

TEMPLATE FOR COREN SELF-STUDY REPORT (SSR)

A WORKSHOP FOR PROGRAMME EVALUATORS OF OUTCOME-BASED
ENGINEERING ACCREDITATION

BY

ENGINEERING ACCREDITATION COMMITTEE
COUNCIL FOR THE REGULATION OF ENGINEERING IN NIGERIA (COREN)

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Outcomes of the Workshop

At the end of this workshop, participants are expected to:

1. Know the essential components of COREN Self Study Report.
2. Prepare a good, adequate and informative COREN Self Study Report for Accreditation visit.

Outlines of the Workshop

1. Components of COREN Self-Study Report
2. Sections to Check for pieces of evidence

**Section A:
Template for COREN Self-Study
Report**

General

1. Provide general information on the institution, specific programme and attach the institution academic calendar.
2. Name and phone number of Staff in the Department to be contacted.
3. Provide detailed information on programme history of accreditation (year of accreditation, conditions imposed and actions taken).
4. Describe any self-initiated improvements made in the programme and the year the changes were introduced.

Criterion 1: Programme Educational Objectives

1. State the vision and mission of the institution and/or faculty (School).
2. State where the PEOs are published.
3. Describe how the PEOs are consistent with the vision and mission of the institution and/or faculty/School and stakeholders' requirements.
4. Describe the processes used to evaluate the achievement of PEOs.
5. Describe the processes used to evaluate the level of achievement of the PEOs. This includes describing graduates/alumni database, tools (survey, meetings, interviews, etc.) and frequency of activities and timelines.

Programme Educational Objectives Cont...

6. Discuss the PEOs achievement results by the graduates/alumni.
7. Describe how the feedback and results obtained from the above processes are being used for the CQI of the programme.
8. Describe the extent to which the programme's various stakeholders are involved in these processes.
9. Describe CQI strategies to be implemented in relation to PEOs.

Criterion 2: Programme Outcomes (POs)

1. List the POs and state where they are published.
2. Describe how the POs relate to PEOs (in addition to the template given in **Annex B-1**).
3. Describe how the POs encompass and are consistent with the 12 POs of Section 3.2.2 of COREN OBE Accreditation Manual.
4. Describe the PO definition or elements/performance indicators.
5. Describe the processes used to establish and review the POs, and the extent to which the program's various stakeholders are involved in these processes (where applicable). This includes describing the tools used in the processes (survey, meetings, interviews, etc.) and frequency of activities and timelines.

Programme Outcomes (POs)

6. Describe the mapping of courses with POs (as per template given in **Annex-D**).
7. Explain how the assessment results are applied to further develop and improve the POs.
8. Describe the materials, including student work and other evidence, that demonstrate achievement of the POs.
9. Describe the extent to which the programme's various stakeholders are involved in the processes.
10. Describe CQI strategies to be implemented in relation to the attainment of POs .

Criterion 3: Course Learning Outcomes (CLOs)

1. List the CLOs and state where they are published.
2. Mapping of CLOs to related POs (as per template given in **Annex B2**).
3. Describe the relationship between the CLOs and the POs.

Criterion 4: Curriculum and Learning Process

1. Discuss the program structure and course contents to show how they are appropriate to, consistent with, and support the development of the range of intellectual and practical skills and attainment or achievement of the POs.
2. Discuss the program delivery and assessment methods and how these are appropriate to, consistent with, and support the development of the range of intellectual and practical skills and attainment or achievement of the POs.
3. Provide evidence of the use of tutorials and non-conventional delivery methods such as Problem Based Learning (PBL) techniques alongside traditional lectures.
4. Describe how the requirements of Complex Problem Solving (CPS) and Complex Engineering Activities (CEA) have been addressed.

Curriculum and Learning Process Cont...

5. A matrix linking courses to PLOs to identify and track the contribution of each course to the PLOs (as per template given in **Annex-D**).
6. Distribution of the engineering courses according to areas specific to each program (as per template given in **Annex-E**).
7. Distribution of the related non-engineering (general education) courses.
8. Distribution of the courses offered according to semester (as per template given in **Annex-F**).
9. Details of Laboratory equipment/workstations and experiments conducted (as per template given in **Annex-G**).

Criterion 5: Students

1. Discuss the requirement and process for admission of students to the program, response and annual intake (as per template given in **Annex-H**).
2. Discuss the policies and processes for students' transfer and credit transfer/exemption.
3. Discuss mechanism for providing guidance to students on academic, career and aspects pertaining to wellness.
4. Discuss students' workload, class sizes for theory as well as laboratory sessions and completion of courses.

Criterion 5: Students Cont...

4. Describe formal or informal feedback platform/channel to obtain students feedback and suggestions for further programme improvement, and how have the feedback resulted in programme improvement.
5. Summarize the graduation requirements for the program, the process for ensuring and documenting that each graduate completes all graduation requirements for the program (as per template given in **Annex M**).
6. Describe CQI strategies to be implemented in relation to Students.

Criterion 6: Continuous Quality Improvement

1. Discuss the mechanism for:
 - programme planning;
 - curriculum development;
 - curriculum and content review;
 - responding to feedback and inputs from stakeholders including industry advisors, students and alumni;
 - tracking the contribution of individual courses to POs; tracking outcomes of performance through assessment, including rubrics;
 - reviewing of PEOs and POs; and continuous quality improvement.

