

**IET ADAMS Submission Guidance**

**Accreditation/International Accreditation Visit**

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## Hints and Tips before you begin

### 1. Planning stage

- a. Time allocation  
For the average submission (10 programmes with little commonality) we advise that you will need to allocate a full time resource (or equivalent) over a 3 month period to input data and start the planning and collation of data at least 6 months before the visit date. Some of the data input is clerical but it does require input from academic staff, such as module leaders and programme leaders.
- b. Submission Coordinator  
It is recommended that a Senior Academic member of staff takes the lead and coordinates input and collation of information. This person should be the 'Accreditation Contact' within ADAMS.
- c. Consult and stay in regular contact with your IET Staff representative

We can advise on how to use ADAMS to create your submission in a way that suits your institution (within reason). For example, if you have programmes with a significant amount of commonality but have different titles we can advise on how to limit the amount of duplicate entries you may have to make. If in doubt, please ask!

### 2. Data (un)availability

Please identify, as early on as you can, any data that you cannot upload into ADAMS. This may be because of (but not limited to) the following reasons:

- a. does not exist/ is not available for your institution
- b. very difficult to obtain in way that matches the ADAMS format
- c. not available in electronic format<sup>1</sup>
- d. too large to upload to the system<sup>2</sup>

The following sections in ADAMS have a 'data unavailable' option which can be selected in the above circumstances. It should be noted that selecting 'data unavailable' does not mean that this information is not required; it will need to be provided in another form, either by sending to the IET ahead of the visit or making it available on the visit.

- a. Module-Learning outcomes (only if the module does not deliver AHEP learning outcomes)
- b. Module-Assessment-Exam and test papers and marking schemes, assignment papers
- c. Modules-Marks (for exams/tests and coursework per student)
- d. Programme-Entry Data (UCAS points per student)
- e. Programme-Progression Statistics

You **MUST** consult your IET staff representative before selecting 'data unavailable' in any section. Failure to do so may result in cancellation or postponement of your visit.

### 3. List of programmes within the Activity

The list of programmes that appear on the dashboard of your activity are the ones that ADAMS uses to run its checks and also what it uses to know what to pull through to the output (accreditor view). You must make sure that this list is absolutely correct. You will need to report any anomalies to IET Staff.

### 4. Progress check

Outside of an activity you can track the progress of your submission on an individual module basis, individual programme basis and across all sections in 'Supporting Information'. 'Progress Check' buttons are located on the landing pages for Modules and Programmes and against every section in 'Supporting Information'. Note that this checks against all inputs within Supporting Information.

If you have a live activity within ADAMS and you are assigned the Head of Department or Accreditation Contact you can use the 'submit' button in task 3 in the task tracker to run the full submission check. Note that the main checker cannot check module level inputs until the programme structures are completed.

### 5. Pre-requisites

For planning purposes, please note the following pre-requisites within the system. The following sections are inactive until certain information is added to the system:

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<sup>1</sup> We would not expect you to scan in documents solely for the purpose of having them in a format fit for ADAMS.

<sup>2</sup> The maximum size of file that is manageable in ADAMS is 10MB, although ADAMS will accept anything up to 100MB, we strongly recommend that you do not attempt to upload anything larger than 10MB. ADAMS does not accept zip files.

Section reference	Pre-requisite(s)
Module – Assessment - Papers, Assignments & Marking Schemes	Module - Assessment - Exams, Tests and Coursework Assignments (table)
Programme Structure	For the modules associated with the programme: Module details tab Module learning outcomes tab (tick boxes) Module – Assessment - Exams, Tests and Coursework Assignments (table) Select Structure Delivery mode Programme – Structure – Credit Allocation and Weighting Per Year (table)
Pathway 1 (& 2)	Programme - Structure
Programme Learning outcomes	Programme - Structure

All other sections can be completed in any order.

## 6. Substantial inputs

A site map of the submission sections is provided in [appendix 1](#) of this document; however the following sections have been identified as those that require the most resource:

- Initial set up of Modules – on first use of the system and in future if new modules are introduced
- Uploading of assessments for modules - Requires 3 years' worth of assessments and 1 year worth of student samples
- Programme level learning outcomes – is arguably the most important and potentially the largest (in terms of the number of inputs) part of the submission:

Level of accreditation	AHEP learning outcomes count
Full CEng	38
Partial CEng	28
Partial CEng (Further Learning)	19
Full IEng	25
Partial IEng	Up to 25
Partial IEng (Further Learning)	Up to 25

The AHEP mapping needs to be provided per programme for 'Pathway 1' only<sup>3</sup>. For example if you are seeking Full CEng accreditation for 5 programmes you will have a total of 190 comments to enter.

A template is available on request to aid the collation of the programme level learning outcomes outside of ADAMS, but please note that you will still be required to enter this data directly into ADAMS.

<sup>3</sup> The 2 pathways identify two routes, as identified in the programme structure, through the programme. Pathway 1 shows the route with the highest percentage of assessment by examination and pathway 2 shows the route with the lowest percentage of assessment by examination.

## Introduction

This document provides an overview of the submission requirements for an IET accreditation visit in the Accreditation Database and Management System (ADAMS) and draws together guidance for Higher Education Institutions (HEIs) on how to complete an accreditation submission.

The submission requirements for joint visits not led by the IET are different and advice on these is available separately.

Once all the necessary data is uploaded and submitted, ADAMS will then process this automatically into the format required by IET accreditation assessors without further formatting being required.

The ADAMS submission is split into three areas: **Modules**, **Programmes** and **Supporting Information**. These three menu items will be found on the left of the screen. When a menu item is chosen a set of tabs will appear across the top right of the screen. In this document menu and tab selections are written in a **blue bold font** in the table below. Information must be entered for all modules before entering programme level detail, as much of the module information (learning outcomes, assessment, etc.) informs the data at the programme level.

### NOTE:

**Please be mindful that your whole submission should be based on the most recently completed academic year. Where data is required for more than one academic year you must include the most recently completed academic year within this data. The term 'current' is used in the submission guidance to indicate that data for the most recently completed academic year (at the time of submission) should be uploaded.**

**The ADAMS clock runs from 01 September to the 31 August. At midnight on the 31 August each year the ADAMS clock will tick over to the next academic year. This means that anywhere where you have uploaded a document against an academic year you will need to be mindful of whether this is going to be valid by the time you submit. For example, you are entering data between 01 September 2015 and 31 August 2016, the academic year your submission is based on is the 2014-15 academic year. Once the date passes 31 August 2015, you will find that ADAMS will require data for 2014-15 academic year.**

**Please try to avoid uploading the same document into many places in the system, not only will it seem like a waste of time and effort for you but it also causes duplication in the output for accreditors. If you cannot avoid doing this please indicate the page number or section within the document you have uploaded that addresses the submission requirement. You can do this either in the document itself or include it in the overview document you submit in the [Supporting Information/Overview](#) section or enter it into the text box at the point of upload, if there is one present. The same applies to documents that are mostly the same with only minor differences. In this situation it would be appreciated if you could indicate where a document is different to reduce the probability of the document being interpreted as a duplicate. Again the text boxes at the point of upload might be an appropriate place to do this.**

The table that follows this introduction outlines the input required at each level of the submission. Most of the sections can be completed by uploading a PDF document or completing a text box that provides the required information. All sections that require a file upload have a 'multi-upload' function. For other sections, templates or data input boxes are provided to ensure that information is submitted in the correct format for creating "accreditor ready" documents and to ensure consistency across submissions. ADAMS will generate an error message if data is not in the correct format.

