



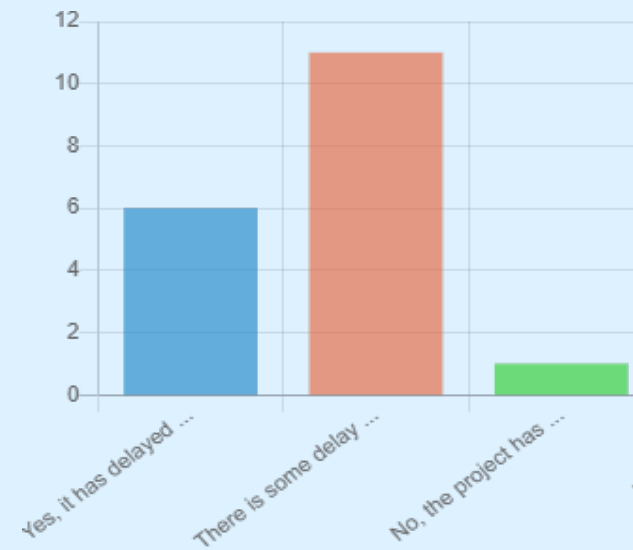
PEESA III – Results of Biannual Surveys + Status of Self Assessment Reports

**Final Presentation Cape Town
7-8 September 2021**

**Dr. Iring Wasser,
Managing Director ASIIN**

Evaluation Results of final Bi-Annual Survey

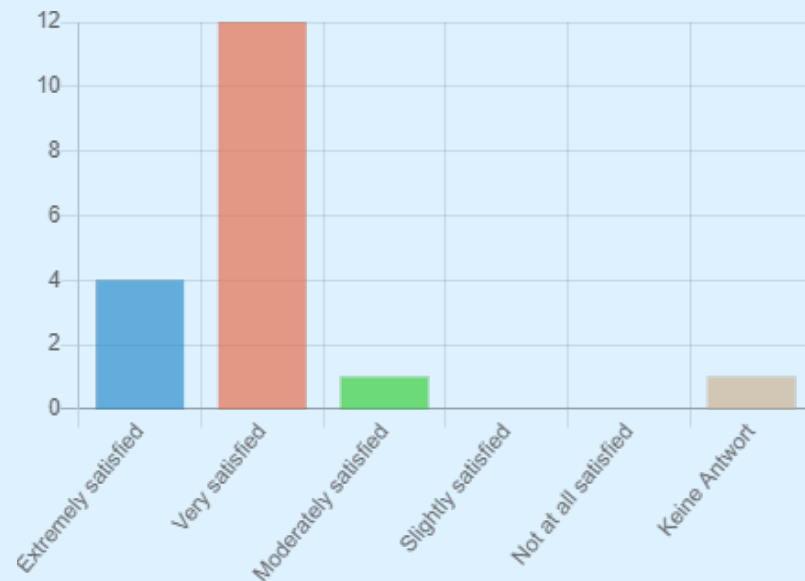
- 18 Participants in the final survey, carried out in July 2021
- Almost all respondents indicated that they had experienced some **Covid-19 related delays** in the project schedule. However, in comparison to the previous survey, a smaller number of participants considered the delays severe.



Evaluation Results of final Bi-Annual Survey

The review of the **online meetings** was overwhelmingly positive. Some of the stated reasons were:

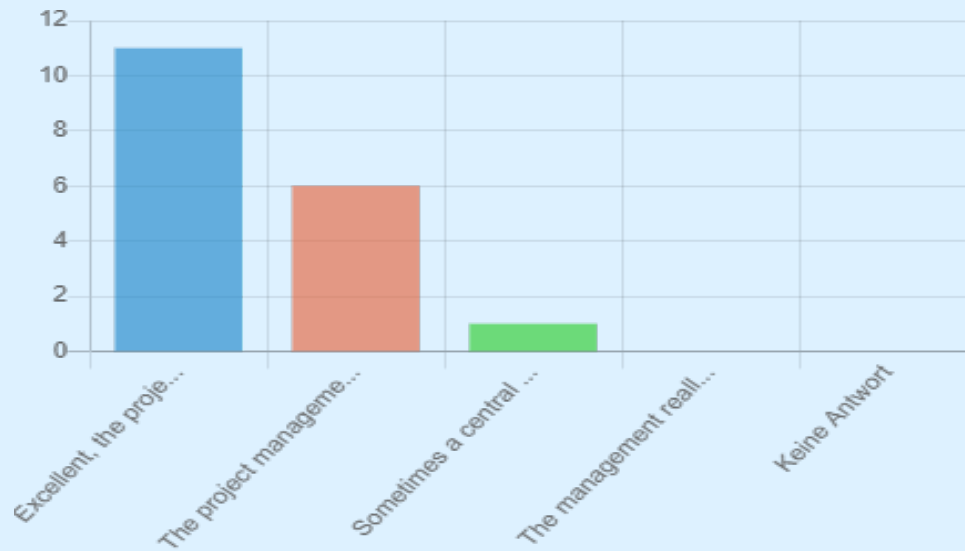
- Focused agenda and sharing of valuable project updates/information
- Good coordination and potential for time savings
- Good interaction among partners



With regards to future projects, the respondents were almost evenly split between favouring a 50-50 mix of face-to-face and online meetings, and favouring mostly face-to-face and some online meetings. 2 respondents indicated a preference for mostly online meetings with few face-to-face meetings.