2. Discuss the implementation plan based on the observations of the last accreditation visit and the remedial actions taken.

Continuous Quality Improvement Cont...

3. Evidence on the participation of faculty members and support staff as well as students in the continuous quality improvement process.
4. Evidence on the development of academic staff through opportunities in further education, industrial exposure, as well as research and development.
5. Policies, internal processes and practices that are in place at all levels within the institution relating to the accreditation criteria as stated in Chapter 3 of this Manual.
6. Summarize responses to the external examiner's report.
7. Discuss how the quality management system of the institution provides quality assurance and benchmarking.

Continuous Quality Improvement Cont...

8. Evidence of the on-going participation of industry advisors in discussions and forums, professional practice exposure, and collaborative projects.
9. Provide at least ten (10) employers' feedback report on the performance of students who graduated within the last five (5) years.

Criterion 7: Staffing

1. Discuss the strength and competencies of the academic staff in covering all areas of the program, and in implementing the outcome-based approach to education (as per template given in **Annexes-I ~ K**).
2. Discuss how the overall staff workload enables effective teaching (including student-teacher ratio), student-staff interaction, student advising and counselling, institutional service and research activities, professional development and interaction with industry.
3. Describe the role played by the faculty staff with respect to course creation, modification, and evaluation, their role in the definition and revision of PEOs and CLOs, and their role in the attainment of the POs.
4. Discuss processes for Staff development, training and retention.

Criterion 7: Staffing Cont...

5. Describe the role played by the faculty staff with respect to course creation, modification, and evaluation, their role in the definition and revision of PEOs and CLOs, and their role in the attainment of the POs.
6. A breakdown in terms of numbers of teaching staff (full- time, part-time and inter-programme) by year for the past five years
7. A summary of the academic qualifications and membership in professional bodies/societies of teaching staff.
8. A summary of the posts held and workload by full time teaching and support staff in the Department for at least 3 academic years.
9. The staff: student ratio for all academic years under consideration.
10. A listing of lecturers/invited speakers from industry/public bodies and their level of involvement.

Criterion 8: Physical Facilities and Infrastructure

1. Discuss the adequacy of teaching and learning facilities such as classrooms, learning-support facilities, study areas, information resources (library), computing and information-technology systems, laboratories and workshops, and associated equipment to cater for multi-delivery modes.
2. Describe the adequacy of support facilities such as hostels, sport and recreational centres, health centres, student centres, and transport in facilitating students' life on campus and enhancing character building.
3. A summary, in tabulated form, of the lecture facilities (give number, capacity, and audio/video facilities available).

Physical Facilities and Infrastructure Cont...

4. A summary, in tabulated form, of the laboratories (list down the details of workstation available in each laboratory).
5. A summary, in tabulated form, of the workshops/drawing studio (list down the equipment/machinery available in each workshop/drawing studio).
6. A summary, in tabulated form, of the computer laboratories (list down the hardware and software available).
7. A summary, in tabulated form, of information on recent improvements and planned improvements in these facilities.

Criterion 9: Industrial Linkages and Community Services

1. Discuss the involvement of industry in discussions and fora, professional practice exposure, and collaborative projects / research for the solutions to engineering problems.
2. Discuss students' activities and involvement in student organizations that provide experience in management and governance, representation in education and related matters and social activities.

Criterion 10: Institutional Support and Funding

Discuss the strategies used for the employment and retention of staff for the programme.

Discuss institution's financial commitment and support to sustain and enhance the quality of programme.

Summarize the salient features in a tabular form (as per the template given in Annex-L).

Section K

Supporting Documents for OBE Accreditation

The institution should make available the following items as evidences to support the information provided in the Self-study Report during the visit:

1. Handbook, Calendar supplement, or other official publication relating to the faculty/school/department, and containing the statement of programme details; Institution prospectus.
2. Course files – for every course offered by the programme, provide the course information to include the targeted course learning outcomes, a matrix linking course outcomes to programme outcomes, course synopsis/syllabus, and a list of references (texts used).
3. Examination questions and Booklets, Marking Schemes. Any information with regard to other learning activities and assessment measures such as projects, quizzes, tutorial questions, assignments, class projects, copies of the course notes (optional), laboratory courses syllabus, experiment instruction sheets

4. Documents related to training workshops related to OBE and Curriculum development.
5. Objectives and outcomes assessment instruments –Sample questionnaires, portfolios, survey forms, video recordings, etc.
6. Final year project report, instruction sheets, and grade sheets or other evaluations for the project. Provide the listing of final project titles for the past few years.
7. Copies of the Industrial training report, guidelines for the training, and reviews by the industry sponsors as well as the staff mentors.
8. Evidence of students' evaluation of staff.

9. Copies of laboratory instruction sheets and reports, grade sheets or other evaluations for project laboratory report.
10. A bounded copy of the overall students' results for each semester and overall graduating students' spread sheet.
11. Minutes and records of action and improvement for meetings of the programme teaching team, Industry Advisory Committee, staff-student consultation fora.
14. Documents related to students' participation in design competition, public speaking activities, etc.
14. Documents related to academic staff attending training, conferences and workshops.
15. Facilities and equipment maintenance records with Equipment calibration records.

16. Evidence of activities relevant to industry exposure with a summary of the industrial training schemes, and the list of companies involved.
17. Documents related to health, safety, and environment.
18. Institution/programme annual report.
19. The external examiners' reports
20. A **Three-pages (minimum) CV** for each staff member.