Engineering education quality assurance processes – an exploration of the alignment or combination of the programmatic review and accreditation processes for engineering education programmes in Ireland

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Engineering Education Quality Assurance Processes – An Exploration of the Alignment or Combination of the Programmatic Review and Accreditation Processes for Engineering Education Programmes in Ireland

Two Volumes – Volume 2 of 2

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Appendix A

Comparison Checklist of the Programmatic Review and the Engineers Ireland Accreditation Processes

Process Stage	Programmatic Review Process	Engineers Ireland (EI) Accreditation Process
Overview	Cyclical quality review processes every 5-7 years	Cyclical quality review processes every 5 years
	Guidance documents provided by QQI, Institutes, Schools	Guidance documents provided by Engineers Ireland
	Mandatory process	Voluntary process (Quasi-mandatory)
	Commenced according to agreed Academic Council schedule	Commenced by completion of EI application form
	Evaluates progress over previous 5 years and Plans for future progress over the next 5 years	Evaluates progress/quality over the previous five years
	Involves a reflective self-evaluation of all programmes of study followed by a review by an independent expert panel	Involves an evaluation of all programmes of study against EI Accreditation Criteria followed by a review by an independent expert panel
Overall Responsibility	Institute Registrar has overall responsibility to manage the process on behalf of the Institute's Academic Council	EI Registrar has overall responsibility to manage the process on behalf of EI and the Institute
Objectives	Objectives set out by QQI and Institute's Academic Council	Objectives set out by Engineers Ireland
Self-Evaluation Process	Programmes may be re-validated or required to re-submit for validation	Programmes may be accredited or required to re-submit for accreditation
	Undertake SWOT analyses of programmes	
	Programmes or modules may be updated or discontinued as part of the process	Programmes are generally unchanged during the process but may not attain accreditation or re-accreditation
	Programme and module evaluation, modification and redesign including a review of all learning outcomes	Programme and module contribution to the achievement of EI programme outcomes for the level of profession title
	Engagement with employers, graduates and students and assessment of feedback	Engagement with employers, graduates and students and assessment of feedback
	Existing and proposed programme schedules prepared and changes explained	programme structure and module list explained

	Changes to mode of delivery identified including any changes to resource requirements and facilities	programme mode of delivery, resource requirements and facilities discussed
Documentation to be Prepared Prior to Visit	Documents at three levels - School, Department and Programme and electronic media	Programme level document and electronic media
	School level - Institute mission and vision - Developments affecting the Institute over the last five years (ECF, HEA Compact, etc)	
	- Institute and School organisational structure	School and programme Organisational structure
	- School stats, vision and strategic plan - Programmes offered by the School - New programmes developed since last prog. rev. - Links with Industry and regional partners - professional accreditation of programmes - Postgraduate Research - Flexible learning - programmatic review process undertaken	
	- Management of the School (School boards, Department boards and Programme boards)	Management of the School including School Boards, Department boards and Programme boards
	- School staffing	
	- QA procedures in the School (Ex. Ex, exams, etc)	QA procedures for this programme
	- Educational developments - Teaching, Learning and Assessment strategy in the School (e-learning, assessment, etc) - Annual School reporting - work placement - admission policies (ACCS, RPL, etc)	
	Department level - Department vision and strategy - SWOT analysis - Programmes offered by the Department	

	- Dept. staff resource including staff devel., staff expertise and prof. body memberships	Programme staff resource including prof body memberships
	- flexible learning in the department	
	- links with Industry and other stakeholders	Links with Industry and other stakeholders
	- professional accreditation of programmes	
	- research activity	Research activity
	- Teaching and learning facilities (Labs, etc)	Teaching and learning facilities (Labs, etc)
	- Teaching supports outside the Dept. Library, IT facilities, etc)	Teaching supports outside the Dept. (Library, etc.)
	- Teaching, L & A strategies used	T, L & A strategies used - types and extent of assessment
	- examination performance	
	- external examiners	External examiners
	- completion & retention stats by programme	Completion and retention stats by programme
	- employment of graduates	Employment of programme graduates
	- promotion of the department (open days, eng, week, careers fairs, etc)	
	- Dept documents (placement guides, etc)	Department documents (dissertation guides, etc)
	- QA reports (prof body, validation panel)	Programme QA processes (validation panel)
	- surveys of employers, graduates and stud.	Surveys of employers, graduates and students
	- Dept Programmatic review process with meetings held and overall changes proposed	
	- Department future plans for next five years	
	Programme level - programme title, QQI level, duration, start year	Programme level - Title, education standard sought, duration
	- embedded awards	- programme structure and module list
	- admission requirements	- entry standard, transfer and mobility
	- demand for the programme, student numbers	- viability, student enrolments
	- relationship to other programmes in Dept.	- relationship to other programmes
	- professional accreditation/recognition	- previous EI accreditation noted
	- aim and objectives of the programme	- aim and objectives of the programme

	- programme learning outcomes mapped to QQI award standards at the same level	- evidence based contribution of module LO's to EI PO's for the Professional title
	- programme management, programme board - retention and completion stats for each year - student award stats for each year - employment and work experience, if relevant - guest/visiting lecturers and site visits - stakeholder consultation and feedback - existing and proposed programme schedules - programme syllabi and MDF's	- programme management and develop. - student assessment performance - student examination stats - work experience, if relevant - quest lecturers, site visits - graduate, employer surveys - existing programme schedule - programme syllabi and MDF's
Electronic Media	Module definition forms Facilities External examiner reports Staff Curriculum Vitae Examination papers QA material	Module definition forms Facilities External examiner reports Staff Curriculum Vitae Examination papers QA material
Submission of Documentation for Internal Review	Documentation submitted to Registrar's Office at least one month prior to Internal Review Electronic media submitted with hard copy documentation	
Internal (Preparative) Review	Internal Review Panel Selected by Institute Registrar in consultation with Head of School including internal and external academic and industry members	
	Following Internal Review changes are made to programme proposals	
Submission of Documentation for External Review	Documents and electronic media are re-submitted to the Registrar's Office at least one month prior to the External Review	Documentation and electronic media submitted to Engineers Ireland six weeks prior to the accreditation panel visit to the Institute
External Panel Selection	The External Programmatic Review Panel is selected by the Institute Registrar in consultation with the Head of School.	The Accreditation Panel is selected by the EI Registrar and subdivided into individual programme review teams

	The panel would normally comprise external academics and relevant industry members	The panel would normally comprise external academics and relevant industry members
Visit to College	Duration normally at least 1.5 days	Duration normally two full days
	Agenda set by Academic Council	Agenda set by Engineers Ireland
	Institute manages facilities needed on day of visit including a) plenary meeting room b) breakout rooms c) guided tour of facilities	Institute manages facilities needed on day of visit including a) plenary meeting room b) breakout rooms c) guided tour of facilities d) evidence room
	Meetings with employers, graduates and students on programmes	Meetings with employers, graduates and students on programmes
	At the end of the visit the Chairperson presents draft recommendations to senior academics	At the end of the visit the Chairperson presents draft recommendations to senior academics

Panel Report	The Panel report may be structured or freeform and all programmes assessed are included in this one report	A structured panel report is completed for each programme
	Programmes are listed which are recommended for continuing validation for a further five years	The graduating classes to be accredited are set out for each programme
	Conditions and /or recommendations are specified in the report	Conditions and/or recommendations are specified in each report
	Opportunity provided to check the report for factual detail	Opportunity provided to check the report for factual detail
Post-Visit Activities	Report sent to School by Registrar's Office	Report considered by EI Accreditation Board and then sent to EI Executive Committee and then sent to the Institute/School
	School /Department response to programmatic review panel report presented to Academic Council for consideration	Accreditation parchment prepared and presented to the Head of School/Dean
	On ratification by Academic Council the report and School response is published on the Institute's website	The EI Registrar lists the accredited programmes on the Engineers Ireland website


Similar processes
Different processes

Appendix B

Council of Heads of School of Engineering Position Paper

Quality Assurance of Engineering Programmes

Discussion Document by Heads of School of Engineering, IoTI

Context

The quality assurance process in Institutes of Technology requires that all programmes of study are subjected to a five yearly cyclical review known as a programmatic review. Programmatic reviews were first conducted in the 1970's and the process has evolved over time. Qualifications and Quality Assurance Ireland (QQI) has drawn up a programmatic review policy that the Institutes of Technology must implement (HETAC (QQI), 2010). Programmatic Reviews are normally conducted on a department or faculty wide basis where all the programmes are adjusted to cater for new developments, new technologies and new delivery modes as well as ensuring the efficient delivery of programmes (DKIT, 2013). Industry and stakeholder consultation is a cornerstone of the process which looks at how programmes have been delivered in the previous five years and how they will be delivered over the following five years.

Accreditation of engineering programmes by Professional Bodies such as Engineers Ireland (EI), The Chartered Institute of Building (CIOB), The Society of Chartered Surveyors Ireland (SCSI) and many others, are a vital part of ensuring that programmes are fit for purpose and that graduates have the requisite skills to be able to participate fully in their chosen profession (Engineers Ireland, 2014) (CIOB, 2012) (The Royal Institution of Chartered Surveyors (RICS), 2008). Accreditation by these Professional Bodies has evolved over time. In recent years the accreditation process measures either the competencies achieved by students on the programme or the evidence of the achievement of learning outcomes by students (Engineers Ireland, 2010) (Society of Chartered Surveyors Ireland , 2012).

Both methods of assessing programmes are different in their focus and intent and the preparation required by the programme teams and managers. The review events have diverged to the point where they are now very far apart (Engineers Ireland, 2010) (HETAC (QQI), 2010). Faculty staff have come to view the programmatic review process as principally a review of the faculty/department and the accreditation process as a more rigorous review of the programme content.

Theoretical Background

Quality Assurance, is defined by the UK Quality Assurance Agency for Higher Education as '*the totality of systems, resources and information devoted to maintaining and improving the quality and standards of teaching, scholarship and research and of student's learning experience*' (QAA, the Quality Assurance Agency in Higher Education, October 1998).

Quality Assurance in Higher Education in Ireland is managed by each individual higher education institution through the *Delegated Authority* process. The Higher Education Authority has put policies and procedures in place to oversee how quality in Higher Education Institutions is monitored. The main policy document is the *Provider Monitoring Policy and Procedures* document (HETAC (QQI), 2010). Some Universities and Institutes of Technology have produced guidance documents for staff in relation to implementing the HETAC (QQI) policy document for programmatic reviews.

