Engineering Council template:

# **Impact Reports to accrediting Professional Engineering Institutions**

The Engineering Council and Professional Engineering Institutions (PEIs) recognise that during the current COVID-19 outbreak and consequent closure of universities and colleges, adjustments to the delivery and assessment of engineering degree programmes are unavoidable.

It is expected that providers of accredited degrees will nevertheless aim to maintain delivery of full programmes. Adjustments may include to delivery format, order in which modules are delivered, assessment methodologies, re-scheduling of learning and assessment into alternative periods, and possibly extension of end dates to enable work that has had to be suspended to be completed and assessed.

**It is a condition of accreditation that providers inform accrediting PEIs of any significant changes to programme delivery and assessment.** This template has been created to assist providers in submitting relevant information about adjustments, including those arising from factors other than COVID-19, that have had an impact on programmes that needs to be notified to the accrediting PEI(s).

The aim of the form is to keep the level of information to the minimum needed to enable PEIs to confirm that all graduates of an accredited programme have achieved all the required learning outcomes.

Separate submissions may be needed if mitigation is required for subsequent academic years as these may be significantly different to changes required for 2019/20. Each report should cover the whole academic year and should be submitted once all changes for that year have been implemented or before the start of the next re-accreditation process, if this is sooner. The PEI(s) must then be satisfied that all the AHEP learning outcomes at the required FHEQ/SCQF level will still be achieved by all graduates. Education providers must therefore maintain a fully documented record of changes, which demonstrates how all graduates will achieve the required learning outcomes, and keep accrediting PEIs informed.

The Engineering Council is not prescriptive regarding mode of delivery or assessment etc, although some PEIs may set specific requirements. Where a student is unable to complete a module or project that delivers required Learning Outcomes, the provider will need to set out the alternative mechanisms for assessing the achievement of those outcomes, and/or demonstrate that those particular Learning Outcomes are also achieved in other elements of the programme that have been successfully completed. Please note that where ‘no-detriment’ rules have been applied it is important that these will not permit a student to graduate with any condoned (failed) modules, or with more compensated modules than accreditation allows.

Engineering accreditation of a degree programme is based on demonstrating that all graduating students achieve the specified threshold standard across all AHEP Learning Outcomes. Engineering Council and PEIs are therefore not concerned with the degree classification or marks awarded to students (as long as they have exceeded the pass threshold), or any adjustment that may need to be made to these to take account of changes to the delivery or assessment of the programme during the current COVID-19 outbreak.

**The form below is intended to assist providers in submitting relevant information to the accrediting PEI(s). PEIs may request further information if needed.**

**Impact Report**

**Text in red is for example purposes only and indicative of level of detail.**

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| • HEI and Department Name• Contact details (name, email, phone) |

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| 1. University of Education, Department of Engineering2. Dr C Engineer FIET, FIMechE {email}, {phone number} |

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| **Impact Report Template** |
| • To be completed for each affected programme or group of related programmes e.g. BEng, MEng, MSc, where different programme adjustments may have been necessary for each group. |

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| 1. BEngs: Electronic Engineering, Mechanical Engineering, Computer Science2. MEngs: Electronic Engineering, Mechanical Engineering, Computer Science3. MScs: Software Engineering, Internet of Things |

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| **Policy Statement** |
| • Please provide a policy statement, or a statement of the principles applied by the university or department, explaining how the COVID-19 outbreak has been managed at your institution and how the teaching and assessment arrangements have been modified. This could take the form of one or more revised formal policies and/or official public statements appended to this form, or text entered below. If appending statements please list below. Please keep the number of documents to what you reasonably think the accrediting PEI(s) might need.  |

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| List of Policy Statement(s) attached:1. All University of Education staff emails setting out planned changes to teaching and assessment for the remainder of 2019-20 academic year (February-April 2020)2. University of Education Teaching committee paper to Senate proposing revised Rules of Assessment for 2020 summer exam cycle (April 2020)3. University of Education Senate minutes approving variations to University Rules of Assessment for 2020 summer exam cycle (April 2020) |

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| **Summary of Significant Change** |
| • Summarise overall changes to delivery and assessment of AHEP LOs across programme content and confirm how overall delivery and assessment of all AHEP LOs has been maintained. |

