

# Tips for Assessors

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# Summary

- **Some Tips**
- **Do's and Don't's**
- **Report Writing**
- **Concluding Remarks**

# Outcomes Expected

- Ability to Assess the Performance of a Particular Programme Objectively
- Elaborate the Do's and Don't's during Accreditation Processes
- Describe the Best Practices for Assessment/Evaluation
- Ability to Write a Good Report

# Assessment for Accreditation

The assessment process will involve:

- Initial Assessment of Qualifying Requirements
- Detailed Assessment of the Programme based on the Accreditation Criteria



# Qualifying Requirements

- Minimum 120 credit hours of which 80 credit hours must be engineering courses
- Normally offered over 5/6 years
- Final year project
- Industrial training
- Minimum of 8 full-time academic staff
- Staff:student ratio is 1:20 or better
- External examiner's report
- Programme Objectives
- Programme Outcomes

The qualifying requirements are to screen out programmes that meet the core requirements of the assessment criteria. Failure to meet any one of the qualifying requirements will disqualify the programme from further assessment

# Accreditation Criteria

- 1. Academic Curriculum:** Mission and Programme Objectives, Programme Outcomes and Teaching Processes
- 2. Students**
- 3. Teaching Staff & Support Staff**
- 4. Facilities**
- 5. Quality Management System:** Institutional Support, Operating Environment and Financial Resources; Quality Management & Planning; External Assessment & Advisory System; and Quality Assurance



# Accreditation Visit

- **Visit is arranged by the Secretariat of Accreditation Committee**
- **The Evaluation Team normally consists of a Chairperson and two other members in the relevant engineering discipline.**
- **Members of the Team must read all the course documents and then consider the areas that the panel needs to perform closer examination/audit during visit**
- **Visit normally lasts for 2-3 days**

## Pre- Accreditation Visit

The Evaluation Team should meet at least **once** before the actual accreditation visit takes place, in order to study and discuss documents, and systematically identify shortcomings. The Team should strategically plan and/or request supplementary input from the Education Institution to fill the gaps. Any further information required should be communicated to through the Secretariat of Accreditation Committee



## Day One

- Introductory Session
- Briefing by Faculty
- Discussion with Staff Members
- Discussion with Students/Alumni
- Discussion with Employers/Advisors
- Audit on Facilities

**Accreditation  
Visit**



## Day Two

- Meeting of Evaluation Team
- Audit of Sample Exam Papers & Marked Scripts
- Audit of Quality Assurance System
- Audit/Discussion/Visit as Necessary
- Exit Meeting

## Exit Meeting

The Evaluation Team should collectively prepare Exit Interview Statement during the on-site visit and to announce it at the Exit Meeting. The program under review, in return, must respond to Exit Interview Statement within two weeks from the end of the on-site visit.

# Some Tips

Identify:

Strength - Anything with a **'wow factor'** of **'very outstanding nature'** far beyond just satisfying the minimum requirements.

Weakness - An area where programme failed to fulfil any of the Qualifying Requirements of the Manual or transgressed any Main Criteria to the point of **TOTAL COLLAPSE**

Concerns - Any shortfalls/ shortcomings or transgression of but **not amounting to a 'total collapse'** of any of the accreditation criteria

## Some Tips (Cont'd)

Identify:

Opportunities for Improvement (OFI) – ‘Good to have’ or ‘desirables’ recommendations made by the Evaluation Team for programme Continual Quality Improvement (CQI)

## Some Tips (Cont'd)

After listing the shortcomings of programme, Evaluation Team should try to:

- **Group them under common grouping or category or sub-criteria**
- See if they are linked to each other
- **Place them under the most appropriate main accreditation criteria**
- Classify the observed shortcomings into either a weakness, minor concern, major concern or OFI

# Do's

- Understand the Manual especially the OBE approach
- Have the right conduct/send the right message
- Ask the right questions
- Act professionally
- Do your homework

# Do's

## Discuss and sight evidence of:

- Closing the loop processes on curriculum development and continuous quality improvement
- Involvement of Academic Staff for driving outcomes
- Leadership of Teaching Team

# Do's

Discuss and look for evidence of:

- Implementation of Final Year Project and Design Project
- **Laboratory and Field Work**
- Review Cycle for Programme Curriculum
- **Feedback System from Students, Alumni, Industry Advisors for CQI**
- Adequacy of Academic and Supporting Staff
- **Adequacy of Facilities and Resources**





## Do's

- Focus more on outcomes approach when interacting with academic staff and students: delivery of programme objectives and specified graduate outcomes through systematic educational design and continuous quality improvement
- Look for the supporting evidence on generic attributes
- Assess rigorously compliance against the full range of accreditation criteria

## Do's

- Qualitatively discuss and give reflective comments on the processes of setting, review and attainment monitoring of programme objectives and graduate outcomes, the educational design processes, the quality assurance systems



# Do's

- Sight documented evidence of Activities of External Examiners/Industry Advisors
- Consider seriously the reports of external examiners/industry advisors
- Look for evidence of consequential action on how the loop is closed on external examiner/industry advisors reports, and how the faculty takes specific action on recommendations and tracking outcomes of such action
- Examine & evaluate for examples of student work, curriculum materials and quality assurance records

## Do's

- Adequately discuss about student exposure to professional engineering practice as an integrated element of learning
- Adequately discuss responsibilities of the academic teaching team for the processes of educational design

## Do's

- Adequately discuss about student feedback and input to the processes of continuous quality improvement
- Validate delivery of the graduate outcomes such as mapping and tracking assessment elements across the individual courses or other direct measures

## Do's

- Look for evidence on how the loop is closed on delivery of learning outcomes and assessment at the individual course level
- Adequately discuss about details and track record of academic staff development including training of teaching skills



# Don'ts

- Programme Evaluators and leader were dedicated and hard-working, but often obsessed with auditing (referred to as ‘bean counting’). It became increasingly difficult to recruit innovative, technically active evaluators from industry and research universities (Prados et al. 2005)
- Not to impose Personal Will/Preference
- Not to be biased
- Not to do “bean counting”

## Don'ts

- Don't be diverted and sidetracked
- **Not a Fault-finding Mission**
- Don't be drawn away from the key objectives of evaluating performance against the accreditation criteria, and evaluating the potential of the programme to deliver a balanced range and depth of graduate capabilities





# Writing Report

- Shortcomings are not over-exaggerated and blown-out-of-proportion
- Words used are not ambiguous or vague, and have evidences to substantiate comments. Evidences are not limited to hard or soft copy documents, but also on-site observations, interviews, etc
- Comments are not made based on prejudice, perception, impression or assumptions



## Writing Report (Cont'd)

- Not to be too prescriptive
- Not to impose personal will/preference
- Be Consistent in providing comments
- Submit on time



# Concluding Remarks

- Volunteerism for Future of Profession
- Be Professional and Ethical
- Evaluation is in itself an Art
- Evaluators must also continuously improve themselves
- International Bench-marking is important
- Look at Bigger Picture and Not bean-counting
- It is rewarding





***THANK YOU***  
***FOR LISTENING***