Quality assurance of engineering education programmes in Ireland has evolved over time into two assessment types, namely internal programmatic review and external accreditation. These assessment types have emerged worldwide for the quality assurance of engineering programmes.

Accreditation of engineering education programmes has become one of the most influential tools of quality assurance. It is used to enhance engineering education and to maintain the quality of engineering graduates (Engineers Ireland, 2014). The purpose of accreditation is to evaluate engineering education programmes against standards agreed upon and accepted by the international academic community and relevant industry stakeholders (Aqlan, et al., 2010).

The accreditation process is voluntary and usually embrace a combination of self-evaluation, external peer review based on a site visit, recommendation by the visiting committee (peers) and the final decision is made by the responsible Accreditation Board or Institution (Heitmann, 2000). Outcomes based accreditation of engineering programmes is now seen as being an efficient way to ensure that engineering graduates have the skills and knowledge to perform satisfactorily as competent engineers.

Engineering education programmes which satisfy the appropriate criteria laid down in the Engineers Ireland *Accreditation Criteria for Professional Titles* document are deemed to meet the education standard required of individuals seeking one of the Registered titles of Chartered Engineer, Associate Engineer and Engineering Technician (EngineersIreland, 2014). Under international agreements, such as the Washington accord, accreditation decisions of Engineers Ireland are accepted in signatory countries on the same basis as their home graduates. Engineers Ireland have also issued a guidance document titled *Procedure for Accreditation of Engineering Education Programmes* (Engineers Ireland, 2010).

Government control over quality assurance processes varies in every country in Europe and throughout the world. The extent that accreditation by professional bodies is used as the primary means of ensuring quality in engineering programmes also varies by country. In some countries, accreditation is conducted by a government organisation. In others, the quality assurance process is independent of government and is performed by private companies or associations (Aqlan, et al., 2010).

Internal and external evaluation of programmes, in regular cycles, will continue to be part of the quality assurance processes of engineering education. The research literature has highlighted that these quality assurance processes are mirrored globally.

Concerns

Having both internal programmatic review and external accreditation processes has led to the following concerns:

- The requirements of the various awarding bodies with which we interact can be quite different, some utilise the outcomes-based approach (EI), others prefer to seek student competency achievement (SCSI), etc.
- The approach taken by different accrediting bodies can vary, some involve a formal two day visit every five years, others are more informal and based on a partnership model with annual/bi-annual visits
- As a sector we have very little influence over external bodies and managing them can be long term and time consuming. This suggests that we should concentrate on what we can control which is the programmatic review process
- The programmatic review process is driven by strategic concerns/new programme development and is managed by the Registrar's office

- An enhanced programmatic review process which includes the partnership model may be a workable way forward but we must ensure that the partnership meetings happen every two years (instead of every year) and that the partnership meetings do not develop into full accreditation meetings
- It may be difficult to persuade some professional bodies to accept the partnership model, especially if they are UK based (CIOB, CICES)
- The financial cost of accreditation, especially with multiple professional bodies, has become a significant financial burden to all Institutes of Technology. Fewer programmes had accreditation in previous years so this financial burden has increased over time
- There are conflicting and competing interests involved so it may be difficult to make progress with this issue.

Possible Solution

The concept is to determine if the internal quality assurance programmatic review process can be enhanced by using the outcomes-based methodology of the accreditation process, thereby bringing the two assessment types into closer alignment. With this closer alignment, it may then be possible to have a single five yearly quality assurance assessment of engineering education programmes, namely the programmatic review process. In this way the programmatic review process would more effectively encompass both strategic and more immediate content related aspects of programmes. This enhanced programmatic review process may be accepted for accreditation by the professional bodies with an additional two-yearly partnership meeting.

The IoTI Council of Heads of School of Engineering propose that the programmatic review process for engineering and construction programmes in Institutes of Technology should be enhanced by using the outcomes-based methodology of assessment of programme content against the relevant QQI Engineering and Science standards and the relevant professional body standards.

A dialogue should be commenced with Engineers Ireland and our other accrediting bodies in order to explore how the better alignment of the Programmatic Review and Accreditation processes could be achieved and the mutual benefits of such an alignment.

There should be a focus on the disconnection between programme re-structuring and re-accreditation. Programmatic Review essentially looks forward in terms of programme design and content while in the case of Engineers Ireland at least, the accreditation process looks back at evidence produced in the past. Programmes that have been re-structured through the Programmatic Review process are often rolled out on a phased basis, so at any given time over the following 2 or 3 years, a combination of old and new can be present. This creates difficulties for both the HEI and for the accrediting body if evidence already generated is the benchmark for assessing the programme. The HEI will wish to map the outcomes of their new programmes to EI's programme outcomes, but some of the available evidence will have been generated by the old programme and some by the new, making mapping and presentation of evidence difficult and indeed confusing. Also, beneficial features of the newly revised programme, not yet fully phased in, might be crucial to the programme's successful accreditation.

Appendix C

Selection of the Triangulation of Standards and Criteria Documents

(i) Knowledge Comparison Table for NFQ level 6
(ii) Skills Comparison Table for NFQ level 7
(iii) Design and Development Comparison Table for NFQ levels 8 and 9

NQF Level 6 / Engineers Ireland Professional Title Eng. Tech./ Knowledge

Engineering Award Standards			Professional Award Type Descriptors		Engineers Ireland Accreditation Criteria
					Programme Outcomes
	Breadth	Specialist Knowledge of a broad area	Scope and Coherence	Broad current general knowledge and an integrated body of specialist knowledge required to support a craft or occupational discipline and knowledge of its connections with related disciplines (Specialist knowledge here involves significant underpinning theory and an awareness of the boundaries of that knowledge)	Graduates should be able to demonstrate: (a) (i) Knowledge, understanding and application of basic mathematical and scientific formulae and techniques to solve well-defined engineering problems (a) (ii) Basic scientific techniques and how they apply to their branch of engineering (a)(iii) Standard technologies and techniques used in the solution of well-defined engineering problems with particular reference to their advantage & limitation
Knowledge					(b)(i) Knowledge and understanding of basic problem solving techniques
	Kind	Some theoretical concepts and abstract thinking with significant underpinning theory	Structure	Practical understanding of facts, concepts, rules, regulations, abstract models, methods materials, tools, devices, technologies; their development and limitations and how they are applied in current occupational activity	(c) (i) Knowledge and understanding of the basics of the design process and method (c) (iv) Knowledge and understanding of codes of practice and industrial standards
			Issues	Knowledge of the context for professional activity (familiarity with the community of practice and with safety, employment, technological and regularity perspectives, and with relevant economic, social and environmental issues) and awareness of other disciplines likely to be encountered as a member of the community of practice	(e) (i) Knowledge and understanding of the importance of the technician's role in society and the need for the highest ethical standards of practice (e) (ii) Awareness of the social and environmental factors during their participation in the design process (e) (iii) Awareness of common environmental hazards potentially inherent in engineering systems (e) (iv) Knowledge of the potential health, safety and risk issues of engineering projects

Engineering Award Standards			Professional Award Type Descriptors		Engineers Ireland Accreditation Criteria
					Programme Outcomes
					(f) (iv) Knowledge and understanding of the respective functions of technicians, technologists and engineers and how they together constitute the engineering team

NQF Level 7 / Engineers Ireland Professional Title Associate Engineer/ Skills

Engineering Award Standards			Professional Award Type Descriptors		Engineers Ireland Accreditation Criteria
					Programme Outcomes
	Know-how and Skill Range	Demonstrate specialised technical, creative or conceptual skills and tools across an area of study	Use Cognitive and Practical skills (analytical & synthetic) to solve problems	Select and apply advanced skills to analyse and respond to unpredictable and complex problems arising in the profession and its reflective practice	Graduates should be able to demonstrate: (b)(ii) Ability to select and apply an appropriate mathematical/analytical/numerical method to a broadly-defined engineering technology problem (b) (iii) ability to create mathematical models by deriving appropriate equations, and specifying boundary conditions and underlying assumptions and limitations
Skills					(b) (iv) Ability to use and, where necessary, to adapt existing software tools for the solution of broadly-defined engineering technology problems
	Know-how and Skill Selectivity	Exercise appropriate judgement in planning, design, technical and/or supervisory functions related to products, services, operations or processes	Draw Insightful Conclusions Communicate and Influence	Prepare evidence-based conclusions that take due account of social, disciplinary and ethical insights Communicate information effectively, transfer one's knowledge and skills, and justify decisions, to specialists and non-specialists, including clients	(c) Abililty to contribute to the design of components, systems and processes to meet specified needs (d) Ability to conduct investigations to facilitate the solution of broadly-defined problems within the particular branch of engineering technology (e) Understanding of the need for high ethical standards in the practice of engineering, including the responsibilities of the engineering profession towards people and the environment (g) Ability to communicate effectively with the engineering community and with society at large (g) (i) Ability to select and apply appropriate communication tools in order to create deeper understanding and maximum impact on a given audience (g) (ii) Ability to describe succinctly the relvant advantages

Engineering Award Standards			Professional Award Type Descriptors		Engineers Ireland Accreditation Criteria
					Programme Outcomes
					and disadvantages of their chosen engineering technology to a lay audience (g) (iii) Ability to write technical papers and reports and synthesise their work in abstracts and executive summaries (g) (iv) Ability to defend a particular thesis before a panel of peers