The table below also contains

- Guidance on each section (also contained within ADAMS);
- Additional guidance on each section is provided in a long box beneath an entry.
- IET specific policies and guidance which the Academic Accreditation Committee wishes to draw to your attention are available in a new guidance document - [IET Academic Accreditation Information Pack](#). It is also available on the IET's [website](#) and in the Resource Pod within ADAMS on the Task Tracker tab.
- Items that have a red asterisk (\*) against them are mandatory items. ADAMS will not allow submission unless these items have been uploaded, or it has been indicated that they will be provided on the visit, or at the same time as the rest of the submission, outside of ADAMS. A report of the 'data not available' within ADAMS will be generated for the accreditors in the submission output.

ADAMS Category	ADAMS Tab	Documentation or data evidence type	Time period	ADAMS Guidance
Module	Details	*Type	N/A	<p>In the boxes on screen: Please select module type from</p> <ul style="list-style-type: none"> <li>'Standard' (most modules),</li> <li>'Major Individual Project' (such as the final year undergraduate project or MSc major project), or</li> <li>'MEng Group Project' (such as the integrated masters programmes such as MEng and MSci).</li> </ul> <p><b>Module level:</b> Please map the level of the module to <i>The framework for higher education qualifications in England, Wales and Northern Ireland</i> (FHEQ). For example, Universities in Scotland should use level 7 to indicate level 11 modules and level 6 to indicate level 10 modules. Universities from outside of the UK should seek advice from IET Staff on how to complete this information.</p> <p>The Module marking scheme must be selected from the options CGPA/GPA (10-0), A-F and 0%-100%. The will also determine the template type you will use to enter the module marks data.</p> <p>When uploading documents, please use PDF versions.</p>
Additional Guidance	<p><b>Standard:</b> Choosing this option means that the module is not a major project module</p> <p><b>Major individual project:</b> Only select this option for the major individual project. The same information for a standard module is required for this type of module plus details about project management, see further down this table for details.</p> <p><b>MEng Group project:</b> Only select this option for the major group project (MEng only) and not for modules that contain group work. The same information for a standard module is required for this type of module plus details about project management, see further down this table for details.</p>			
Module	Details	*Module Descriptor	Current	Upload the current version of the module descriptor

ADAMS Category	ADAMS Tab	Documentation or data evidence type	Time period	ADAMS Guidance
Module	Learning Outcomes	*Learning Outcomes, tick boxes	Current	<p>Please indicate which AHEP learning outcomes this module satisfies by clicking in the associated check boxes.</p> <p>The AHEP learning outcomes descriptors are specified for every level of accreditation and indicated by a suffix. These are: Full, Partial IEng and Partial IEng Further Learning (all the same) with suffix "i"; Partial CEng suffix "p"; Full CEng suffix "m"; and Partial CEng Further Learning suffix "fl".</p> <p>A module that delivers learning outcomes for one accreditation class should have only learning outcomes of one appropriate suffix selected; e.g. EA1 for Full IEng will be EA1i. However, a module that contributes to more than one accreditation class should have learning outcomes from all those classes selected; e.g. if a module contributes to both partial and full CEng learning outcome EA1 then both EA1p and EA1m must be selected. Further guidance on how to select the correct learning outcomes is given in a separate document.</p> <p><b>NB</b> It is Engineering Council policy that all programmes accredited for Partial CEng automatically meet the requirements for Full IEng. There is no need to map to both sets, unless the module is part of the programme that is going for IEng accreditation.</p> <p><b>Please note that this needs to be repeated for each of the five (5) areas of AHEP which are accessed via the tabs to the left of the webpage.</b></p> <p><b>Data unavailable option:</b> You can only select this option if the module does not deliver any AHEP learning outcomes. Choosing this option means that the module level learning outcomes, assessment and marks data are not required for this module but the module is still available to map to the programme structure. Guidance is available in the document <a href="#">GuidanceOnMeetingAHEPLearningOutcomes.pdf</a> which can be found in the Resource pod.</p>
Module	Learning Outcomes	Learning Outcomes, comment boxes	Current	<p>Please note that comments at module level are OPTIONAL. They are pulled through to the Programme - Learning Outcomes to act as an aide for completing the comments at programme level. If you do enter module level comment, please keep them brief and bear in mind that the <b>accreditors will only see the comments made at programme level and not the module level comments.</b></p>

ADAMS Category	ADAMS Tab	Documentation or data evidence type	Time period	ADAMS Guidance
Module	Assessment	*Data about exams, tests and coursework assignments	Current	Provide information on the number, duration (where applicable) and weighting of examinations, unseen tests and coursework/laboratory assignments.
Module	Assessment	*Exam and test papers and marking schemes, assignment papers	Most recent 3 years	<p>Please upload PDFs of all relevant exam papers, test papers and assignments including marking schemes; ensuring that three years' worth are uploaded at time of submission, if these are available.</p> <p>If an assessment type is worth less than 30% of the overall module mark you <u>do not</u> need to provide the assessment or student work for that assessment type. However, if you have many assessments of the same type that are worth less than 30% individually but add up to more than 30% of the overall module mark you <u>do</u> need to provide a sample of these assessments. Where possible please provide the assessment(s) with the highest weighting.</p> <p>If available in electronic format, please also upload examples of student work (one sample of the lowest scoring pass for each assessment). Only one year's worth of these is needed.</p> <p>If this is a <b>PROJECT</b> module, please upload a total of NINE (9) samples of student work (if available): three high performing, three average, and three poor, including their marking sheets.</p> <p><b>Data Protection</b></p> <p>Please note you should have the individual student's permission to include their name and/or student ID with their work. If this has not been agreed (either directly or via a data policy signed by the student covering such eventualities) then please blank out all personal data i.e. Name, Student ID etc.</p> <p><b>'Data unavailable' option:</b></p> <p>Before selecting this option you must consult your IET staff contact. Normally this option is only selected if <u>no</u> assessments are unavailable in electronic format. You cannot select this option if some assessments are available for the module. Note that these documents will still need to be provided if the submission guidance requires it, either on the visit or uploaded to the output when the rest of the submission is submitted.</p> <p>This may also be used when the module does not deliver AHEP learning outcomes but is still required for the programme structure.</p>
Additional Guidance	<p>Examination, test and assignment papers should be a tool to identify levels of ability, particularly for more able students. Particular focus is usually paid to the level in final year bachelors and masters level examinations. The levels should reflect AHEP and national frameworks such as those published by QAA and SCQF.</p> <p>If the 'data unavailable' option is selected this will create an entry in the 'data not available' report for accreditors in the submission output.</p>			

ADAMS Category	ADAMS Tab	Documentation or data evidence type	Time period	ADAMS Guidance
Module	Assessment	*Examples of student work	Most recent 1 year	<p>Upload examples of student work if available in electronic format.</p> <p>For STANDARD modules please upload one example of student work at the lowest scoring pass threshold per assessment uploaded in this section.</p> <p>For INDIVIDUAL and GROUP PROJECT modules please upload 3 student project samples for each threshold level - totalling 9 examples. (One threshold first/distinction, one midway and one threshold pass).</p> <p>Please note you should have the individual student's permission to include their name and/or student ID with their work. If this has not been agreed (either directly or via a data policy signed by the student covering such eventualities) then please blank out all personal data i.e. Name, Student ID etc.</p> <p>The panel may ask the following questions:</p> <ul style="list-style-type: none"> <li>• Do the assessments provide a fair test of whether the students are achieving the learning outcomes?</li> <li>• To what extent do assessments provide opportunities for students to demonstrate their design and analytical skills?</li> <li>• Do the assessments seek to assess synthesis, analysis, application, innovation and creativity?</li> <li>• Do the assessments provide challenge to the more able student?</li> <li>• Are the exams structured so that students can avoid major topics?</li> </ul>



