement.</li> </ul>		
5	Describe the implemented professional training scheme and incentives for academic staff. List down academic staff who have undergone or still undergoing training. Provide future projected professional training programme.		

6	Describe any strength related to Academic and Support Staff.		
7	Describe further planned CQI actions in relation to Academic and Support Staff to be implemented.		
8	Self-assess on programme performance related to Academic and Support Staff based on the following scale (with justifications):  *Poor/Satisfactory/Good		

#### H CRITERION 4: FACILITIES

No.	Refer to Sections 7.4 and 8.2.7	Indicate the location of these items in the submitted SAR	Checked by Evaluation Panel
1	Describe the adequacy of teaching and learning facilities such as classrooms, learning-support facilities, study areas, information resources (library), computing and information-technology systems, laboratories and workshops, and associated equipment to cater for multi-delivery modes.		
2	For programmes offered wholly or partly in distance mode, or at multiple or remote locations, describe how the facilities provided are equivalent to those provided for on-campus students.		
3	Describe the adequacy of support facilities such as hostels, sport and recreational centres, health centres, student centres, and transport in facilitating students' life on campus and enhancing character building.		

4	<p>Provide the following information to support 1, 2 and 3 above (not limited to):</p> <ul style="list-style-type: none"> <li>○ A summary, in tabulated form, of the lecture facilities (give number, capacity, and audio video facilities available).</li> <li>○ A summary, in tabulated form, of the laboratories (list down the equipment available in each laboratory).</li> <li>○ A summary, in tabulated form, of the workshops (list down the equipment/machinery available in each workshop).</li> <li>○ A summary, in tabulated form, of the computer laboratories (list down the hardware and software available).</li> <li>○ A summary, in tabulated form, of the other supporting facilities such as the library (list down the titles of books/journals/magazines/standards of relevance to the programme).</li> <li>○ A summary, in tabulated form, of recreational facilities.</li> <li>○ A summary, in tabulated form, of information on recent improvements and planned improvements in these facilities.</li> </ul>		
5	Describe procedures and monitoring of health and safety aspects of facilities including lecture halls, laboratories, equipment, etc.		
6	Describe maintenance and calibration aspects of facilities and equipment/apparatus in the laboratories or elsewhere.		
7	Describe any strength related to Facilities.		
8	Describe further planned CQI actions in relation to Facilities to be implemented.		
9	<p>Self-assess on programme performance related to Facilities based on the following scale (with justifications):</p> <p>*Poor/Satisfactory/Good</p>		

**I CRITERION 5: QUALITY MANAGEMENT SYSTEMS (QMS)**

No.	Refer to Sections 7.5 and 8.2.8	Indicate the location of these items in the submitted SAR	Checked by Evaluation Panel
1	Describe the Quality Management Organisation to oversee and monitor the overall achievement of the programme. Include the QMS organisational chart for the IHL and programme.		
2	Describe the commitment and level of adequacy of institutional support, operating environment, and financial resources in ensuring (i) quality and continuity of the programme, (ii) well-qualified academic and support staff attracted, retained, and rewarded, and (iii) facilities and equipment acquired, maintained, and operated. This is in terms of IHL's vision and mission statements, strategic plans, constructive and high qualified and experienced leadership and senior staff in sufficient numbers, adequate policies (e.g. policies related to appointing, retaining and rewarding well-qualified staff, provision of professional development, staff training, etc.), mechanisms and budget (capital and operating) that can drive quality and continuity of programme including maintaining and updating infrastructure and support services to achieve PEO and assure continuity of the programme.		

3	Describe the mechanism for programme quality management and planning involving curriculum development, curriculum and content review, responding to feedback and inputs from stakeholders including Industry Advisory Panel (IAP), students and alumni; tracking the contribution of individual courses to the PO; tracking outcomes of performance through assessment; responding to External Examiners, etc. comments; reviewing of PEO and PO, and Continual Quality Improvement (CQI). Where these are discussed elsewhere in the report, specify their locations. For a new programme, the IHL also needs to discuss the processes surrounding the decision to introduce the programme.		
4	Summarise External Examiners' reports and IHL's responses to comments made, and how the programme has benefited from them.		
5	<p>Describe Quality Management Systems (QMS) for quality assurance of (not limited to):</p> <ul style="list-style-type: none"> <li>• System for Examination Regulations including Preparation and Moderation of Examination Papers: The programme has established a working system for examination regulations including preparation and moderation of examination papers.</li> <li>• System of Assessment for Examinations, Projects, and Industrial Training: The programme has established a working system for assessment of examinations, projects, industrial training and other forms of learning delivery. The scope of assessment is wide enough to cover the achievement of Programme Outcomes.</li> <li>• System for student admission and teaching and learning: The programme has established a working system for student admission and teaching and learning.</li> </ul>		