NQF Level 8-9 / Engineers Ireland Professional Title Chartered Engineer

Engineering Award Standards Sub-Strand			Engineers Ireland Programme Area Descriptors
		Design and Development	**Creativity and Innovation**
Knowledge	Breadth	Has a wide knowledge and comprehensive understanding of the design process and methodologies relevant to ill-defined complex engineering problems in the particular sub-field of engineering	Research and Design are central components of creativity and innovation. Research seeks to generate new knowledge which may lead, through the design process, to new products and systems. This Programme Area should facilitate student's understanding of the experimental method and how its application can lead to new knowledge and insights in an organised way. Students should be exposed to a range of standard and specialised research tools and techniques of inquiry and should have the opportunity to draw up and execute, independently, a research plan.
Knowledge	Kind	Has knowledge and understanding of a wide range of engineering topics and related areas of management sufficient to prepare project specifications and to overcome impediments to good design solutions to complex engineering problems. Has a fundamental understanding of the context and range of complex engineering problems necessary to specify, plan and implement projects. Is aware of the latest/newest design methodologies and their advantages and limitations	Design is at the heart of engineering. Design studies should include consideration of the design process and of techniques specific to particular products and processes. Students should be encouraged to think beyond the obvious and routine, and be given opportunities to face the challenges of previously unsolved problems. For example, consideration should be given to including in the programme, the art of problem solving, heuristics, TRIZ, etc. By these means, a student's ability to contribute to the creative process may be developed.
Skill	Know-How & Skill- Range	Can manage and apply knowledge and understanding of the design process in ill-defined, complex engineering situations. Can identify, classify and describe engineering systems and use engineering principles to design and develop new engineering systems. Can take into consideration environmental issues when developing a design. Can engage in the creative and innovative development of engineering technology and continuous improvement systems	Since engineering is ultimately about practical activities, such innovation should include the practical testing of ideas in the laboratory or conducting research for information to develop these further. These activities should be linked to technical analysis and critical evaluation of results. Also related to practical issues, students should explore the various steps from idea to marketplace, including patents, business planning and technology transfer. In both research and design, students should have the opportunity to be involved in multi-disciplinary projects.
Skill	Know-How & Skill-Selectivity	Has the ability to develop a new solution from an initial idea. Can identify, classify and describe complex engineering systems. Can contribute to the design and development of solutions to complex engineering problems. Can specify and manage the generation of a range of design solutions and contribute to their analysis, selection and implementation for complex	

Engineering Awards Standards Sub-Strand			
		Design and Development	
		enginering problems. Can prepare project specifications and overcome impediments to good design solutions. Can estimate technical risks. Can undertake the analysis of the design and justify decisions throughout a particular design process. Can demonstrate innovation in the design and creation of new systems, components or processes. Can implement design solutions and manage the design process for ill-defined engineering problems	

Appendix D

Conference Papers

(i) Papers Published on this Research Study

(ii) Engineers Ireland Engineering Education Conference Paper

Papers Published on this Research Study

1. Kyne, M. (2019). *Incorporation of the Programmatic Review and Accreditation Process in Engineering Education.* Paper published in the Spring Colloquium Proceedings by the UK and Ireland Engineering Education Research Network. Available at https://drive.google.com/file/d/1d-jox8lrhWYA1eHZc_Mp_qrBkHi9x5UE/View

2. Kyne, M. (2019). *The Alignment of the Accreditation and Programmatic Review Processes.* Conference paper published in the Engineers Ireland Journal, December 2019 (Online). Available at http://www.engineersireland.ie

3. Kyne, M. (2019). *Professional Body Accreditation and the Quality Assurance of Engineering Education Programmes*. Paper published in the 7th Annual Symposium Proceedings by the UK and Ireland Engineering Education Research Network. Available at http://www.warwick.ac.uk/fac/sci/wmg/mediacentre/wmgevents/eern

4. Kyne, M. (2019). *Experience of Mapping Professional Body Practice and Collaborative Projects. Aligning Programmatic Review and Accreditation Processes in Engineering Education.* Conference presentation published by QQI. Available at http://www.qqi.ie

5. Kyne, M. (2021). *Engineering Education Objectives and their Relationship to the Quality Assurance Standards for Engineering Education Programmes in Ireland.* Paper accepted for the 'International Engineering Education for Sustainable Development Conference in UCC in June 2020, which has been deferred to 2021, and will be published.

6. Kyne, M. (2021). *Power Influences between Gatekeepers, Community Networks and Universities in the Quality Assurance of Engineering Education.* Conference paper accepted to the 9th International Research Methods Summer School in Mary Immaculate College, Limerick in May 2020, which has been deferred to 2021.

The Alignment of the Accreditation and Programmatic Review Processes in Engineering Education

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Key Words: Engineering Education, Accreditation, Programmatic Review, Quality Assurance

Introduction and Context

The definition of the fundamental purpose of engineering education is given in the International Engineering Alliance *Graduate Attributes and Professional Competencies* document as

'*to build a knowledge base and attributes to enable the graduate to continue learning and to proceed to formative development that will develop the competencies required for independent practice'* (International Engineering Alliance (IEA), 2013).

Professional bodies measure the quality of engineering education in two ways. Outcomes evidence-based criteria are used to evaluate engineering education programmes and competency based standards are used to assess if engineers can gain professional recognition.

The systematic development of robust quality assurance procedures in higher education was heralded in the 1992 *Green Paper on Education* (Department of Education and Science, 1992) and expanded in the 1995 *White Paper on Education* (Department of Education and Science, 1995). Quality Assurance in Higher Education is the totality of systems, resources and information devoted to maintaining and improving the quality and standards of teaching, scholarship and research and of student's learning experience (The Quality Assurance Agency in Higher Education, 1998).

Irish Institutes of Technology hold Delegated Authority to make their own awards and are obliged to have regard to quality assurance guidelines issued by Quality and Qualifications Ireland (QQI) (Quality and Qualifications Ireland, 2016). All registered education providers are required to conduct cyclical programmatic reviews of their programmes. In addition, *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG*) requires that Higher Education Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society (European Association for Quality Assurance in Higher Education (ENQA), 2015).

All programmes of study in Institutes of Technology in Ireland are subjected to internal programmatic review in five yearly cycles to ensure that the programmes meet the quality assurance standards and are fit for purpose (Quality and Qualifications Ireland, 2016). In addition, engineering and construction programmes undergo voluntary external accreditation by their respective professional bodies (Quality and Qualifications Ireland, 2019). Both processes differ in their focus and intent and the preparation required by the programme teams and managers. The two processes emphasise different aspects of engineering education (Quality and Qualifications Ireland, 2017). From the research literature, it has emerged that these assessment types are utilised worldwide, in varying ways and in regular cycles, for the quality assurance of engineering programmes. Both the programmatic review and accreditation processes have evolved and diverged over time.

The programmatic review process is normally conducted on a faculty or department wide basis and involves a root and branch examination of programmes of study and how they have been delivered in the previous five years and how they plan to be delivered in the subsequent five years. Industry and stakeholder consultation is a critical part of the process. Programmes are changed to include new technologies and new delivery methods whilst ensuring that graduates have the requisite skills and competencies to prepare them for the world of work.

Accreditation of engineering programmes by professional bodies such as Engineers Ireland (EI), The Society of Chartered Surveyors Ireland (SCSI) and others, are a vital part of ensuring that programmes are fit for purpose and that graduates have the requisite skills to be able to participate fully in their chosen profession (Engineers Ireland, 2014) (The Royal Institution of Chartered Surveyors (RICS), 2019).

Engineers Ireland has formally accredited all University and Institutes of Technology engineering programmes in Ireland since 1982. Engineering education programmes which satisfy the appropriate criteria laid down in the *Accreditation Criteria for Professional Titles* document are deemed to meet the education standard required of individuals seeking one of the Registered titles of Chartered Engineer, Associate Engineer and Engineering Technician (Engineers Ireland, 2014).

The accreditation process, as laid down in the document is consistent with international best practice and this is verified by their inclusion in international mutual recognition agreements, such as the Washington accord. Engineers Ireland have also issued a supporting guidance document titled *Procedure for Accreditation of Engineering Education Programmes* (Engineers Ireland, 2015).

The purpose of accreditation is to evaluate engineering education programmes against standards agreed upon and accepted by the international academic community and relevant industry stakeholders (Aqlan, et al., 2010). The accreditation process is voluntary and usually embraces a combination of self-evaluation, external peer review based on a site visit, recommendation by the visiting panel and the final decision is made by the responsible Accreditation/Education Board.

The focus of the accreditation process has changed significantly in the last ten years towards the measurement of student achievement of learning outcomes. According to the research literature, this new accreditation process focus has gained worldwide acceptance and is a driving force for ensuring the quality of engineering education programmes. The challenges to be overcome by this accreditation policy implementation include the ability to assess programme outcomes, workload and inconsistencies between evaluators (Patil & Codner, 2007).

Faculty staff have come to view the programmatic review process as principally a review of the faculty/department and the accreditation process as a more rigorous review of the programme content.

In engineering education quality assurance, there are two main powerbrokers, the state and the professional bodies, acting as gatekeepers and controllers for the roll out of policy admission to the engineering profession. The processes have a gatekeeper function where admission to a professional elite is controlled by adherence to the relevant policies and procedures. In some countries, accreditation is conducted by a government organisation. In others, the quality assurance process is independent of government and is performed by private companies or professional bodies (Aqlan, et al., 2010).

In the United States of America, ABET evaluates engineering education programmes and uses the *ECriteria 2000* as the basis of their participation in international multi-national agreements and mutual recognition agreements (Washington Accord). In Europe, there are many policy developments including the Bologna Declaration. Guidelines for quality assurance have been developed by the European Association for Quality Assurance in Higher Education (ENQA, 2015). The establishment of the European Federation of National Engineering Associations (FEANI), the European Network for Accreditation of Engineering Education (ENAEE) and the development of EUR-ACE® has created a common approach to accreditation and assists in simplifying different systems (FEANI, 2019) (ENAEE, 2019).

In Asia, Australia and New Zealand have led the development of accreditation processes and were founder members of the Washington Accord. Some other countries are also members of the Accord (Japan, Malaysia, Taiwan, China etc.) (Patil & Codner, 2007).

The programmatic review process is a European and national driven process whereas the engineering programme accreditation process has been developed by a national policy community (Engineers Ireland) but influenced by global policy communities (International Engineering Alliance, etc.). The peer review aspect of the accreditation process brings a collaborative dimension to the process as well as participation on the decision-making structures (accreditation/education boards).

The benefits of successful achievement of programmatic review and accreditation for the educational provider and graduates include public accountability, guarantee of quality, academic reputation, global professional recognition and registration, international mobility, academic improvement and educational competitiveness. Significant benefits also accrue to the professional bodies who remain the gatekeepers to the engineering profession.

Professional body accreditation policies cannot be enabled without engagement with engineering education programmes and they in turn need the seal of accreditation so that their graduates can be elected into a professional engineering association. The pursuit of accreditation has become mandatory for Higher Education Institutes as the consequences of not being accredited are dire for graduates who would not be able to practice as professional engineers (Said, et al., 2013).

My Research Project

I am currently studying for a PhD and my research question explores the possibility of the alignment or combination of the programmatic review and accreditation quality assurance processes for engineering education programmes in Ireland. This alignment/combination could then allow for the establishment of a single collaborative quality assurance process for engineering education or facilitate sequential occurrence of the processes within the same timeframe.