ADAMS Category	ADAMS Tab	Documentation or data evidence type	Time period	ADAMS Guidance
Module	Marks	*Marks for exams/tests and per coursework student	1 year	<p>Please enter the actual marks achieved by students studying this module for the most recent cohort.</p> <p>These marks should be split into two categories:</p> <ul style="list-style-type: none"> <li>• Combined mark for each student for examinations and other unseen timed tests</li> <li>• Combined mark for each student for coursework and laboratory assignments</li> </ul> <p>In both cases the marks range must be adjusted to fit the full range of the marks type selected; e.g. if the coursework element is marked out of 40 and the exam out of 50 then the marks should be scaled by 2.5 and 2 respectively so they cover the range 100%.</p> <p>The marks type is selected in the Module/Details tab and can be one of three types:</p> <p>CGPA/GPA (a range 0 - 10) A – F 0% - 100%.</p> <p>For modules that use CGPA/GPA with marks different to 0 to 10 please scale your marks to fit the range 0 to 10 and enter these scaled marks here. ADAMS checks that data of the correct type has been entered and reports errors if not.</p> <p>Please do not identify particular students when entering their marks but do list results by student, e. g. showing the exam/test mark next to their coursework/lab mark.</p> <p><b>Data unavailable option:</b> Before selecting this option you must consult your IET staff contact. Normally this option is only selected if no marks are available in the format required for ADAMS. If you select this option, you cannot upload any marks for this module and these must be provided separately and must resemble the ADAMS submission output that would otherwise be generated (a histogram and scatter gram for assessment marks per module, grouped by module level). These files should be uploaded into output section 4.5 once the submission output has been generated.</p>
Additional Guidance	<p>ADAMS will produce histograms of this data which are required to enable the panel to quickly assimilate the spread of student performance, including first time assessment task failure rates, and the magnitude of the difference between student performance in examinations and coursework for any given module.</p> <p>If the 'data unavailable' option is selected this will create an entry in the 'data not available' report for accreditors in the submission output.</p>			

ADAMS Category	ADAMS Tab	Documentation or data evidence type	Time period	ADAMS Guidance
Module	Project Management	*Project Handbook	Current	Please upload the relevant Project Handbook here, as a PDF.
Additional Guidance	Project guidelines / handbooks should include: <ul style="list-style-type: none"> <li>Contact details of all supporting staff</li> <li>Policy for health and safety</li> <li>Policy on plagiarism</li> <li>Selection of projects</li> </ul>			<ul style="list-style-type: none"> <li>Timescales</li> <li>Format for the project layout</li> <li>Marking scheme details</li> <li>Mechanisms for feedback, complaints and special support</li> </ul>
Module	Project Management	*Project Management	Current	<p>Please upload PDF documents, and / or enter into the text box, an explanation of the following aspects of the project:</p> <ul style="list-style-type: none"> <li>The mechanisms that are in place to ensure effective and timely project selection and allocation for all students taking this module.</li> <li>The management processes that are in place to ensure the smooth running of the project and what supervision arrangements are in place for the students.</li> <li>What is expected from the students in terms of planning and managing their projects and whether these aspects are assessed? Include health and safety risk assessment, technical risk assessment and student support.</li> <li>Please explain the processes that are in place for ensuring fair, consistent and equitable marking of the projects and what methods are used to enable effective moderation of the marks across the cohort.</li> <li>Finally if you allow resitting of the project is the mark capped at the pass mark?</li> </ul>
Additional Guidance	<p>Given the significance and the weighting attached to the project, it is important that students select, or are allocated, topics which can provide appropriate challenge and which can be supported within the expertise of the staff taking into account staff loading.</p> <p>Reference should, where appropriate, be made to student guidance/instructions on the process as well as staff procedures. Copies of any documents referred to should be made available to the IET.</p> <p>The IET would expect to see a clear procedure whereby the student would have regular contact with a clearly nominated academic supervisor (in addition to any industrial supervisor). It is expected that the supervisor will provide high level project management, as well as supporting the student through specific hurdles.</p> <p>The IET would expect to see details of scheduled meetings as well as mechanisms such as interim reports which would indicate that progress is monitored throughout the project.</p> <p>There should be regular contact between staff and project students:</p> <ul style="list-style-type: none"> <li>How often do supervisors meet students?</li> <li>What supervision do students receive?</li> <li>What supervision is available for industrial projects?</li> <li>Who supervises the industrial projects?</li> </ul> <p>How are students work plans managed?</p> <p>Laboratory guidance and supervision should include:</p> <ul style="list-style-type: none"> <li>Details of Health and Safety modules relating to working in the laboratory; Details of laboratory technicians;</li> <li>Access to the laboratories for project work.</li> </ul>			<p>When reviewing sample project reports and log books, the accreditors will expect to see clearly articulated objectives of the project (and how they have been met or otherwise), a work plan which includes evidence of risk assessment and management. A management process should also be evident showing how the project was monitored for progress against the objectives and how changes to the plan and/or objectives were decided upon, dealing with changes to plans as well as commercial costing.</p> <p>For group projects, it should be evident how decisions were made within the group and how disputes were resolved.</p> <p>The IET would expect guidance to the students to contain full details of what is expected from both students and supervisor in respect of managing the project team.</p> <p>It should be evident in the process documentation and in the project report and log book that the students have managed the group project themselves.</p> <p>The panel would expect to see evidence of systems that are in place for dealing with discrepancies and arriving at agreed marks.</p> <p>The panel may ask the following questions:</p> <ul style="list-style-type: none"> <li>Is there a second supervisor or internal assessor?</li> <li>Are the marks moderated?</li> <li>Is there an appropriate spread of marks?</li> </ul>

ADAMS Category	ADAMS Tab	Documentation or data evidence type	Time period	ADAMS Guidance
Programme	Details	Programme classification type	Current	<p>Select the marking scheme used for degree results. The options are:</p> <p>First/Second/Third Distinction/Merit/Pass CGPA/GPA A – F 100% - 0%</p> <p>The results in the Graduation Profile must match this selection.</p>
Programme	Details	*Delivery site	Current	<p>To indicate that the programme is taught in a particular mode at a particular campus or site, please select the appropriate duration(s) below. Please round this to the nearest 1/2 a year.</p> <p>If a campus you were expecting to appear doesn't appear in the list below, please go to your <b>department profile</b> and add it there.</p> <p><b>Other delivery site:</b> Please select 'yes' if the programme is delivered in full or in part at another site, typically expressed as 'study abroad' (unless there is a separate entry for these variants in ADAMS).</p> <p><b>Credit bearing:</b> Please select 'yes' if the part of the programme delivered elsewhere is credit bearing and contributes to the final award.</p> <p>Whether the delivery is credit bearing or not, you will be prompted to provide further information about this in the supporting information – admissions – assessment of prior learning section for which an inline link is provided.</p>
Additional Guidance	<p>For non-credit bearing delivery you will need to provide:</p> <ul style="list-style-type: none"> <li>• Details of which of the university's students could choose for their study abroad</li> <li>• How modules are selected and monitored by your university.</li> <li>• At what point in their studies will the students be able to select this option.</li> <li>• Will the study abroad replace other modules (rather than being in addition to)</li> <li>• Does a student who completes the study abroad receive a different degree title to those who complete all years at the home university?</li> </ul>		<p>For Credit bearing delivery you will need to provide:</p> <ul style="list-style-type: none"> <li>• How does the department satisfy itself that the other institution's QA processes are robust?</li> <li>• How modules are selected and monitored by your university.</li> <li>• Whether the study abroad counts towards the final degree award.</li> <li>• At what point in their studies will the students be able to select this option.</li> <li>• Does a student who completes the study abroad receive a different degree title to those who complete all years at the home university?</li> <li>• Will the study abroad replace other modules (rather than being in addition to)</li> <li>• Details of which of the University's students could choose for their study abroad.</li> </ul>	