	<p>Quality assurance can be reflected through proper and sufficient policies/rules/regulations/ procedures in the Department/Faculty or IHL, and whether those systems are implemented.</p> <p>There should be a review carried out on the benchmarking visit and report highlighting differences, lesson learn, best practices, etc. The IHL should also deliberate on how the outcome of the benchmarking exercise has contributed to the CQI of the programme.</p>		
6	Describe any strength related to Quality Management Systems (QMS).		
7	Describe further planned CQI actions in relation to Quality Management Systems (QMS) to be implemented.		
8	<p>Self-assess on programme performance related to Facilities based on the following scale (with justifications):</p> <p>*Poor/Satisfactory/Good</p>		

## J SUPPORTING DOCUMENTS

To be submitted as evidences with SAR in digital format.

Ref. item	Supporting documents required	Indicate the location of these items in the digital form	Checked by evaluation panel
A1 – A14	Official publications relating to the Faculty/School/Department/Programme, undergraduate prospectus and other information accessible through website.		
B1 – B5	Programme's previous accreditation history, reports, relevant letters, and other relevant documents.		
C1	Documented evidences of publication of vision and mission statements.		
C2	Documented evidences of publication of PEO statements.		



C4	a) Blank questionnaires/survey forms and/or other tools used to establish/formulate/define and review the PEO.		
	b) Minutes of meetings and/or other documented evidences of processes to establish/formulate/define and review the PEO, and involvement of various internal and external stakeholders.		
C5	Minutes of meetings, briefing notes, report of workshops, management instructions to staff, and other documented evidences of steps taken by IHL to ensure achievement of PEO.		
C6	a) Blank questionnaires/survey forms and/or other tools used to evaluate achievement of the PEO.		
	b) Minutes of meetings and/or other documented evidences of involvement of various internal and external stakeholders in the processes to evaluate achievement of the PEO.		
C7	Minutes of meetings and/or other documented evidences of results obtained from the evaluation are being used in the CQI to improve the effectiveness of the programme, and the extent to which the programme's various stakeholders are involved in these processes.		
C8	Documented evidences of PEO related strengths.		
C9	Documented evidences of further planned CQI actions in relation to PEO to be implemented.		
D1	Documented evidences of publication of PO statements.		
D5	a) Blank questionnaires/survey forms and/or other tools used to establish/formulate/define and review the PO.		
	b) Minutes of meetings and/or other documented evidences of the processes to establish/formulate/define and review the PO, and involvement of various internal and external stakeholders.		

D6	Documented evidences of published overall 'Courses to PO' matrix.		
D7	Minutes of meetings, management instructions to staff, training workshop reports and materials, briefing notes, reminders, calendars, and/or other documented evidences of serious monitoring of the implementation of the 'Courses to Programme Outcomes' matrix (Item D6), etc.		
D8	Sufficient data to demonstrate actual students' PO marks computation.		
D9	Sufficient data to demonstrate actual students' PO 'pass/fail' determination.		
D10	Sufficient data to demonstrate actual programme's 'PO delivery' performance determination.		
D11	Documented evidences of established PO management system (computer software etc.).		
D12	Sufficient data to demonstrate actual students' works to reflect deliveries, assessments and achievement of each PO explicitly. In other words, prepare portfolio for each PO.		
D13	Sufficient data to demonstrate the results of assessments and evaluations in are used for the CQI of the programme.		
D14	Minutes of meetings and/or other documented evidences showing programme's various stakeholders are involved in the PO's assessment, evaluation, and CQI processes.		
D15	Documented evidences showing PO related strengths.		
D16	Documented evidences showing further planned CQI actions in relation to PO to be implemented.		
E2	Documented evidences of multi-delivery and multi-assessment including non-traditional approaches in the Teaching and Learning processes.		

E3	Minutes of meetings, management instructions to staff, training workshop reports and materials, briefing notes, reminders, calendars, CPS and CEA performance indicators, moderation form for taxonomies of assessments, and/or documented evidences showing steps taken to ensure breadth and depth of professional engineering education, and CPS and CEA being implemented in the programme.		
E4	Documented evidences showing programme implementation of CPS and CEA within the Teaching and Learning processes.		
E5	List of laboratory work titles. Documented evidences showing open-ended laboratory works.		
E6	List of industrial training companies.		
E7	List of exposure to professional practice activities and sample students' reports.		
E8	List of final-year project titles.		
E9	Design (integrated/capstone) project's synopsis and learning outcomes and Course to Programme Outcomes matrix.		
E10	Documented evidences showing programme implementation of the 'Condition for Passing Courses' clause stipulated in the Manual.		
E11	Documented evidences showing Academic Curriculum related strengths.		
E12	Minutes of meetings and/or other documented evidences showing programme's various stakeholders are involved in the curriculum development and review processes.		
E13	Documented evidences showing further planned CQI actions in relation to Academic Curriculum to be implemented.		
F4	Documented evidences showing the policies and processes for credit transfer/exemption.		
F5	Documented evidences showing students' counselling services.		