My research is supervised by Professor Merrilyn Goos and Dr Peter Tiernan, University of Limerick.

Research Design

As the research is designed as a qualitative study to gain insights from experts, the design philosophy supporting this research includes a pragmatic paradigm with a subjective ontology allowing multiple realities, an interpretative epistemology and axiology for value laden interpretation of qualitative research, using an adopted Delphi technique for data collection and the constructivist grounded theory to support the analysis of the data. The characteristics of these methodological approaches were examined to ensure that they were all compatible for this research methodology.

Significant consultation has taken place with the gatekeepers of these processes. The Technological Higher Education Association (THEA) was established in the early 2000's to represent the Institute of Technology sector. Under THEA, the Council of Heads of School of Engineering (COHSE) was established. Incorporation of the programmatic review process and accreditation process into a single quality assurance process has long been an ambition of the COHSE.

The author prepared a discussion document and comparison analysis of the two processes in consultation with COHSE. The position paper concluded that there is considerable overlap between the programmatic review and accreditation processes and some realignment/amalgamation of the processes would achieve the same outcomes. Three COHSE representatives met with the THEA Council of Registrars and with the Registrar of Engineers Ireland who agreed in principle with the approach and recommended further consultation with QQI.

The author met with QQI and the Registrar of Engineers Ireland to consider if it is possible/practical to align the objectives of the programmatic review and Engineers Ireland accreditation processes. The researcher prepared 24 triangulation documents comparing the QQI Engineering Award Standards, the QQI Professional Award Type Descriptors and the Engineers Ireland Accreditation Criteria. This allowed for comparison across the three engineering Professional Titles, their equivalent National Framework of Qualifications levels for the three strands of knowledge, skill and competence and the five sub-strands of Mathematics and Sciences, Design and Development, Information Technology, Business Context and Engineering Practice. Even though there are differences in wording between the standards, there is over 90% alignment between all three sets of objectives in terms of their intent.

Action research intervenes in work practices to achieve change and improvement. The Delphi technique utilises action research to achieve consensus by using a series of rounds. Data collection and analysis proceeds in an iterative process until consensus/theoretical saturation is reached where information is fed back to the research participants in a controlled manner. The constructed knowledge reflects both the researcher's and participant's views of the research area under investigation.

The main stages of the in-depth research are as follows:

Delphi technique round 1 – Semi-structured interviews

Delphi technique round 2 – Structured questionnaire using the findings in round 1

Delphi technique round 3 – Semi-structured interviews using the findings in round 2.

Research Findings to Date

Twenty-six semi-structured interviews for the Delphi technique round 1 were held with a pre-determined multi-level expert group who had considerable knowledge and experience of the two quality assurance processes. The comparative analysis was the basis on which the first round of questions was created. A focus group meeting was held with engineering staff from Limerick Institute of Technology to refine the questions for the round 1 interviews.

The round 1 findings have identified that the research participants are very supportive of the possibility of aligning/combining the two quality assurance processes. Seventeen themes and categories that are likely to hinder the possibility of bringing the processes into closer alignment were identified and categorised into those relating to the existing processes and those relating to new revised process(es) as shown in the table below.

Round 1 Table of Overarching Themes

Existing Processes	**Revised Processes**
Purpose of the quality assurance processes	Align or combine?
Mandatory versus voluntary accreditation process	Independence of the outcomes (validation and accreditation)
Prospective versus retrospective focus	Advantages, disadvantages and barriers to aligning / combining the processes
Synchronising of the review cycles	Methods of aligning / combining the processes
Similarities between the two processes and the effect on workload	Revised process site visit agenda
	Responsibilities of stakeholders in the revised process
Validation and accreditation objectives	Communications management between all the stakeholders and across organisations
Programmes not accredited by Engineers Ireland	
Panel membership	

The structured questionnaire for the Delphi technique round 2 was created directly from the seventeen overarching themes emerging from the round 1 interviews. Each question had a number of sub-questions. The questionnaire, consisting of 83 sub-questions, was sent to all 26 participants from round 1 and 24 participants completed the questionnaire. The tables below give a sample for one of the theme areas.

Round 2 Table of Responses to the Revised Process – Method of Aligning/Combining Theme

Theme Sub-Question	Percentage of Responses		
	Agree	Neutral	Disagree
Aligned – Accreditation into Prog. Review process	41.67	12.50	45.83
Aligned – Prog. Review into Accreditation process	37.50	20.83	41.67
Combined – Integrate both processes into a single process	66.67	20.83	12.50
Incorporate the essential parts of the Accreditation process into the programmatic review process	70.83	20.83	8.33
Multiple prof bodies could attend the in the EI slot of the programmatic review process	62.50	20.83	16.67

For each sub-question a deeper analysis of participant answers was undertaken by group type and engineering discipline to compare the responses by the various categories of participants: Registrars, Professional Body Registrars, Heads of Faculty/School from both mechanical/electrical and civil engineering disciplines and Heads of Department and staff from the engineering discipline areas.

Round 2 Table of Responses to the Revised Process – Method of Aligning/Combining Theme – Group Type and Engineering Discipline

Registrars	*Prof Bodies*	*HoF M&E*	*HoD M&E*	*Staff M&E*	*HoF Civil*	*HoD Civil*	*Staff Civil*
Positive	Mixed	Negative	Negative	Mixed	Mixed	Mixed	Negative
Negative	Negative	Positive	Mixed	Mixed	Negative	Mixed	Positive
Positive	Positive	Positive	Neutral	Mixed	Positive	Positive	Positive
Positive	Positive	Positive	Positive	Mixed	Neutral	Positive	Mixed
Positive	Positive	Positive	Mixed	Positive	Neutral	Mixed	Mixed

The table above illustrates that the method of alignment/combination is still unclear. Round 2 has identified other aspects of the processes where clear protocols need to be established between the gatekeepers and the Higher Education Institutions at a high level. Round 2 has agreed the findings from round 1 as the participants agreed or strongly agreed with 75% of the sub-questions, disagreed or strongly disagreed with 11% of the sub-questions and did not agree or disagree with 14% of the sub-questions.

The round 3 semi-structured interview questions will be generated directly from the outputs of the questionnaire from round 2 and will assist in finalising the outcomes of the research. Some of the unresolved themes include:

- Mandatory or voluntary accreditation process
- Method of alignment/combination
- Synchronising of the review cycles
- Independence of the process outcomes (validation and accreditation)
- Sharing of responsibility
- Report generation and sign-off.

Conclusion

In Institutes of Technology there are many methods used to measure the quality assurance of engineering education programmes but the two major cumbersome processes are programmatic review and accreditation. Both processes differ in focus and intent but have considerable overlaps.

This research explores the possibility of the alignment or combination of the programmatic review and accreditation quality assurance processes for engineering education programmes in Ireland.

The research is designed to gain the insights from experts on how improvements to the management or scheduling of the processes could be achieved to enable the alignment/combination of the two processes. The main themes and categories have been identified and are being considered in an iterative cycle to achieve consensus.

The benefit to the engineering community would be a reduction of process overlaps, significant saving in time and effort while ensuring both processes occur in the same time period.

Acknowledgement

I would like to acknowledge the contribution of all the research participants, members of the Council of Heads of School of Engineering, Council of Registrars, Registrar of Engineers Ireland and QQI to the content of this paper.

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Appendix E

Delphi Study Information Letters and Consent Forms

(i) Round One Participant Consent Form
(ii) Round One Interview Information Letter
(iii) Round Two Questionnaire Information Letter
(iv) Round Three Interview Information Letter

Research Participant Consent Form

The title of the research study is '***Quality Assurance in Engineering Education: An exploration of how the programmatic review process could be enhanced by using the outcomes-based methodology of the engineering accreditation process.'***

The main aim of the research is to explore if the internal quality assurance programmatic review process can be enhanced by using the outcomes evidence-based methodology of the accreditation process, thereby bringing the two assessment types into closer alignment.

I, _____ agree to take part in the above research project.

I understand that I will take part in a 30-minute interview initially, followed by the completion of a 15-minute questionnaire and then a 15-minute final interview**.** The interviews will be audio recorded but only with my consent. Audio recordings will be transferred to a password protected data-encrypted computer and the original recording deleted from the audio recorder.

My participation is entirely voluntary and I understand that I have the right to withdraw from this research at any time, at which point all my contributions will be destroyed.

I am aware that I am permitted to view all research transcripts that have taken place concerning my involvement and I can request a copy of the report from the researcher.

All information provided by me will be confidential and used only for the research study and any related academic publications.

I understand that ID codes will be used to protect my anonymity and confidentiality and names of people and places will be changed. All my research data will be stored electronically on a password-protected, data-encrypted computer and will be destroyed by deleting files or shredding paper information on research completion (not later than January 2026).

Participant's Name (Printed): _____

Signed : _____ Date: _____

(Participant's signature)

Signed : _____ Date: _____

(Investigator's signature)

UL Education and Health Sciences Research Ethics Committee Ethics Approval No. 2016_12_04_EHS

UNIVERSITY of LIMERICK
OLLSCOIL LUIMNIGH

Dear Sir/Madam,

My name is Maria Kyne and I am currently a part-time research student of the Structured PhD programme in Education at the University of Limerick, under the Supervision of Professor Marie Parker-Jenkins. In my professional capacity, I am Head of Faculty of Applied Science, Engineering and Technology at Limerick Institute of Technology.

The title of my research study is '***Quality Assurance in Engineering Education: An exploration of how the programmatic review process could be enhanced by using the outcomes-based methodology of the engineering accreditation process'***. All programmes of study in Institutes of Technology in Ireland are subjected to internal programmatic review in five yearly cycles to ensure that the programmes meet the quality assurance standards and are fit for purpose. In addition, engineering and construction programmes undergo voluntary external accreditation by their respective professional bodies.

The main aim of this research is to explore if the internal quality assurance programmatic review process can be enhanced by using the outcomes evidence-based methodology of the accreditation process, thereby bringing the two assessment types into closer alignment. It may then be possible to have a single five yearly quality assurance of engineering education programmes which would be accepted for accreditation by the professional bodies.

I am seeking your assistance in this research through your agreement to a 30-minute interview initially, followed by the completion of a 15-minute questionnaire and then a 15-minute final interview. Recommendations arising from the research (which also includes other data collection sources) have the potential to create a single cyclical quality assurance process for engineering education programmes to replace the two major processes currently in place. Findings from the study will be made available to all participants.