ADAMS Category	ADAMS Tab	Documentation or data evidence type	Time period	ADAMS Guidance
Programme	Details	*Programme Documents	Current	<p>Programme Specification: Please supply documents providing the following information for each programme:</p> <ul style="list-style-type: none"> <li>• Aims of the programme;</li> <li>• Programme learning outcomes;</li> <li>• Programme structure including names and credit weighting of the modules and whether they are core or optional;</li> <li>• Assessment regulations. (If this is the same for all the programmes, please include only once.)</li> </ul> <p>Note: For each programme, some or all of this information may be included in a single document (e.g. a programme specification). If submitting more than one document per programme, please add a comment to explain what the document contains.</p>
Additional Guidance	This information is used to ensure that each programme has a distinct and appropriate set of aims and programme learning outcomes linked to AHEP. The content of each programme should reflect the stated aims.			
Programme	Details	*Programme Documents	Current	<p>Programme Validation: Please provide a summary of any formal internal reviews of the programme since the last accreditation, including dates and key outcomes; this is likely to include such items as annual programme monitoring reports. If the programme has been validated or re-validated in the last 5 years, please include relevant validation documents here. Please note that documentation relating to Periodic Review of overall provision is not to be included here but is dealt with under the Quality Assurance section (found under 'Supporting Information'). Please use PDF files where possible.</p>
Additional Guidance	<p>The IET needs to ensure that all programmes being presented for accreditation have been validated (authorised) and are regularly reviewed. We would expect programmes to undergo an internal review or revalidation as part of your institution's quality assurance procedures. Evidence of a working quality assurance process is a condition of accreditation.</p>			

ADAMS Category	ADAMS Tab	Documentation or data evidence type	Time period	ADAMS Guidance
Programme	Structure	*Block Diagram	Current	Upload a Block Diagram showing the possible pathways through the programme, complete with modules studied and possible entry and exit points
Additional Guidance				<p>The panel may ask the following questions:</p> <ul style="list-style-type: none"> <li>• Are options available?</li> <li>• Is the overall structure coherent?</li> <li>• Is there commonality with other programmes?</li> <li>• Is service teaching appropriately engineering oriented especially management and maths?</li> <li>• Does core material underpin subject disciplines?</li> <li>• Is the balance between engineering and non-technical subjects acceptable?</li> <li>• What is the proportion of non-technical related material?</li> </ul>
Programme	Structure	*Structure Delivery mode	Current	<p>You have the choice to map the programme structure against any of the programme delivery modes. This determines the number of years you have to enter data against in the programme structure tab. This includes, the credit allocation and yearly weighting and also the plotting of core and optional modules for each year of the programme.</p> <p>You may wish to consider selecting 'Full-Time-Equivalent' in the drop down if the programme is not delivered in a Full-time mode (i.e. which is usually the shortest duration). This will then allow you to select the number of years you would like to enter the data against. Note that this activates the remaining sections of the programme structure tab <b>and you cannot change it once it has been selected.</b></p>
Programme	Structure	*Credit Allocation and Weighting Per Year	Current	Indicate the credit allocation for each year of study and the weighting of each year towards the final degree grade awarded.
Programme	Structure	*Selection of modules and pathways for each year	Current	<p>Please use the 'select modules and pathways' option to select the modules taught in each year of the programme, identifying core and optional modules.</p> <p><b>Please note:</b> this needs to be completed on a year-by-year basis selecting the relevant year on the tabs above.</p> <p><b>STEP 1</b> - Please select the modules that are taught on this programme in the year indicated above. Please differentiate between core (compulsory) modules and optional modules.</p> <p><b>STEP 2</b> - To demonstrate that work is assessed by a reasonable balance of continuous assessment and examinations, please identify two pathways through your programme as follows: (1) the one with the highest percentage of examined work and (2) the one with the lowest percentage of examined work. This will also enable the demonstration of how these paths meet the AHEP Learning Outcomes.</p> <p>You will need to bear the following in mind:</p> <ul style="list-style-type: none"> <li>• The total number of credits for each pathway must equal to the total credit allocation entered for that year in the table above;</li> <li>• Under certain circumstances the sum of the coursework and examined work may be out by a factor of 1%. This is due to a rounding error and can be ignored.</li> </ul>
Additional Guidance	<p><b>Pre-requisite:</b> Please indicate the programme mode that you wish to build your programme structure under. For example if the programme is run in part time and sandwich modes you may wish to select the one that has the shortest duration.</p> <p>You must have entered all your modules for this programme, with at least the details, learning outcomes and assessment table completed, (unless you have indicated that the module is 'non-AHEP').</p>			

ADAMS Category	ADAMS Tab	Documentation or data evidence type	Time period	ADAMS Guidance
Programme	Learning Outcomes	*Learning Outcomes	Current	<p>1) Once the accreditation level has been selected from the pull-down menu below, the table summarises the analysis of learning outcomes for this programme based on the module information and programme structure provided.</p> <p>Within each level you can review the module level comments made against each AHEP learning outcome by clicking on the 'View Comments' button.</p> <p>On the 'Combined' tab please click on the 'Add/Edit Comment' button for each learning outcome in turn and use the box provided at the bottom of the list of module comments to summarise how each AHEP learning outcome is developed and assessed within the programme.</p> <p>2) Download Guidance on meeting AHEP Learning Outcomes from the Resource Pod.</p>
Additional Guidance	<p><b>Pre-requisite:</b> You will need to complete programme structure before completing this section. Please provide programme level comments that demonstrate how the learning outcomes are developed and assessed as the programme proceeds. You will only need to do this for pathway 1</p>			<p>Accreditors will be looking to find that the programme:</p> <ul style="list-style-type: none"> <li>• Provides sufficient opportunities for students to develop the AHEP learning outcomes</li> <li>• Meets the learning outcomes associated with this topic at (or above) threshold level</li> <li>• Contains no significant gaps or deviations</li> <li>• Provide sufficient depth and challenge for the level of award</li> <li>• Provides sufficient opportunity for the development of written and oral communication skills, engineering problem-solving skills, numeracy and time-management skills</li> </ul>
Programme	Entry Data	*Breakdown of UCAS points per student	Current	<p>Provide individual UCAS entry scores (or other form of combined entry grade).</p> <p><b>'Data unavailable' option:</b> Before selecting this option <u>you must</u> consult your IET staff contact. Normally this option is only selected if the data is unavailable in the format required for ADAMS or if the data needs to be aggregated to combine programme data. Note that this data must still be provided and must resemble the ADAMS output that would otherwise be generated. This information will need to be uploaded into output section 5.2 once the submission output has been generated or included in the 'non-standard entry data section'.</p>
Additional Guidance	<p>The IET will consider the entry profile to the programme and how the cohort entry extremes will be supported. If the 'data unavailable' option is selected this will create an entry in the 'data not available' report for accreditors in the submission output.</p>			
Programme	Entry Data	*Breakdown of non-UCAS entries per student	Current	<p>Upload a document telling us about any non-standard entry data that does not fit into the entry score format above. A list of each student's entry qualification is the sort of format expected, but do not identify the students.</p>
Additional Guidance	<p>Departments with programmes that have a significant number of direct entry students into the final year must ensure that this does not have an adverse effect on those following the accredited programme</p> <p>Franchise arrangements will require a visit to the franchise institution and the preparation of a separate submission. This includes identical courses delivered by home staff at alternative sites. The programme on which the franchised programme is based should normally be accredited before a visit takes place.</p> <p>Feeder courses from partner institutions (e.g. further education providers delivering a Foundation Degree) may be included within the scope of the accreditation, subject to the information and data on these programmes being included within the Form A or as an appendix to the submission. A short visit to the provider will be required to consider the resources and facilities and to meet the staff.</p> <p>Students from franchised programmes or feeder programmes that are not included within the scope of the accreditation should be clearly identifiable to external parties normally through the use of a different degree title.</p>			