Evaluation Results of final Bi-Annual Survey

- The **Project Management's** performance was widely praised – well done!



- With regards to the quality of presentations, availability of information online, and quality of material circulated by the organisers, the responses were primarily positive, falling mostly into the “very good” category.
- While still rated positively, the respondents appeared to see the greatest improvement potential with regards to the availability of information online.
- While Covid-19 restrictions remain in place, and some respondents remain severely impacted, the responses indicate that the project has to a significant extent successfully rebounded. A deterioration as was feared in the previous report did not take place.

As in previous surveys, **all participants insist that the project contributed to the further development for their institution.** More than two thirds believed this to be “very much” the case. The stated benefits included:

- International networking and exchange of knowledge and experience
- Development of engineering degrees in alignment with EUR-ACE standards
- Possibility of additional cooperation after project completion, such as double-degree or joint degree programmes
- Promotion of gender equality (ex: Women in Engineering Forum, Gender Equality Report) and transversal skills (via online course)
- Valuable experience (also cultural) for team members

Presented Self-Evaluation Reports

- All four Universities have presented advanced versions of their self-assessment report
- Despite some remaining fields for improvement it can be stated, that by now the reports are genuinely acceptable as a basis for a EUR-ACE Accreditation

To keep in mind for upcoming accreditations:

Evidences are important!

Onsite (or virtual) **EUR-ACE accreditations** are possible if the programme contents have been described in a binding format – for this purpose, **a complete set of detailed module descriptions including learning outcomes** (see DUT example on right) are key.

Other crucial evidences include:

- **staff handbooks** (which should include the resumé of all teaching staff members)
- samples of **graded student work, particularly final theses / projects**

MEng Module descriptor: Common Core Modules



Faculty	Engineering and the Built Environment		Department	Multidisciplinary	
1	Module title	Applied Systems Thinking	2 6	Module code	TBC
5	HEQSF level	9	6	HEQSF Credits	12
7	Annual/semester	Semester	8	Compulsory or elective	Compulsory
9	Total notional hours	120	10	Contact hours	36
11	Purpose of this module in relation to the programme/s	Systems thinking provides theory and practical tools for seeking solutions to complex social, engineering and organisational problems at local, regional and global levels. Systems thinking is a way of looking at the world and its complexity that emphasises holistic understanding rather than a reductionist approach. The course covers the fundamental concepts related to thinking, different thinking styles (analytical, creative, critical and systems), as well as thinking processes in collaboration and decision making. Using real-world examples, the course provides methods and tools for your own examples, enabling you to apply systems and complexity thinking in your personal and professional life. In addition, this module explores complex adaptive systems, such as organisations and large-scale engineered solutions, and provides concepts, methods and ways of thinking that can deal with such complexity.			
12	Learning outcomes	Specific Outcomes of Instruction <ul style="list-style-type: none"> • Differentiate systems concepts • Assess the underlying principles of systems methods • Demonstrate the ability to think systemically and conceptually • Apply a set of systems methods and techniques • Apply systems thinking to a wide variety of social and technical systems • Apply the method of drawing systems diagrams to represent systems and their dynamics • Apply the formal systems model to practical situations • Apply knowledge of feedback loops and their likely impact on system behaviours • Apply the concepts of complex systems system to understand why systems are unpredictable • Collaborate with others analysing and improving systems 			
13	Graduate attributes developed and/or	Student Outcomes Addressed by the Course <ul style="list-style-type: none"> • Ability to use a wide range of specialist skills to identify, conceptualise, design and 			

To keep in mind for future accreditations:

Effective Internal Quality Assurance Measures (how do you know that you are successful in achieving your goals)

- For continuous programme development and accreditation, collection as well as the analysis of data (success rates, average length of studies, etc.) is very important!
- **Surveys should include questions about the workload, particularly self-study time**, to ensure that estimates are correct.
- **Survey results as well as resulting improvement measures should be discussed with the students and other stakeholders to ensure a closed feedback-loop**
- For EUR-ACE accreditation, samples of surveys as well as survey results should be submitted along with the SAR – go for it!



Invitation to the PEESA-community to Global ASIIN-EASPA- FIGURE conference at University of Sorbonne in Paris on 4-5 November 2021