F7	Documented evidences showing students' involvement in student organisations that provide experience in management and governance, representation in education and related matters, non-academic or co-curricular activities, and social activities.		
F8	Documented evidences showing students' performance in relation to PO from an overall holistic perspective, from both curricular and co-curricular activities, such as winning competitions and awards, etc.		
F9	Documented evidences showing Students related strengths.		
F10	Documented evidences showing further planned CQI actions in relation to Students to be implemented.		
G1	Documented evidences of staff OBE understanding and implementation training, as well as other training such as effective communication ability, teamwork, leadership, etc.		
G5	Documented evidences showing academic staff professional training and qualifications projection/plan.		
G6	Documented evidences showing Academic and Support Staff related strengths.		
G7	Documented evidences of further planned CQI actions in relation to Academic and Support Staff to be implemented.		
H5	Documented evidences of procedures and monitoring of health and safety aspects of facilities including lecture halls, laboratories, equipment, etc.		
H6	Documented evidences of maintenance and calibration of facilities and equipment/apparatus in the laboratories or elsewhere.		
H7	Documented evidences of Facilities related strengths.		
H8	Documented evidences of further planned CQI actions in relation to Facilities to be implemented.		

12	<p>Documented evidences of adequacy and commitment of institutional support, operating environment, and financial resources in ensuring (i) quality and continuity of the programme, (ii) well-qualified academic and support staff attracted and retained, and (iii) facilities and equipment acquired, maintained, and operated.</p> <p>Documented evidences of the development of staff through opportunities in further education, industrial exposure, as well as research and development.</p>		
13	<p>Documented evidences of the systematic mechanism for programme planning, curriculum development, and regular review of curriculum and content, and involvement of the on-going participation of industry advisors in discussions and forums, professional practice exposure, and collaborative projects.</p> <p>Letter of appointment(s) of IAP and relevant committees.</p>		
14	<p>External Examiner's reports.</p> <p>Letter of appointment(s) of EE.</p>		
15	Documented evidences of Quality Management Systems (QMS) for quality assurance.		
16	Documented evidences of Quality Management Systems (QMS) related strengths.		
17	Documented evidences of further planned CQI actions in relation to Quality Management Systems (QMS) to be implemented.		

**K INSTITUTIONAL DOCUMENTS AND ADDITIONAL DOCUMENTATION**

To be made available during the visit in hardcopies or other tangible forms.

Ref. Item	Institutional Documents and Additional Documentation	Indicate the location of these items during the visit	Checked by evaluation panel
A1 – A14	Handbook, undergraduate prospectus, academic calendar, and other official publications (if any) relating to the Faculty/School/Department/Programme not provided in the SAR or CD.		
C4	Responded questionnaires and/or survey forms and other documented evidences of involvement (if any) of various internal and external stakeholders in the processes to establish/formulate/define and review the PEO.		
C5	Additional documented evidences (if any) showing IHL's processes to ensure PEO achievement.		
C6	Responded questionnaires or survey forms and other documented evidences (if any) of involvement of various internal and external stakeholders in the processes to establish/formulate/define and review the PEO.		
C7	Additional documented evidences (if any) showing results obtained from PEO achievements evaluation are being used to improve the effectiveness of the programme, and external stakeholders in the processes to evaluate achievement of the PEO.		
C8	Additional documented evidences (if any) showing PEO related strengths.		
C9	Additional documented evidences (if any) showing further planned CQI actions in relation to PEO to be implemented.		

D4	OBE/PO Manual (if available) containing guidelines for PO implementation including definitions, performance indicators, delivery and assessments approaches, PO marks computing model, PO achievement indicators, etc.		
D5	Responded questionnaires or survey forms and/or other documented evidences of involvement (if any) of various internal and external stakeholders in the processes to establish/formulate/define and review the PO.		
D7	Actual detailed 'Course Outcomes (CO) to PO' matrix compiled for all courses.		
D8	Full report on actual students' PO marks computation		
D9	Full report on actual students' PO achievement computation.		
D10	Full report on actual programme's PO delivery performance computation.		
D11	Actual printouts from PO management system/computer software.		
D12	Full report/portfolio of each of the 12 EAC PO's at programme or 'big-picture' level (PO by PO separately) containing definition, performance indicators, delivery and assessment processes, results, analysis and evaluation of results. To include actual students works – related to delivery and assessment processes.		
D13	CQI reports, publications, and other documented evidences showing how the results of assessments and evaluations in D12 are used for the CQI at both courses and programme in a harmonised and holistic manner, and how these processes have driven continual or sustained improvement (involving at least for two cycles of assessments) of the programme.		
D14	Additional documented evidences (if any) showing programme's various stakeholders are involved in the PO's assessment, evaluation, and CQI processes.		