ADAMS Category	ADAMS Tab	Documentation or data evidence type	Time period	ADAMS Guidance
Programme	Progression Data	*Progressions Statistics – Entry, exit and graduation statistics	Most recent data, showing at least three cohorts of students progressing through the programme (usually equates to the number of years of the programme plus two years)	<p>For each Academic Year please provide progression data for each year or level of your programme, (from now on level is used instead of year for clarity). For the final level provide the graduation data, which should be in the form you selected on the Programme/Details section. You need to provide enough academic years to allow ADAMS to track three years of progression from entry to graduation. So, for a 3 year programme 5 years of data are required, for an <math>n</math> year programme <math>n+2</math> years must be provided. The final academic year entered should be the last one completed in full.</p> <p><b>Student numbers should be based on head count, (e.g. a Part Time student counts as 1).</b> Programmes with mixed teaching modes, i.e. FT, PT, sandwich, etc., should be combined on one table. For programmes with no FT variant you may have to enter more academic years of data to ensure three complete graduation cycles are available.</p> <p><b>Entry Data:</b> For each academic year you must show the number of students at each level of the programme. They are labelled in one of five ways: new entry (direct entry after level 1); progressing from the previous level (not level 1); continuing PT at the same level because they have more modules to complete; repeating the level; and transferring from another programme (which should include those returning from a placement year). <b>Entry data are the head counts at each level at the start of an academic year.</b></p> <p><b>Exit Data:</b> Students exit at the end of the academic year and they are labelled in one of five ways: progressing to the next level or graduating if it is the final level; continuing PT at the same level because they have more modules at that level; repeating the same level because they have not done well enough; withdrawing (which includes those who fail); and transferring out (which should include any student moving onto a placement year). <b>Exit data are the head counts at each level at the end of an academic year.</b></p> <p>Remember, those students who exit level <math>n</math> labelled as progressing enter the next academic year progressing to level <math>n+1</math>. Those students exiting level <math>n</math> labelled as continuing PT or repeating enter the next academic year as continuing PT or repeating level <math>n</math>.</p> <p><b>NOTE:</b> Students that are continuing PT into an academic cycle would expect to leave that cycle progressing to the next level and not be labelled as continuing PT unless they still had further modules to complete at that level.</p> <p>For more information a spreadsheet has been provided to help with the preparation of this data. Please download the appropriate spreadsheet and the guidance document from the Resource Pod in the task tracker. If you use this spreadsheet you still need to load the data below.</p> <p><b>‘Data unavailable’</b></p> <p>Before selecting this option you must consult your IET staff contact. Normally this option is only selected if the data is unavailable in the format required for ADAMS or if the data needs to be aggregated to combine programme data. A template is available on request should you need to provide it separately. You cannot select this option if some data is available. Note that this data must still be provided and must resemble the ADAMS output that would otherwise be generated (the template will generate this for you). This information will need to be uploaded into section 5.4 once the output has been generated.</p>
Additional Guidance	<p>If the ‘data unavailable’ option is selected this will create an entry in the ‘data not available’ report for accreditors in the submission output.</p> <p>Under normal circumstances, a suite of programmes should have a minimum of ten students graduating per year to make it viable for accreditation. For a visit considering new programmes only, the IET would normally expect that a minimum of ten students per year were being recruited.</p>			

ADAMS Category	ADAMS Tab	Documentation or data evidence type	Time period	ADAMS Guidance
Supporting Information	Industry	*Industry Information	Current	<p>Please upload a file or type into the text box an explanation of how industrial input affects the programmes and how this is organised and managed.</p> <p>Also, what arrangements are made for industrial sponsorship or training and how it is organised and managed.</p> <p>If you have an Industrial Advisory Board, please tell us about the membership of this board, how often it meets and what its remit is. If you don't, please tell us in what other ways you obtain industrial input into programme content, structure and delivery.</p> <p>Industrial Advisory Board Minutes should be supplied if appropriate.</p> <p>Upload any additional information on Employability Skills (other than those indicated in the AHEP General Skills, in Supporting Information – Assessment).</p>



ADAMS Category	ADAMS Tab	Documentation or data evidence type	Time period	ADAMS Guidance
Additional Guidance				<p>Industrial input and influence is an important mechanism in keeping undergraduate courses up to date and relevant. When this input is visible to students it also provides an insight into the opportunities that exist within industry and other commercial organisations which interact with the university.</p> <p>It is important to show how industrial input impacts the course design. It will be helpful to describe the process through which industrial input is integrated into the curriculum supporting your answer with examples. Accreditors generally expect to see a combination of formal and informal arrangements.</p> <p>Typical forms of industrial input and influence:</p> <ul style="list-style-type: none"> <li>• Industrial experience and on-going interaction of staff. If cited in this context, it is important to describe how this impacts the course design with examples</li> <li>• Industrial input into projects.</li> <li>• A description of other links to industry such as assessments, project open days, encouraging placements, careers talks etc.</li> <li>• Provision of facilities or equipment by industry, relevant to the courses being accredited</li> <li>• Lectures given by industrialists might be cited. Make it clear if any such lecturers are part of an examined / credit awarded module</li> </ul> <p>The IET encourages early contact for students with the industrial engineering environment. Industrial sponsorship and training is seen as a good mechanism to achieve this. Even where not all students are involved, the presence of such interaction serves to bring relevance and purpose to a programme.</p> <p>The IET is non-prescriptive about the form of industrial sponsorship and training but it is important to show how this impacts the course.</p> <p>The IET would expect to see the encouragement and facilitation by the department of students seeking industrial placements. Such placements may take any form from vacation work through to a year out in industry.</p> <p>Details of the process of finding placements, support and monitoring during placement, assessment (if any) and evidence of tangible benefits gained by the students. Present any statistics that are available such as students who take advantage of an industrial placement average X per cent higher than others in the final degree classifications.</p> <p>Industrial sponsorship of students through their university course is also a useful indicator of the relevance of the course. Provide any available statistics of numbers of students being sponsored on courses and the companies involved. If the course is part of a formal company training scheme, give details. If the course is part of a sponsorship scheme such as the IET Power Academy or UKESF or E3 Academy, give details.</p> <p>The panel may also ask the following questions:</p> <ul style="list-style-type: none"> <li>• Is there a placement policy?</li> <li>• What is the percentage of students on placements?</li> <li>• Is there support available to students in obtaining placements?</li> <li>• How is monitoring handled, particularly when the student is in another country?</li> <li>• Do students give a presentation on their placements?</li> <li>• How are placements assessed? (e.g. Are they part of the award or are they free-standing?)</li> </ul> <p>Upload a document telling us if you have an Industrial Advisory Board, the membership of this board, how often it meets and what its remit is. If you don't have an Industrial Advisory Board, please tell us in what other ways you obtain industrial input into programme content, structure and delivery. Where relevant, please also upload minutes from the last three meetings of your Industrial Advisory Board. If you do not have a formal industrial advisory board please describe the mechanism for obtaining formal input into the programmes and how effectively this operates.</p>