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| 1. BEng/MEng: All modules (including final year major projects) were delivered as originally planned, including practical coursework, but the final coursework assessments were all submitted and marked online (some would have been submitted and marked online normally).2. MSc All taught modules (Autumn/Spring terms were delivered as originally planned, including practical coursework, but the final coursework assessments were all submitted and marked online (some would have been submitted and marked online normally).Significant adjustments were required to some MSc major projects to replace (Summer 2020) practical laboratory work with equivalent simulation work and transfer all project assessment processes to online submission and feedback. However, the applicable AHEP LOs continued to be delivered and assessed within these projects. |

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| **Programme and/or Module Content Adjustments** |
| • List any modules or module elements that were unable to be delivered (e.g. due to closure of engineering laboratories or project facilities).• Which AHEP LOs did these missing elements of the programme cover?• Where are the AHEP LOs associated with the missing elements covered elsewhere in the programme?• Are there any required AHEP LOs that were unable to be delivered and/or assessed at programme level as a result of the revised programme delivery and assessment that was deployed during the COVID-19 period?• If there have been no significant adjustments to programme or module content please state Not Applicable |

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| 1. 2019-2020 academic year: no modules unable to be delivered.2. 2019-2020 academic year: all BEng/MEng modules and AHEP LOs delivered prior to closure of physical access; some changes to assessment of AHEP LOs through replacement of traditional exams with online equivalents; all AHEP LOs still assessed, but with some adjustments (see below). MSc taught module AHEP LOs delivered prior to closure of physical access; some changes to assessment of AHEP LOs through replacement of traditional exams with online equivalents; all AHEP LOs still assessed, but with some adjustments (see attached assessment policy for details). MSc major project specifications have had to be revised to enable all practical work to be completed online, involving converting some projects from practical/physical lab work to simulation analysis, but maintaining coverage of the same AHEP LOs; assessment will be unaffected except for project presentations/demonstrations/vivas being conducted by videoconference.3. N/A4. No |

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| **Delivery Adjustments** |
| • List any changes to module delivery and the impact these have had on learning of AHEP LOs.• List any plans to introduce additional content later in the programme to cover material that was unable to be delivered as planned this year (e.g. workshop training and practice, practical laboratories using specialist facilities, etc).• If there have been no significant adjustments to delivery please state Not Applicable. |

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| 1. No changes to taught module delivery (BEng/MEng/MSc), except additional time allowed for online submission of final pieces of coursework; no effect on AHEP LOs delivered.2. N/A, all AHEP LOs delivered for 2019-20 |

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| **Assessment Adjustments** |
| • List any changes made to coursework, project and/or exam assessment arrangements.• For each assessment change made, identify its impact on the assessment of AHEP LOs.• Where award of credit for a module has changed due to adjustment of the assessment of the module, or though application of a ‘no-detriment’ provision, clarify whether the AHEP LOs covered by the module are changed or unchanged, and confirm whether any compensation and condonement provisions remain within the limits applicable at the time of accreditation. • If there have been no significant adjustments to assessment please state Not Applicable. |

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| 1. No changes to coursework content (for BEng/MEng/MSc) except that from late Spring term onwards, all coursework (including project assessments) was submitted and assessed online.All exams were switched from traditional delivery to online delivery; an additional hour for each exam was provided to help students adjust to changed exam arrangements; exam question orders were permuted randomly for each student to minimise opportunities for cheating/collaboration, in line with revised exam policy agreed by University of Education Senate in April 2020.2. N/A3. No changes were made to criteria for awarding module credit. In addition, the Compensation limitations agreed at the most recent accreditation visit to the Department continue to be applied in full. |

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| **Any other information** |
| • If there is any other information that would be helpful to the accrediting PEIs, please give brief details below. For example, did you liaise with external examiners/industry advisory board/partner-providers etc about changes to content/delivery/assessment etc;  |

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| 1. External examiner for Electronic and Mechanical Engineering consulted. 2. Liaison with two feeder colleges to regarding changes to delivery and assessment of programmes giving direct entry to final year BEng Computer Science |