

Impact Reports to accrediting Professional Engineering Institutions – 2020-21 academic year

(Changes from 2019-20 are highlighted in bold)

The Engineering Council and Professional Engineering Institutions (PEIs) recognise that during the current COVID-19 outbreak and consequent periodic closures 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 AHEP learning outcomes. **The 2020-21 report template has been simplified to cover just 5 basic checks, in the light of feedback received from PEIs' 2019-20 surveys.**

The report should cover the whole academic year 2020-21 and should be submitted once all changes for that year have been implemented, and by the end of 2021, or before the start of the next re-accreditation process, if this is sooner. No reporting is required at this stage on 2021-22 academic year, except to confirm assessment rules to be applied to accredited programmes in 2021-22 (see question 1 of the report, below).

The PEI(s) must 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 your current accreditation allows. This Engineering Council rule* will be expected to be applied without exception in 2021-22, to ensure no cohort of students are disadvantaged in achieving accredited engineering degrees, compared with engineering graduates from other cohorts (see question 1 of the report, below).**

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.

*Registration Code of Practice RCoP 4.0, rule 45 applies to student intakes from academic year 2022-23 onwards; current compensation and condonement agreed at the most recent accreditation applies until then.

Engineering Council Impact Report 2020-21

HEI and Department Name

Contact details (name, email, phone)

Please list each accredited programme or group of related programmes (e.g. BEng, MEng, MSc) for which you are responsible, where different programme adjustments may have been necessary for each group.

(List of programme groups)

1. Compensation and Condonement

Were compensation and condonement rules changed in any way from those approved at the department's last accreditation visit (e.g. due to application of a university 'no detriment' policy)? Note that this includes not allowing any projects to be compensated or condoned.

☐ **Yes** ☐ **No** (If response is yes, please explain why Engineering Council Compensation and Condonement rules have not been fully met in box below.)

Notwithstanding any 'no detriment' policies applied in 2019-20 and 2020-21, the Engineering Council will expect Compensation and Condonement rules to be met in full in 2021-22, and for the department to obtain a derogation from the University to ensure that the Compensation and Condonement arrangements agreed at the last accreditation visit are reinstated if required. This derogation should be agreed before the end of the 2020-21 academic year, to provide suitable notice to all affected students.

2. Online Exam Arrangements

Online exams of up to 4 hours conducted as traditional closed-book exams with additional time allowed only for downloading papers and uploading completed exam scripts are acceptable for accreditation purposes.

If any traditional exams for accredited programmes were replaced by extended online exams of 24 hours or more, were these conducted as open-book exams with examiners advised and exam papers drafted accordingly?

☐ **Yes** ☐ **No** (If response is no, please explain why the above online examination arrangements were not met in box below.)

3. Cancellation of exams

Were any exams or other assessments for accredited programmes cancelled and replaced by extrapolating coursework marks to represent 100% of module assessment (where an exam/other assessment would normally be sat)?

☐ **Yes** ☐ **No** (If response is yes, please explain why the exams were cancelled in box below.)

4. Academic misconduct

Were robust checks for plagiarism, collusion, impersonation or other forms of academic misconduct applied to prevent and detect cheating in coursework and/or exams submitted online for accredited programmes?

☐ **Yes** ☐ **No** (If response is no, please explain why the above checks on cheating were not instituted in box below.)

5. Substantive changes to programme structure, delivery and/or assessment

Were any substantive changes to accredited programme structures, programme delivery or programme assessment introduced in 2020-21 compared with previous years (which may affect achievement of AHEP Learning Outcomes or infringe the 70% commonality rule)?

☐ Yes ☐ No (If response is yes, please summarise the nature of the changes in the box below.)

6. Good practice and enhancements to improve the student experience during the Covid pandemic

Please report on any examples of good practice or enhancements to programme delivery or assessment which were introduced during the pandemic to compensate for constraints on normal learning and teaching that were imposed as a result of regional and national lockdowns.

(Examples might include additional physical or virtual resources to support student home-working, creative new ways of conducting assessments, or new student support initiatives. PEIs are collecting evidence of such examples to counter perceptions that engineering students' experience during the pandemic may not have met normal accreditation requirements, and that affected cohorts of students may therefore be less well-qualified than previously.)