ADAMS Category	ADAMS Tab	Documentation or data evidence type	Time period	ADAMS Guidance
Supporting Information	Admissions	*Entry Requirements	Current	Please upload a brief PDF document which tells us about the entry requirements for your programmes, for example: 3 A levels (or equivalent), minimum grades B, B, C; Baccalaureate, HND. Please also tell us about any conditions you impose on these entry requirements, for example, Maths at grade C or above, minimum of 7 Merits.
Additional Guidance	The entry requirements need to be coherent with the support offered to students and lead to a reasonable expectation of success.			
Supporting Information	Admissions	*Assessment of Prior Learning	Current	Please provide a PDF document, or enter into the text box below, giving details of your procedure for assessing students of advanced standing who are permitted to enter the course later than the beginning of Year 1. Details of IET policy and guidance regarding final year direct entry can be found in the Information Pack located in the Resource Pod within the Task Tracker tab as well as at <a href="http://www.theiet.org/academics/accreditation/policy-guidance/">http://www.theiet.org/academics/accreditation/policy-guidance/</a> .  If you have indicated that a programme(s) is delivered at an additional site (whether it is credit bearing or not), please enter the required information in this section.
Supporting Information	Admissions	*Entry Routes	Current	Please enter the information requested about the distribution of students in your entry cohort as set out in ADAMS. This is required for both Undergraduate and Postgraduate students where appropriate.
Supporting Information	Admissions	*Progression Conditions	Current	Upload documentation that states: <ul style="list-style-type: none"> <li>The requirements for successful progression between levels, including any compensation, condonement or trailing of credit that is allowed</li> <li>The requirements relating to attainment of marks within components of modules (e.g. threshold requirements).</li> <li>The marks or grades for classification boundaries of the award of the final award</li> <li>The algorithm that is used to calculate the final award</li> </ul> Please indicate in what context exceptions outside the normal regulations have been permitted and the numbers for the previous year.
Additional Guidance	To check that the progression conditions support the achievement of the learning outcomes. Further information on progression conditions is available in the guidance document referred to at the start. Please indicate deviations from IET policy as explained below with reasons Guidance summary: <ul style="list-style-type: none"> <li>20 credits per year may be compensated (30 credits for MSc programmes)</li> <li>30 per cent threshold on compensation</li> <li>30 per cent threshold on elements of modules</li> </ul>			Conditions of accreditation: <ul style="list-style-type: none"> <li>Project (including MEng group project) cannot be compensated</li> <li>All first attempt marks from final year must be included in the degree classification, even if referral in final year is permitted</li> </ul> For accredited postgraduate Masters programmes a 50 per cent pass mark is required. Transfer from Bachelors to MEng programmes should normally be as a result of a 2:2 honours (50 per cent) level of performance together with satisfactory evidence of suitable preparation and background for such study.
Supporting Information	Admissions	*Academic and Pastoral Support for Students	Current	Please provide a PDF document, or enter into the text box below, giving details of academic and pastoral support given to students, such as: <ul style="list-style-type: none"> <li>Personal tutoring schemes</li> <li>Pastoral care</li> <li>The support that is in place to accommodate the planned breadth of student intake.</li> <li>Actions taken to support students whose entry profile or performance is outside the nominal range for which the programme is designed.</li> </ul>

ADAMS Category	ADAMS Tab	Documentation or data evidence type	Time period	ADAMS Guidance
Additional Guidance				AHEP requires the IET to consider how the cohort entry extremes will be supported. Accreditors are likely to explore this topic with students at the visit. Student support should be appropriate to the intake. Students should have access to staff and know how to achieve this. Mechanisms should be in place to support those needing help but not seeking it.

ADAMS Category	ADAMS Tab	Documentation or data evidence type	Time period	ADAMS Guidance
Supporting Information	Assessment	*Laboratory Continuous Assessment And	Current	Please provide a PDF document, or enter into the text box below, giving details of the marking schemes and the generic or specific marking criteria which are used for the assessment of laboratory work and continuous assessment. What are the processes used for the moderation of coursework assessments and what is the role of your external examiners in these processes.
Additional Guidance	<p>The panel will expect to see that students are presented with clear information on what is expected of them. The level that the assessment is measuring should be distinguishable and there should also be an opportunity for more able students to show their ability.</p> <p>The panel may also ask the following questions:</p> <ul style="list-style-type: none"> <li>• How are marks moderated?</li> <li>• How is feedback on coursework handled (e.g. turn round time)?</li> <li>• Is the content of Laboratory Work clearly defined?</li> <li>• Are the marking schemes appropriate?</li> <li>• In what way are the external examiners involved in the laboratory and coursework assessment process?</li> <li>• How does the department assure itself that laboratory and coursework assessment is as robust and secure as examinations?</li> <li>• Do the assessment methods and associated processes ensure that the opportunity to plagiarise is minimised and occurrences are detected?</li> </ul>			<p>The panel will expect to see an appropriate balance of coursework and examinations papers.</p> <p>Typically, coursework would be expected to contribute no more than 40% towards the final award of a CEng accredited programme (excluding the major individual project) though more importantly there is expected to be a rationale for this balance and if a significant proportion of assessment is through coursework particular attention is likely to be paid to the department's methods for ensuring robustness and security of assessment (e.g. QA and plagiarism avoidance and detection).</p> <p>The panel will pay particular attention to the correlation of marks awarded to each component. The panel will expect significant alignment of marks or an understanding of the issues that have led to imbalance and steps in place to address as appropriate. For a module to be passed, both components will need to be above the threshold, these being expected to be set at 30% as explained in the IET's Accreditation guidance.</p>
Supporting Information	Assessment	*Group Working Skills	Current	Please provide a PDF document, or enter into the text box below, which explains how you ensure that all students have the opportunity to develop group working skills. (Please do not reference the MEng Group Project here as this will be covered elsewhere in the submission).
Additional Guidance	Learning outcomes associated with group working skills are a requirement for Bachelors programmes in AHEP. This section attempts to capture how students develop group working skills at each level other than during the MEng group project. You should provide a short explanation as to how all project work fits into the department / school strategy for developing group working skills, excluding the MEng group project. The IET does not necessarily expect group work in an accredited MSc programme.			
Supporting Information	Assessment	*AHEP Additional General Skills	Current	Complete and upload the template provided explaining how the programmes have been designed to meet the AHEP Additional General Skills. Ideally, use one template for all programmes.

ADAMS Category	ADAMS Tab	Documentation or data evidence type	Time period	ADAMS Guidance
Supporting Information	Staff	*Recruitment, Development and Training	Current	<p>Please provide a PDF document, or enter into the text box below, giving details of:</p> <ul style="list-style-type: none"> <li>the university and/or departmental policy on the recruitment, development and training of new and existing staff.</li> <li>the department's policy on professional registration.</li> <li>the annual spend on these activities.</li> </ul>
Additional Guidance	<p>The IET needs to see that there is an adequate number of qualified staff in place to support the programme during the period of accreditation. Please provide a short statement about the university/departmental policy on the recruitment, development and training of new and existing staff (including the annual spend) including professional registration. The panel may ask the following questions:</p>		<p>The panel may ask the following questions:</p> <ul style="list-style-type: none"> <li>Is there a staff development / training plan including professional registration for all members of staff?</li> <li>Is there an adequate budget available for training?</li> <li>If necessary is there a succession plan?</li> </ul>	
Supporting Information	Staff	*Teaching Fellows, Postgraduate Tutors, Demonstrators and Visiting Staff	Current	<p>Please upload a PDF document, or enter into the text box below, an explanation of how you use and train these categories of staff.</p>
Additional Guidance	<p>The IET needs to be assured that teaching fellows, postgraduate tutors, demonstrators and visiting staff are trained, supported and monitored in such a way that is fair to them and that the system enhances the students' experience. Provide a short description of the general philosophy behind the use of non-academic staff assistance as well as an explanation of any relevant procedures, providing links to appropriate documents and/ or relevant further information.</p>			
Supporting Information	Staff	*Ratios	Current	<p>In each case please provide the number of Full Time Equivalents (FTEs). For the purposes of these calculations we are only interested in Academic Staff involved in teaching so those who are seconded to other activities for all or part of their time should be included at the relevant FTE. Similarly, if an Administrator works from 9 to 3 rather than 9 to 5 they would count as a 0.71 FTE As far as is possible please be consistent with the relevance of the numbers used; e.g. if you are using staff numbers for the whole Department, then student numbers should include all students in the Department.</p>
Additional Guidance	<p>The IET needs to be assured that there is appropriate support available to students during the period of accreditation and that delivery of the curriculum and other aspirations of the department are being adequately addressed. The IET is not prescriptive about the student / staff ratio and the panel will assess whether the ratio is adequate to support the programme.</p>			
Supporting Information	Staff	*Subject Expertise And Professional Registration Levels of Academic Staff	Current	<p>Please download the attached file by clicking on the icon below, complete the table it contains and then upload the finished document. Alternatively you may upload an existing document of your own which contains the same information.</p>
Additional Guidance	<p>Staff expertise and wider professional activities should support the curriculum. Other professional activities could include activities with professional institutions, external examining, research, consultancy etc. To ensure that courses are being designed and delivered by an appropriate percentage of professionally registered engineers who are members of the IET. It is generally expected that a department should have 50 per cent of their staff professionally registered, half of these with the accrediting body.</p>			
Supporting Information	Staff	*Scholarship, Research and Consultancy	Current	<p>Please upload a PDF document, or enter into the text box below, a description of the Department's Scholarship, Research and Consultancy activity and how this influences and benefits the programmes.</p>
Additional Guidance	<p>The IET believes that strong leading edge research, industrial design and / or industrial consultancy work can be a very good mechanism for keeping courses up to date and relevant, as well as demonstrating to students, the process, challenge and excitement of technological advancement. The IET is non-prescriptive about the form of scholarship, research and consultancy but it is important to show how this impacts the course. Evidence of the existence of such work within the HEI needs to be supported by details of where and how this activity feeds into the courses. We would expect to see the influence in the final year of a Bachelor's degree and M level of both MEng and MSc. Strengths should be reflected in aims and programme learning outcomes.</p>			