In order to respect and protect confidentiality of contributions, no data will be stored in the research files, database or reported that could identify any individual. The data may be recorded on electronic audiotapes but only with your consent. Audio recordings will be immediately transferred to a password-protected data-encrypted computer and the original recording deleted from the audio recorder. All participant details will be coded and stored in a separate location to the data. All research data related to each individual will be coded and stored electronically on a password-protected, data-encrypted computer and will be destroyed by deleting files or shredding paper information on research completion (not later than January 2026). Participants may withdraw from the research at any time by emailing or telephoning me, at which point all their contributions will be destroyed with immediate effect.

The research data provided by you will be used solely for the purpose of this research project and related academic publications. Participation in this survey is entirely voluntary and there are no major risks involved.

I thank you most sincerely for considering this request. Please email or telephone me if you wish to discuss anything. My contact details are maria.kyne@ul.ie and 061 293810.

Ethical Approval for this research project has been obtained from the University of Limerick Education and Health Science Research Ethics Committee (EHSREC Ethics Approval No. 2016_12_04_EHS).

If you have concerns about this study and wish to contact an independent person, please contact:

*Chairman, Education and Health Science Research Ethics Committee, EHS Faculty Office, University of Limerick, Dublin Road, Limeric*k. Tel : 061 234101

Yours Sincerely

Maria Kyne

UNIVERSITY of LIMERICK
OLLSCOIL LUIMNIGH

Dear Participant

I am contacting you again in relation to the second phase of my PhD research. I am studying for a PhD in Education with the University of Limerick, under the Supervision of Professor Merrilyn Goos.

Just a quick reminder that the title of my research study is '*Quality Assurance in Engineering Education: An exploration of how the programmatic review process could be enhanced by using the outcomes-based methodology of the engineering accreditation process'*.

I am seeking your assistance in this research through your completion of a 15-minute questionnaire. Recommendations arising from the research (which also includes other data collection sources) have the potential to create one cyclical quality assurance process for engineering education programmes to replace the two major processes currently in place. Findings from the study will be made available to all participants.

The questionnaire has been created taking into account the main themes that have emerged from the interviews conducted with all the research participants last year. Questions 2 to 9 of the questionnaire refer mainly to the ***existing*** quality assurance processes (Programmatic Review and Engineers Ireland Accreditation). Questions 10 to 18 refer to a potential ***revised*** quality assurance process.

In order to respect and protect confidentiality of contributions, no data will be stored in the research files, database or reported that could identify any individual. All participant details will be coded and stored in a separate location to the data. All research data related to each individual will be coded and stored electronically on a password-protected, data-encrypted computer and will be destroyed by deleting files or shredding paper information on research completion (not later than January 2026). Participants may withdraw from the research at any time by emailing or telephoning me, at which point all their contributions will be destroyed with immediate effect.

The research data provided by you will be used solely for the purpose of this research project and related academic publications. Participation in this survey is entirely voluntary and there are no major risks involved.

I thank you most sincerely for considering this request. Please email or telephone me if you wish to discuss anything. My contact details are maria.kyne@ul.ie and 061 293810.

Ethical Approval for this research project has been obtained from the University of Limerick Education and Health Science Research Ethics Committee (EHSREC Ethics Approval No. 2016_12_04_EHS).

If you have concerns about this study and wish to contact an independent person, please contact:

*Chairman, Education and Health Science Research Ethics Committee, EHS Faculty Office, University of Limerick, Dublin Road, Limeric*k. Tel : 061 234101

Yours Sincerely

Maria Kyne

UNIVERSITY of LIMERICK
OLLSCOIL LUIMNIGH

Dear Participant

I am contacting you again in relation to the final phase of my PhD research. I am studying for a PhD in Education with the University of Limerick, under the Supervision of Professor Merrilyn Goos.

Just a quick reminder that the title of my research study is '*Quality Assurance in Engineering Education: An exploration of how the programmatic review process could be enhanced by using the outcomes-based methodology of the engineering accreditation process'*.

I am seeking your assistance in this research through your participation in a final 15-minute interview. Recommendations arising from the research (which also includes other data collection sources) have the potential to create one cyclical quality assurance process for engineering education programmes to replace the two major processes currently in place. Findings from the study will be made available to all participants.

The final interview questions have been created taking into account the main themes that have emerged from the interviews conducted and questionnaire completed with the research participants last year. Attached please find the Round 2 questionnaire outcomes set out in terms of questionnaire themes. There was general agreement for most sub-questions and a small number of areas where there were differences of opinion.

In order to respect and protect confidentiality of contributions, no data will be stored in the research files, database or reported that could identify any individual. All participant details will be coded and stored in a separate location to the data. All research data related to each individual will be coded and stored electronically on a password-protected, data-encrypted computer and will be destroyed by deleting files or shredding paper information on research completion (not later than January 2026). Participants may withdraw from the research at any time by emailing or telephoning me, at which point all their contributions will be destroyed with immediate effect.

The research data provided by you will be used solely for the purpose of this research project and related academic publications. Participation in this survey is entirely voluntary and there are no major risks involved.

I thank you most sincerely for considering this request. Please email or telephone me if you wish to discuss anything. My contact details are maria.kyne@ul.ie and 061 293810.

Ethical Approval for this research project has been obtained from the University of Limerick Education and Health Science Research Ethics Committee (EHSREC Ethics Approval No. 2016_12_04_EHS).

If you have concerns about this study and wish to contact an independent person, please contact:

*Chairman, Education and Health Science Research Ethics Committee, EHS Faculty Office, University of Limerick, Dublin Road, Limeric*k. Tel : 061 234101

Yours Sincerely

Maria Kyne

UNIVERSITY of LIMERICK
OLLSCOIL LUIMNIGH

Appendix F

Ethical Approvals

(i) UL EHSREC Ethical Approval
(ii) LIT REC Ethical Approvals

04 December 2017

LIT

LIMERICK INSTITUTE

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EOLAiOCHTA LUIMNIGH

Limerick Institute Of Technology Moylish Park, Limerick, Ireland.

t: +353-61 293000 f: +353-61 - 293001 e: information@lit.ie 00000

Re: Application for Research Ethical Approval

Dear Maria

I wish to inform you that your application for research ethical approval was reviewed at a recent meeting of LIT's Research Ethics Committee.

The Research Ethics Committee made the following recommendation in relation to your application:

Application approved without modification/amendment

This recommendation has been recommended for approval by the Research & Postgraduate Matters sub-committee and approved by Academic Council.

Yours sincerely

pp Lisa O'Rourke Scott
Chair of the Research Ethics Committee

03 May 2017

LIT

LIMERICK INSTITUTE
OF TECHNOLOGY
INSTITÚID
TEICNEOLAíOCHTA
LUIMNIGH

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Ms. Maria Kyne
Head of Faculty of ASET
Limerick Institute of Technology
Moylish Park
Limerick

Re: Application for Research Ethical Approval

Dear Maria

I wish to inform you that your application for research ethical approval was reviewed at a recent meeting of LIT's Research Ethics Standing Committee.

The Research Ethics Committee made the following recommendation in relation to your application:

Application approved with modification/amendment

- Submit questionnaires for Delphi 1 and 2 when drafted for review.

Please note that you are not required to resubmit your full application. This recommendation is subject to formal approval by Academic Council.

Yours sincerely

Dr. Patrick Murray
Head of Research and Technology Transfer

From:	Maria Kyne
Sent:	12 March 2017 10:47
To:	'EHS Research Ethics Contact Point'
cc:	'Marie.Parker.Jenkins@ul.ie'
Subject:	RE: 2016_12 04_EHS
Attachments:	Appendix A - information email-letter for Delphi - 6.docx; Appendix B - information email-letter for Focus Group - 6.docx; Appendix C- Consent form Delphi - 5.docx; Appendix D- Consent form for Focus Group - 5.docx

Dear Anne,

Further to our recent conversation, attached please find the revised information letters and consent forms which have been modified in line with the amendments sent out in your email below. In particular,

- Appendices A and B were modified to include the name of my new research supervisor, removal of the mobile phone number of the researcher and adjustment of EHSREC contact point information as per the handbook
- Appendices C and D were modified to provide space for both participant and investigator to sign on the consent form and to provide space for the participant to print their name.

I trust that these adjustments have fulfilled the requirements set out in your email below.

Regards,

Maria

From: EHS Research Ethics Contact Point [mailto:EHSResearchEthics@ul.ie] sent: 23 February 2017 09:32
To: Maria Kyne <Maria.Kyne@lit.ie>; Marie.Parker.Jenkins <Marie.Parker.Jenkins@ul.ie> Subject: 2016_12 04_EHS

Dear Marie, Maria

Thank you for your amended Research Ethics application which was recently reviewed by the Education and Health Sciences Research Ethics Committee.
The recommendation of the Committee is outlined below:

Project Title: 2016 12 04 EHS Engineering Education Quality Assurance Processes - An exploration of the enhancement of the Programmatic Review process using the Outcomes Evidence Based methodology of the Accreditation Process
Principal Investigator: Changed from Sibel Erduran to Marie Parker
Jenkins Other Investigators: Maria Kyne
Recommendation: Approved until December 2018 subject to the following amendments:

- Please remove mobile phone number of researcher as per point 8 section 13 of the handbook.
- Please update EHSREC contact point information as per the handbook.
- Please provide space for both participant and investigator to sign on consent form and provide space for participant to print name as per handbook.

Please note that as Principal Investigator of this project you are required to submit a Research Completion Report Form (attached) on completion of this research study.

1

Yours Sincerely

Anne O '(Brien

Anne O'Brien
Administrator, Education & Health Sciences
Research Ethics Committee
Ollscoil Luimnigh / University of Limerick
Guthán / Phone +353 61 234101
Facs / Fax +353 61 202561
Ríomhphost/ Email: anne.obrien@.ul.ie
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LIT

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Ms. Maria Kyne
Dean of ASET
Faculty

26 March 2019

Re: Application for Research Ethical Approval

Dear Maria,

I wish to inform you that your application for research ethical approval was reviewed at a recent meeting of LIT's Research Ethics Committee.

The Research Ethics Committee made the following recommendation in relation to your application : Application approved without modification/amendment

Yours sincerely,

pp Joanne Prout.