D15	Additional documented evidences (if any) showing PO related strengths.		
D16	Additional documented evidences (if any) showing further planned CQI actions in relation to PO to be implemented.		
E1	Course files – for every course offered by the programme, provide the course information to include the targeted course learning outcomes, a matrix linking course outcomes to programme outcomes, course synopsis/syllabus, and a list of references (texts used). Final examination papers complete with answer scheme and graded examination papers with low, medium and high grades are also to be provided. Any information with regard to other learning activities and assessment measures such as projects, quizzes, tutorial questions, assignments, class projects, copies of the course notes (optional), and any other materials used for the course are also to be included. For laboratory courses, provide a copy of the syllabus, experiment instruction sheets, as well as supporting information.		
E2	Training records and materials to enhance Teaching and Learning practices involving academic staff.		
E3	Training and instructional materials and other documented evidences to ensure breadth and depth of professional engineering education, and implementation of CPS and CEA.		
E4	Portfolio of depth, CPS and CEA related tasks.		
E5	Laboratories syllabus, experiment instruction sheets, graded student laboratory works with low, medium and high grades, marking schemes/assessment rubrics, as well as other supporting information such as laboratories scheduling for various groups, etc.		
E6	Industrial training reports, guidelines for the training, assessment rubrics/reviews by training providers, as well as the faculty mentors for a sample of students.		



E7	Portfolio of exposure to professional practice activities for the past four years. Include students' reports of professional practice exposure.		
E8	Final-year project reports, instruction sheets, and grade sheets or other evaluations for the project for the past few years.		
E9	Design projects (integrated/capstone) reports.		
E11	Additional documented evidences (if any) showing Academic Curriculum related strengths.		
E12	Additional documented evidences (if any) showing programme's various stakeholders are involved in the curriculum development and review processes.		
E13	Additional documented evidences (if any) showing further planned CQI actions in relation to Academic Curriculum to be implemented.		
F3	Documented evidences showing actual selection processes that fulfilled the requirement and process for admission or rejection of students to the programme.		
F4	Credit transfer/exemption policy and records.		
F5	Documented evidences of students' counselling services.		
F7	Portfolio of students' activities and involvement in student organisations that provide experience in management and governance, representation in education and related matters, non-academic or co-curricular activities, and social activities.		
F8	PO related materials from overall holistic perspective, from both curricular and co-curricular activities, such as winning competitions and awards, etc.		
F9	Additional documented evidences (if any) showing Students related strengths.		

F10	Additional documented evidences (if any) showing further planned CQI actions in relation to Students to be implemented.		
G1	Full curriculum vitae for all academic staff. Provide copies of academic and professional qualifications, as well as certificate of registration as graduate engineer with Board of Engineers.		
G2	Staff - students consultancy scheduling/timetable, details of counselling services, research projects summary/report, details of professional interaction with industries.		
G5	Professional training reports of academic staff.		
G6	Additional documented evidences (if any) showing Academic and Support Staff related strengths.		
G7	Additional documented evidences (if any) showing further planned CQI actions in relation to Academic and Support Staff to be implemented.		
H5	Additional documented evidences (if any) showing procedures and monitoring of health and safety aspects of facilities including lecture halls, laboratories, equipment, etc.		
H6	Documents containing maintenance and calibration aspects of facilities and equipment/apparatus in the laboratories or elsewhere.		
H7	Additional documented evidences (if any) showing Facilities related strengths.		
H8	Additional documented evidences (if any) showing further planned CQI actions in relation to Facilities to be implemented.		

12	Hard copies of all relevant policies on Institutional Support, Operating Environment and Financial Resources, incentives, minutes of meetings, instructions, training programmes, etc. that can demonstrate the commitment of management towards quality and continuity of programme, attracting, retaining, and rewarding staff, and to acquire, maintain and operate facilities and equipment.		
13	Additional relevant documents related to programme quality management and planning, doing, checking and acting, including list and names of committee members, minutes of meetings, publications, programme CQI reports etc.		
14	External Examiners' report and record of actions taken or response.		
15	QMS, ISO procedures and certificates for relevant processes, and programme benchmarking reports, etc.		
16	Additional documented evidences (if any) showing QMS related strengths.		
17	Additional documented evidences (if any) showing further planned CQI actions in relation to QMS to be implemented.		
	Any other relevant documents		