ADAMS Category	ADAMS Tab	Documentation or data evidence type	Time period	ADAMS Guidance
Supporting Information	Resources	*Current Resources,	Current	<p>Please provide a PDF document, or enter into the text box below, a brief outline of the current resources and facilities and any major planned expenditure over the next five years.</p> <p>Please explain how you ensure that the equipment in your laboratories is kept up to date and include information on budget size and allocation processes.</p> <p>Please explain how funding is secured for new equipment and how the need for this is identified.</p>
Additional Guidance	<p>The IET needs to be assured that the overall provision of resources and facilities are adequate for the programme in order for students to be given the appropriate support during their studies and for the duration of the accreditation period.</p> <p>Give a brief outline of any major planned expenditure over the next five years. Provide details of the budget process for laboratory upgrades and resourcing of new equipment (for key areas such as teaching, research and administration). If an existing document contains this information please provide copies and references e.g. last internal review self-assessment document.</p> <p>The provision of laboratory facilities should support the curriculum, reflect the current state of equipment available and be sufficient to provide access for full cohorts, including outside timetabled periods.</p> <p>Planned expenditure should be commensurate with improving, updating or maintaining the current provision depending on the current status.</p> <p>The panel will assess the resources and facilities on the day of the visit during the laboratory tours or via your submission.</p>			
Supporting Information	Resources	*Computer Facilities	Current	<p>Please provide a PDF document, or enter into the text box below, details of how you ensure that all students have access to computers and up to date software packages, including any remote access facilities. Include information on budget size and process as well as opening hours and a list of software packages available to students.</p>
Additional Guidance	<p>There should be a sufficient number of computers to provide access for students including outside timetabled hours. Computers should be of appropriate age and specification to support the applications running on them (as dictated by the curriculum). Software needs to support curriculum with sufficient seats to enable access for class size. Outside normal hour's access to computers with appropriate specialist software could be substituted (or supplemented) by remote access to key software packages.</p>			

ADAMS Category	ADAMS Tab	Documentation or data evidence type	Time period	ADAMS Guidance
Supporting Information	QA	*Programme Review And Modification	Current	Please upload a PDF document, or enter into the text box below, a description of how you assess the effectiveness of the programmes you teach, how you modify them as a result of this assessment process and how you check the effectiveness of these modifications. Please also tell us how new programmes are initiated and how they are designed and implemented.
Additional Guidance		Summarise how programmes are modified and new programmes initiated. Explain how their effectiveness is reviewed, changes are made and new programmes are designed and implemented, including the use of student and industry feedback and external examiner comments. If an existing document contains this information please provide copies and references or links, such as the annual review or periodic review procedures. Design, review and improvement mechanisms should be appropriate, documented, understood by all staff and followed as a matter of course.		Accreditors may ask the following questions: <ul style="list-style-type: none"> <li>• Are programme review procedures clear? How are they audited?</li> <li>• Is programme management clearly stated?</li> <li>• How are exam questions reviewed? Are there annual feedback reports? Are students asked to provide feedback?</li> <li>• Is there a staff student liaison committee?</li> <li>• Do external examiners reports influence the programme development?</li> <li>• How are new programmes initiated?</li> </ul>
Supporting Information	QA	*Self-Evaluation Document	Current	Please upload a PDF copy of your most recent Self Evaluation Document.
Supporting Information	QA	*Periodic Review Report and Departmental Response	Current	Please upload PDF copies of the department's most recent Periodic Review Report and the Department's response to this.
Supporting Information	QA	*NSS Report and Response	Current	Please upload a PDF copy of the department's most recent NSS report.
Supporting Information	QA	*Committee Minutes	Last meetings 3	Please upload at least one year's worth of Staff Student Committee and Teaching and Learning Committee minutes. This is best done regularly following each meeting. These should be in PDF format where possible.
Supporting Information	QA	*External Examining Arrangements (Role)	Current	Please tell us in a pdf document, or enter into the text box below, about the role of External Examiners in the development of programmes and modules as well as their contribution to assessment and moderation.
Supporting Information	QA	*External Examining Arrangements (Names)	Current	Please upload a PDF document, or enter into the text box below, the list of your current External Examiners and their periods of tenure.
Supporting Information	QA	*External Examining Arrangements (Reports)	3 most recent years	Please upload PDF copies of the External Examiners' reports on an annual basis. Before final submission, please ensure that there are sets for at least three years where these are available.
Supporting Information	QA	*Response to External Examiners Report	3 most recent years	Please upload a PDF copy of the Department's response(s) to the above External Examiners reports. This may well be an extract from the Department's Annual Monitoring and Evaluation Report (or equivalent).
Additional Guidance		External examiners should be appropriate in number and subject knowledge to give coverage for all modules and courses. They should engage appropriately (including timely) in all assessment which makes significant contribution to the award of the programmes. External examiner's comments and concerns need to be considered and the loop closed, whether or not a decision is made to change processes or assessment details. Accreditors may ask the following questions: <ul style="list-style-type: none"> <li>• Does the template used for reports encourage meaningful comments?</li> <li>• How does the university handle external examiners' comments?</li> </ul> The external examiner has the right to see all degree examination scripts and any other work that contributes to the degree result.		The external examiner should act as a moderator of the decisions of internal examiners. Student work will be marked in the first instance by internal examiners and some or all of the work should be made available to the external examiner for moderation. It is good practice to involve the external examiner in decisions that will result in the student being required to leave the university. The external examiner may also act as an adjudicator where there are disagreements between internal examiners. External examiners should be asked to review and subsequently approve all examination papers contributing to the final degree result. It is also good practice to consult the external examiner on other forms of assessment contributing to final degree results while in draft form e.g. coursework essay titles or project outlines.