Dr. Lisa O' Rourke Scott

Chair of the Research Ethics Committee

Appendix G

Focus Group Pilot

(i) A Selection of the Focus Group Pilot Presentation Slides

(ii) Focus Group Pilot Meeting Notes

Structured PhD in Education

Focus Group Pilot

Maria Kyne

May 2017

Research Title and Question

- Engineering Education Quality Assurance Processes – An exploration of the enhancement of the Programmatic Review Process using the Outcomes Evidence Based Methodology of the Accreditation Process

- How can the external accreditation process of engineering and construction programmes in Ireland influence and enhance the internal quality assurance programmatic review process of these programmes?

Research Design

- ***Consultation phase*** – Development of draft Enhanced Programmatic Review Process Model (EPRPM). Consult with COHSE, COR and Registrar EI
- ***Focus Group (including Pilot)*** – Review of the pilot questions for the interview phase
- Delphi Technique Round 1 – ***Semi-Structured Interviews***
- Delphi Technique Round 2 – ***Structured Questionnaire***
- Delphi Technique Round 3 – ***Semi-Structured Interviews***

Focus Group Pilot

- The purpose of the Focus Group Pilot is to garner your views on the Focus Group process used and the questions to be asked at the Focus Group event
- It is a dress rehearsal for the Focus Group meeting
- It is intended that this Focus Group Pilot should take no more that 60 minutes in total

Confidentiality of Information

- All information provided at this Focus Group Pilot meeting will not be released to any other third party.
- It is not possible to protect the anonymity of the Focus Group Pilot participants as you all know each other but your expertise in honing the *Semi-Structured Interview Questions* will ensure that time is not wasted in the other data collection phases of the research and appropriate content is captured

Focus Group Pilot Meeting Notes

Monday 29th May, 2017 in the HEAC Boardroom at 12.00

Maria Kyne, Attendee A, Attendee B, Attendee C

Question	Suggestions/Additions to Questions
1	The word 'concept' is wide and needs prompts. Another question that could be asked is 'concept of combining in what sense?'
2	Reduction in work effort. Merits of both.
3	What are the benefits /advantages? Do they think that they should be combined? Weight of the question? You need to get an overall sense.
4	Fair and accurate question.
5	Jurisdiction of both sides is important. Do you think there is a common objective? Do you think there is any benefits? Turf war – combine both processes to protect both parties.
6	Change the word 'players' to 'stakeholders.'
7	Change the word 'players' to 'stakeholders'
8	Diagrams needed.
9	Indicate periods of both underneath.
10	Show faculty documents. Flow chart with main points on it. Change the word 'would' to 'could.'
11	This should be question 10B.
12	Flow chart. Primary elements.
13	Flip question 12 and question 13.
14	No change to question 14.
15	This question should be broken into two questions.
16	This question should be flipped/linked to common objectives. Objectives need to be clear. Another table to compare the two processes.

17	A template is needed.
18	No change to question 18.
19	To be broken down into two questions and a table provided.
20	Ask the question in reverse. Do you think this question should be included?
21	Could be included in an appendix.
22	No change to question 22.
23	To be broken into two questions.
24	Find commonalities and differences.
25	Very important question. A lot of effort by all Departments

Overall Suggestions

- All 25 questions to be laid out on a table and determine what are the key questions to be answered.
- Look for a thread going through the questions. You need to get a structure in place.
- Too many questions. 10-12 questions should suffice. See what questions could be dropped.
- Diagrams and pictures needed.
- What is in it for the participants?

Appendix H

Focus Group Meeting

(i) A Selection of the Focus Group Presentation Slides

(ii) The Focus Group Meeting Notes

Structured PhD in Education

Focus Group Meeting

Maria Kyne

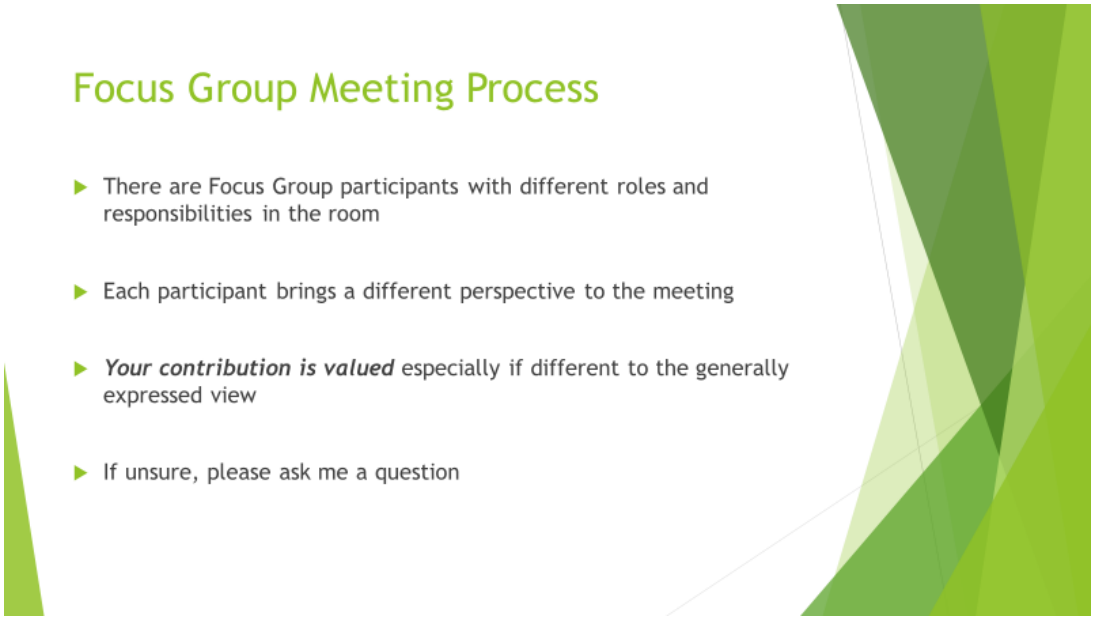
16th June 2017

Focus Group

- The purpose of the Focus Group meeting is to garner your views on the ***questions t***o be asked at the Delphi Technique Round 1 stage of the research
- It is in preparation for the Semi-Structured Interviews
- It is intended that this Focus Group meeting should take no more that 60 minutes in total

Focus Group Meeting Process

- There are Focus Group participants with different roles and responsibilities in the room
- Each participant brings a different perspective to the meeting
- ***Your contribution is valued*** especially if different to the generally expressed view
- If unsure, please ask me a question



Confidentiality of Information

- All information provided at this Focus Group meeting will not be released to any other third party. All names will be changed and coded

- It is not possible to protect the anonymity of the Focus Group participants as you all know each other but your expertise in honing the *Semi-Structured Interview Questions* will ensure that time is not wasted in the other data collection phases of the research and appropriate content is captured

Question 1

What do you think of the concept of combining the Programmatic Review and the Engineers Ireland Accreditation processes into one quality assurance process for engineering education programmes?

(a) Programmatic Review process incorporated into the Accreditation process

(b) Accreditation process incorporated into the Programmatic Review process

(c) Two separate quality assurance processes retained

Question 3

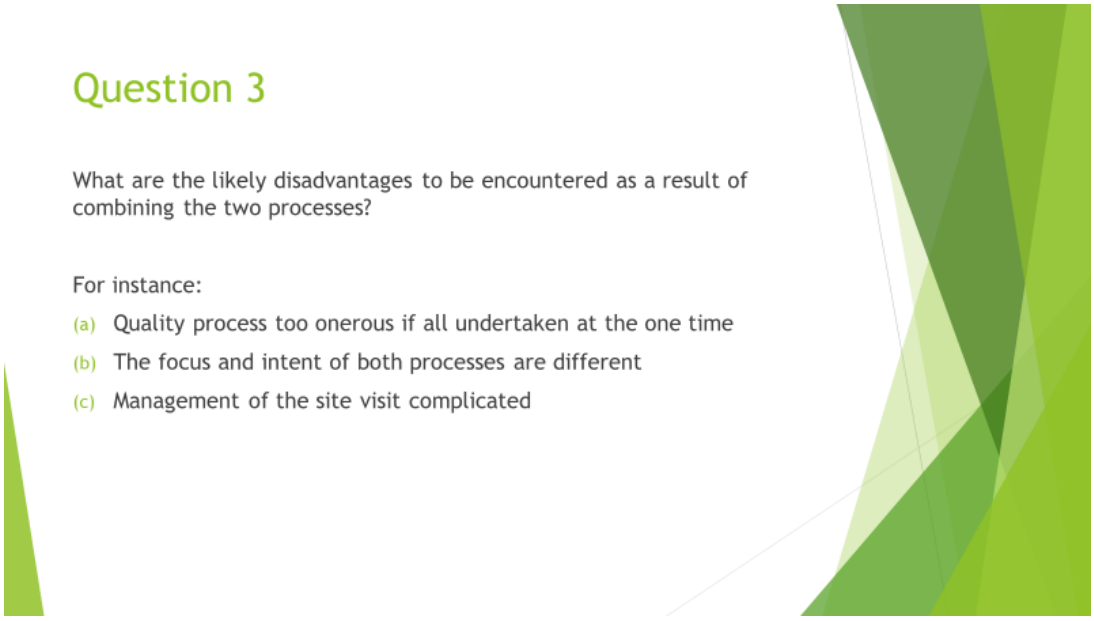
What are the likely disadvantages to be encountered as a result of combining the two processes?

For instance:

(a) Quality process too onerous if all undertaken at the one time

(b) The focus and intent of both processes are different

(c) Management of the site visit complicated



Question 5

Are there parts of either process that are likely to disrupt the combining of both processes?