ADAMS Category	ADAMS Tab	Documentation or data evidence type	Time period	ADAMS Guidance
Supporting information	Overview	* Department and Programme Overview	Current	<p>In order to give accreditors an introduction to the Department and Programmes, please upload a PDF document, or enter into the text box below, a top level description of:</p> <ul style="list-style-type: none"> <li>• The University and Departmental philosophy and aspirations</li> <li>• An overview of the programmes submitted for accreditation and how these fit with the above philosophy</li> <li>• Any major changes or revisions to the programmes that has occurred since the last accreditation visit.</li> <li>• How programmes are grouped; for example please explain if there are a number of programmes that are very similar with the selection of final year options determining the title.</li> </ul> <p>This section should help the panel understand the overall shape of the portfolio and any significant commonality between programmes.</p> <p>In addition please enter a file named “SpecialFeatures.pdf” which explains anything your department does that you feel is distinctive or unusual.</p>
Additional Guidance	<p>This is the first section that is presented to the accreditation panel. It is an opportunity to provide an overview of the programmes and also of the submission and a chance for you to highlight what is special about your programmes and the teaching and learning.</p> <p>As regards major changes we are interested in changes that have been made since your last accreditation visit or which you are planning to make within five years of this accreditation visit. If you are planning major revisions to your programmes within one to two years of the planned date for your accreditation visit you might wish to consider delaying the visit - please contact us to discuss this.</p> <p>A major revision is defined as replacing more than 30 per cent of programme content with material not currently being taught on accredited programmes. It is a condition of accreditation that you notify the IET of any major changes made to programmes. If there is a major change to a programme that is accredited we will need to be assured that the AHEP learning outcomes are still achieved.</p> <p>The “Special Features” Document is an opportunity to specifically highlight items of good practice or unusual and innovative approaches to the panel. A short summary may be provided, giving examples and providing links to relevant documents and / or further information. This section is not assessed by the panel; however it may be that they feel the special features presented are commendable. With your permission, the IET may publish this information with the aim of promoting good practice in engineering education.</p>			



ADAMS Category	ADAMS Tab	Documentation or data evidence type	Time period	ADAMS Guidance
Supporting information	Overview	*Student Numbers	3 most recent years	Please upload a table that shows the total number of students per programme, or group of programmes, for the last 3 years. Ideally this should also be split by delivery mode (FT, PT, SW etc).
Supporting Information	Action Plan	*Updated Action Plan	Current	Upload the department's updated action plan which should show the progress made against the original. If you need the IET to send you the latest version held by them then please email <a href="mailto:accreditation@theiet.org">accreditation@theiet.org</a> If you do not have a formal action plan to update, for example if this is your first accreditation visit, please upload a brief response to the previous review by the IET. If you have progressed straight to an accreditation visit, please upload a statement to this effect.
Additional Guidance	<p>We see ourselves in the position of a critical friend to a department, providing advice in good faith for the better provision of programmes for students. We are keen to see what progress has been made since our last visit and to learn whether (or not) the action taken has had a beneficial effect. Evidence that previous actions have been addressed gives confidence that future intakes can be accredited without risk.</p> <p>Please tell us the result of the action or a reason why an agreed action is no longer relevant.</p> <p>We would be especially interested to know whether the implementation of our suggestions had a net beneficial effect and in what way.</p> <p>Failure to complete actions agreed at a previous accreditation visit may reduce the maximum length of accreditation awarded following your next visit to three years instead of five years.</p>			

## Appendix 1

Site map of submission sections in ADAMS: Text in **blue** indicates which inputs are 'data' inputs as opposed to the uploading of documents.

Section	Tab	Sub section	Upload or Data input required?	'Data unavailable' option?
<b>For each module:</b>				
Module	Details		<b>Type, Code, Title, Level, Marking scheme, Credit allocation</b>	No
Module	Details	Module Descriptor	Upload	No
Module	Learning Outcomes		<b>Learning Outcomes tick box (comments optional)</b>	Yes, but only if it does not deliver AHEP learning outcomes
Module	Assessment	Exams, Tests and Coursework Assignments	<b>Table to indicate number, duration and weighting of assessment components</b>	
Module	Assessment	Papers, Assignments & Marking Schemes	Uploads Dependant on module assessment, may be all or subset of the following: Exam Paper Exam Paper marking scheme Exam example threshold pass Exam example midway point Exam example threshold first/distinction Test Paper Test Paper marking scheme Test example threshold pass Test example midway point Test example threshold first/distinction Assignment Paper Assignment example threshold pass Assignment example midway point Assignment example threshold first/distinction	Yes
Module	Marks	Module Marks	<b>Marks for exams/ tests and coursework per student</b>	Yes
Module	Project Management	Project Handbook	Upload. Note: This is for Major Individual Project or Group Project Type modules only.	No
Module	Project Management	Project Management	Choice of Free text or upload Note: This is for Major Individual Project or Group Project Type modules only.	No

<b>For each programme:</b>				
Programme	Details		<b>Type, Title, UCAS / Short Code, Subject category, 1st Graduation Year, Classification Type</b>	No
Programme	Details	Delivery	<b>Durations, additional delivery sites (and whether these are credit bearing)</b>	No
Programme	Details	Programme Documents	Upload(s)	No
Programme	Structure	Block Diagram	Upload(s)	No
Programme	Structure	Structure Delivery Mode (first time input only)	<b>Select delivery mode to enter programme structure against</b>	No
Programme	Structure	Credit Allocation and Weighting per year	<b>Table</b>	No
Programme	Structure	Programme Structure	<b>Module selection table for each year of the programme</b>	No
Programme	Learning Outcomes		<b>Learning Outcomes commentaries</b>	No
Programme	Entry Data	Entry Data	<b>Breakdown of UCAS points per student</b>	Yes
Programme	Entry Data	Non-Standard Entry Profile	Upload(s)	No
Programme	Progression Data	Progressions Statistics	<b>Entry/Exit and Degree Award figures</b>	Yes
Programme	Accreditation status		Details of accreditation awarded. Non-editable, produced from database	No
<b>'Department level' information:</b>				
Supporting Information	Industry	Industry Information	Choice of Free text or upload	No
Supporting Information	Admissions	Entry Requirements	Upload(s)	No
Supporting Information	Admissions	Assessment of Prior Learning	Choice of Free text or upload	

Supporting Information	Admissions	Entry Routes	<b>% Breakdown of home/abroad, entry type (college/mature) and type of course studied (FT, PT, etc) for Undergraduate and Post graduate programmes</b>	Yes
Supporting Information	Admissions	Progression Conditions	Upload(s)	No
Supporting Information	Admissions	Academic and Pastoral Support for Students	Choice of Free text or upload	No
Supporting Information	Assessment	Laboratory And Continuous Assessment	Upload(s)	No
Supporting Information	Assessment	Group Working Skills	Upload(s)	No
Supporting Information	Assessment	AHEP Additional General Skills	<b>Template provided explaining how the programmes have been designed to meet the AHEP Additional General Skills</b>	No
Supporting Information	Staff	Recruitment, Development and Training	Choice of Free text or upload	No
Supporting Information	Staff	Teaching Fellows, Postgraduate Tutors, Demonstrators and Visiting Staff	Choice of Free text or upload	No
Supporting Information	Staff	Ratios	<b>Number of students, academic staff, administrative staff and technicians</b>	No
Supporting Information	Staff	Subject Expertise And Professional Registration Levels of Academic Staff	Upload(s). Optional template provided	No
Supporting Information	Staff	Scholarship, Research and Consultancy	Upload(s)	No
Supporting Information	Resources	Current Resources	Choice of Free text or upload	No
Supporting Information	Resources	Computer Facilities	Choice of Free text or upload	No
Supporting Information	QA	Programme Review And Modification	Choice of Free text or upload	No
Supporting Information	QA	Self-Evaluation Document	Upload(s)	No
Supporting Information	QA	Periodic Review Report and Departmental Response	Upload(s)	No

Supporting Information	QA	NSS Report and Departmental Response	Upload(s)	No
Supporting Information	QA	Committee Minutes	Upload(s)	No
Supporting Information	QA	External Examining Arrangements	Upload(s)	No
Supporting Information	QA	Response To External Examiners Report	Upload(s)	No
Supporting Information	Overview	Department and Programme Overview	Upload(s)	No
Supporting Information	Overview	Student numbers	Upload(s)	No
Supporting Information	Action Plan	Updated Action Plan	Upload(s)	No