For instance:

(a) The review of evidence in the evidence room

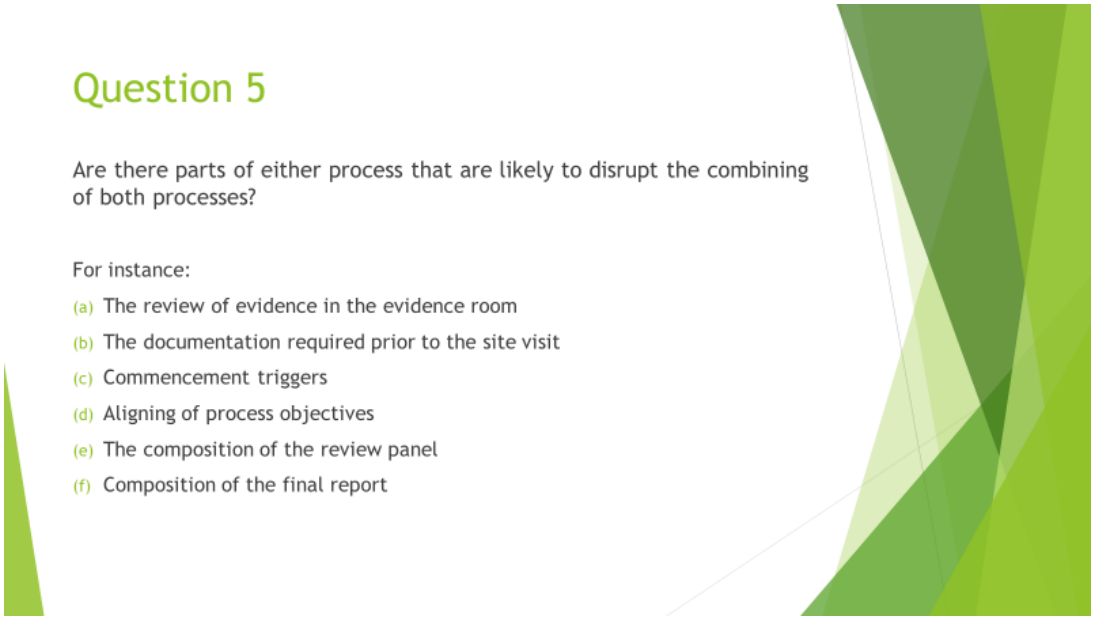
(b) The documentation required prior to the site visit

(c) Commencement triggers

(d) Aligning of process objectives

(e) The composition of the review panel

(f) Composition of the final report

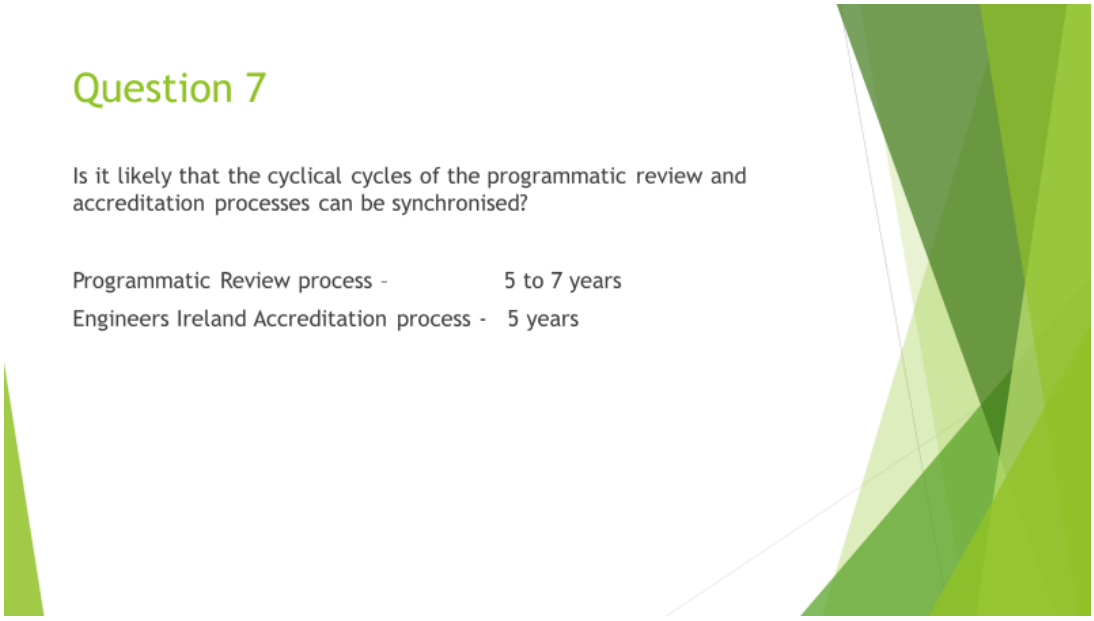


Question 7

Is it likely that the cyclical cycles of the programmatic review and accreditation processes can be synchronised?

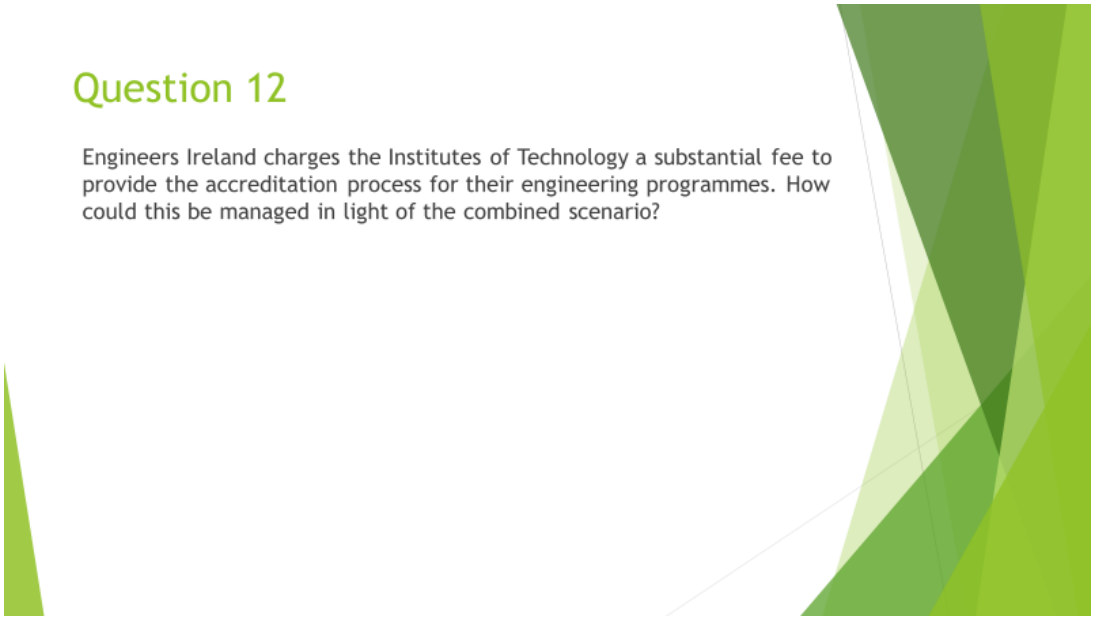
Programmatic Review process – 5 to 7 years

Engineers Ireland Accreditation process - 5 years



Question 12

Engineers Ireland charges the Institutes of Technology a substantial fee to provide the accreditation process for their engineering programmes. How could this be managed in light of the combined scenario?



Question 13

(i) How could communication be managed between the Faculty/Department, Institute Registrar's Office and the Engineers Ireland Registrar?

(ii) How could communication be managed between the final Programmatic Review report and the Engineers Ireland Accreditation Board?

For instance:

Accreditation reports in an appendix to the Programmatic Review reports or vice versa

Maria Kyne PhD Focus Group Meeting 16th June 2017 at 10am in HEAC Boardroom

Attendees (All LIT staff): δ, ε, ζ, η, ϑ, ι, κ, λ, μ, ν, π

Catherine Wright (Notetaker)

Suggestion for Interview Questions modification:

General Points:

- Should there be Multiple Choice answers / option to questions as this may introduce bias to the research
- Responses from participants should capture overall sense of Interview Questions:
  - What is the purpose of accreditation process for programmatic review and EI accreditation?
- Need to add a few general questions at the start to establish
  - Their knowledge of the programmatic review and accreditation processes as it may be difficult to get relevant responses if participants have not been through both processes
  - Perspective of participants of the programmatic review and accreditation processes (positive or negative outlook)
  - Do the participants value the Accreditation process (International benefit)?
  - Do programmes improve after the processes are complete?
- The group stated that the EI Accreditation process is more valuable that the programmatic review process
- EI accreditation - we have no input over the selection of panel members (assigned by EI), where we do on the programmatic review panels (sourced by LIT)
- Programmatic review based on business concepts whereas EI Accreditation focused on the Engineering programme content
- Phrasing of questions should be reviewed – e.g. Do you think and why? Suggestion of keeping questions more contained and part closed.
- What programmes would you be looking at to put through the new process, is it only engineering programmes, or would it roll out to others e.g. Science?
- Development of Model – model needs to think wider, focus of this opportunity is on engineering.
- QQI & EI Accreditors – why would outcomes be different?
- EI accreditation criteria is heavy on International recognition.

Questions:

Q1: Reword the question to – 'Should you …..& why?'

Q2: Reword the question to – 'Do you think there are any advantages to ……'

Q3: Reword the question to – 'Do you think there are any disadvantages to ….'

Q4: Refers to handout 'Comparative Analysis' - Suggest sending out this document prior to the interviews taking place.

Q5: Use word Prevent rather than disrupt in the question

Q6: Stakeholders: no changes or comments on this question

Q7: Synchronise the process: 7-year cycle being considered for programmatic review

Q8: Depersonalise the question - Suggest change of wording in question to – How could the voluntary nature….. be maintained?

Q9: Suggest change of wording in question to – How could the agenda be changed

The Programmatic Review visit is shorter that the EI accreditation visit. The EI accreditation visit is more involved in the details of the programmes e.g. Evidence room

Q10: Evidence based criteria: Reword to depersonalise the question – 'How could the ……be changed?'

- If a joint process was developed is it effective to have an evidence room – as this is not part of the programmatic review process.
- Preliminary question that should be asked at start, should focus on the purpose of the accreditation. Suggest sending information outlining what the processes are to the interviewees, need to prove that the participants are aware of the processes and know what they are about.

Q11: Difficult question to ask: Reword – 'Should there be joint responsibility and how do you think this would work and why would it work?'

Q12: Is this an important question? Omit this question

Would a fee be negotiated anyway? Is this outside our process, however it might emerge from other questions

Q13: Communication – assigned person to communicate and liaise with stakeholders? Include liaison in the question.

- Keep this as an open question
- Needs to be a lot more liaising / communication (this process is essential)
- Principle - how it is going to work, what you think of it working – if answer yes progress with further questions.
- Two sets of questions may be required for each outcome / opinion.
- Different questions, different sets, different levels. 3 different surveys for each level.

Q14: Reword – 'Should the independence of the programmes be maintained, if so how can they be?'

Appendix I

Questions (Management) for Round One Interviews

Questions for Semi-Structured Interviews – Management Level

Question 1

What is your name and role in your organisation?

How many years are you in your current role?

A protective code name will be used in this research for your input. What code name would you like to select?

Question 2

Have you experience of the following quality assurance processes? If so, how many times and in which educational institutions?

(i) Programmatic Review

(ii) Engineers Ireland /SCSI/CIOB Accreditation

Question 3

Was your experience of the quality assurance processes in engineering education positive or negative?

(i) for Programmatic Review

(ii) for Engineers Ireland/SCSI/CIOB Accreditation

Question 4

To what extent did the programmes improve as a result of these quality assurance processes?

Question 5

Should the Programmatic Review and the Engineers Ireland/SCSI/CIOB Accreditation processes be combined into one quality assurance process for engineering education programmes and why?

(a) Programmatic Review process incorporated into the Accreditation process

(b) Accreditation process incorporated into the Programmatic Review process

(c) Two separate quality assurance processes retained

Question 6

To what extent do you think there are any advantages to combining the two processes into one major quality assurance process?

Prompt:

(a) Reduction in work (effort)

(b) Time saving

(c) Removes doubts about which process is more important

Question 7

To what extent do you think there are any disadvantages to be encountered as a result of combining the two processes?

Prompt:

(a) Quality process too onerous if all undertaken at the one time

(b) The focus and intent of both processes are different

(c) Management of the site visit complicated

Question 9

To what extent are there parts of either process that are likely to prevent the combining of both processes?

Prompt:

(a) The review of evidence in the evidence room

(b) The documentation required prior to the site visit

(c) Commencement triggers

(d) Aligning of process objectives

(e) The composition of the review panel

(f) Composition of the final report.

Question 10

(i) Who do you think are the main stakeholders in the Programmatic Review process?

(ii) Who do you think are the main stakeholders in the Engineers Ireland/SCSI/CIOB Accreditation process?

(iii) Who do you think we may have forgotten to include?

Question 11

To what extent is it likely that the cyclical cycles of the programmatic review and accreditation processes can be synchronised?

Programmatic Review process – 5 to 7 years

Engineers Ireland Accreditation process - 5 years

Question 12

(i) Should the Engineers Ireland/SCSI/CIOB Accreditation process be mandatory or voluntary and to what extent?

(ii) How could the voluntary nature of the Accreditation process be maintained if both systems are combined?

Question 13

How could the agenda be changed for the site visit to allow for the combined Programmatic Review/Accreditation processes?

Question 14

How could the assessment of the Engineers Ireland/SCSI/CIOB Accreditation Criteria by the evidence- based methodology be incorporated into the Programmatic Review process or vice versa?

(Refer to Comparative Analysis document – section on Site Visit).

Question 15

Overall responsibility for the programmatic review lies with the Institutes Academic Council, through the Registrar's Office. Overall responsibility for the Engineers Ireland Accreditation process lies with the Engineers Ireland Accreditation Board, through the Engineers Ireland Registrar's Office.

(i) How could the responsibility for these processes be managed in the combined scenario?

(ii) To what extent should there be joint responsibility and how do you think this would work?

Question 16

(i) How could communication and liaison be managed between the Faculty/Department, Institute Registrar's Office and the Engineers Ireland/SCSI/CIOB Registrar?

(ii) How could communication and liaison be managed between the final Programmatic Review report and the Engineers Ireland/SCSI/CIOB Accreditation Board?

Prompt:

Accreditation reports in an appendix to the Programmatic Review reports or vice versa

Question 17

(i) The two quality assurance processes have independent outcomes.

Should the independence of the outcomes be maintained and why?

(ii) If so, how can they be maintained?

Prompt:

A programme may be validated/revalidated through the programmatic review process but may, or may not, be accredited by Engineers Ireland.

Question 18

Is there anything you would like to add or anything I should have asked?

Appendix J

Round Two Questionnaire

Questionnaire

Q1 **Your name: _____**

(Your name will be converted into an anonymous research code for the analysis of this questionnaire)

Q2 **QUALITY ASSURANCE PROCESSES – EXISTING PROCESSES FOR PROGRAMMATIC REVIEW & ENGINEERS IRELAND ACCREDITATION**

Quality Assurance Process Overview

Considering your experience of the existing Programmatic Review and Engineers Ireland Accreditation processes, please rate how you would agree or disagree with each of the following statements on the processes

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
The PR process is a necessary part of an engineering programme development cycle					
The EI ACC process is a necessary part of an engineering programme development cycle.					
The HEI/Faculty/School are checking the validity, currency and relevance of their engineering programmes through these processes					
The HEI engineering programme(s) should hold up internationally where students' qualifications are recognised abroad					
The PR & EI ACC processes have different motivations, drivers and stakeholders					
The processes ensure reflection on engineering programme content and how it is being delivered					
The PR process is strategic direction focused with emphasis on the student experience and HEI profile					
The EI ACC process focuses on maintaining professional standards					

The depth of analysis is broader in the PR process whereas the EI ACC process audits the programme with granular and detailed checking of evidence

The PR Panel reviews the self-evaluation statistics. The EI ACC Panel reviews the evidence behind the statistics

Q3 ***Mandatory or Voluntary Engineers Ireland Accreditation Process***

Considering your experience of the existing Programmatic Review and Engineers Ireland Accreditation processes, please rate how you would agree or disagree with each of the following statements on the processes

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
The EI ACC process should remain voluntary (not imposed)					
A mandatory EI ACC process would remove confusion as to which engineering programmes are accredited by Engineers Ireland					
Combining the two processes into a single process would make the EI ACC process mandatory for all engineering programmes					

Q4 ***Prospective and Retrospective Processes***

Aligned Processes – Parallel sessions or one process directly following the other process – Two independent outcomes (VAL & ACC)

Combined Process – Two processes discontinue in favour of one agreed collaborative process – Two dependent outcomes

Considering your experience of the existing Programmatic Review and Engineers Ireland Accreditation processes, please rate how you would agree or disagree with each of the following statements on the processes

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
The PR is a prospective process with an emphasis on programme forward planning for the next five years					
The EI ACC process is mainly a retrospective programme assessment process based on evidence from the previous five years					
Aligning/Combining the two processes could provide a stronger link between past performance and future plans					

Q5 ***Quality Assurance Review Cycles***

Considering your experience of the existing Programmatic Review and Engineers Ireland Accreditation processes, please rate how you would agree or disagree with each of the following statements on the processes

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Synchronising of the review cycles can be achieved where the review period for both processes are in phase					

There should be one combined comprehensive review (aligned or combined) including professional accreditation every five years

An interim sub-review may be needed for some technology areas as the five year review period may be too long

Aligning/combining the quality assurance reviews for engineering education depends on the review period for both processes being five or six years

An aligned/combined process should require less frequent staff and stakeholder buy-in

Q6 ***Similarities Between the Two Processes and its Effect on Workload***

Considering your experience of the existing Programmatic Review and Engineers Ireland Accreditation processes, please rate how you would agree or disagree with each of the following statements on the processes

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
There is a lot of cross-over between what is covered in the two processes; e.g. introductory sessions, stakeholder meetings, provision of materials and site visit					
There is a huge workload for staff to complete these processes which take an inordinate amount of time and effort					

Q7 ***Validation and Accreditation Objectives***

Considering your experience of the existing Programmatic Review and Engineers Ireland Accreditation processes, please rate how you would agree or disagree with each of the following statements on the processes

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
PR and EI ACC requirements were created in isolation from each other and do not coincide at present					
Similar objectives between the two processes generates considerable overlaps in the execution of the processes					
QQI Engineering Award Standards and EI ACC Criteria need to be aligned					
One collaborative aligned or combined process needs to be agreed by QQI, EI, & HEI's rather than two independent processes					

Q8 ***Programmes Not Accredited by Engineers Ireland***

Considering your experience of the existing Programmatic Review and Engineers Ireland Accreditation processes, please rate how you would agree or disagree with each of the following statements on the processes

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Not all programmes go forward for accreditation as the Engineering specific EI ACC process does not reflect the range of engineering programmes in the HEI Faculties/Schools of Engineering					

Some engineering/construction programmes are not EI accredited but are accredited by other professional bodies

New programmes wait three/four years to have sufficient evidence and graduates

Non-standard entry to programmes can limit programme accreditation

There are different categories of accreditation recognition. A programme may be validated to one NFQ level but may be accredited to one of three professional titles

Q9 ***Panel Membership***

Considering your experience of the existing Programmatic Review and Engineers Ireland Accreditation processes, please rate how you would agree or disagree with each of the following statements on the processes

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Consistency in Panel member competency could be improved with training					
The PR Panel (in a revised process) would need to be constituted to meet the needs of the two processes as there are two separate outcomes – validation and accreditation					
Some Panel members would be needed for both processes. Panel members for the evidence review could arrive at a later time in the process.					

Q10 QUALITY ASSURANCE PROCESSES – REVISED PROCESS(ES)

Revised Process – Align or Combine?

Aligned Processes – Parallel sessions or one process directly following the other process – Two independent outcomes (VAL & ACC)

Combined Process – Two processes discontinue in favour of one agreed collaborative process – Two dependent outcomes

Considering your experience of the existing Programmatic Review and Engineers Ireland Accreditation processes, please rate how you would agree or disagree with each of the following statements on the processes

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
A revised (aligned/combined) process will provide greater compatibility between Professional and academic engineering education					
A process should be agreed between the HEI's, QQI and EI, whether combined or aligned, where the HEI is the driving force to incorporate the EI ACC requirement					
The evidence based methodology (evidence review) should be included in the revised process					
Significant parts of one process can be transferred into the other process where the changes to documentation requirements reflect both processes					
It is feasible to run processes simultaneously and keep them separate to maintain two independent outcomes – One panel reviews future plans while the other sub-panel(s) are conducting the evidence review(s)					
The revised processes would reduce the quantity of work the EI ACC Panel has to undertake					
The Chairpersons of individual EI ACC Panels could sit on the PR Panel and present their findings to the EI ACC Board					

Q11 ***Revised Process – Independence of the Quality Assurance Outcomes (Validation & Accreditation)***

Considering your experience of the existing Programmatic Review and Engineers Ireland Accreditation processes, please rate how you would agree or disagree with each of the following statements on the processes

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
It is appropriate to have two QA Outcomes – validation and accreditation					
There could be a single process (combined) leading to a single outcome. Programme reviewed academically and professionally					
There could be one process but two outcomes. Validation automatically leads to accreditation					
There could be two processes outcomes independently from an aligned process where EI ACC is voluntary – Aligning the two processes while maintaining separate outcomes					

Q12 ***Advantages to Aligning/Combining the two Quality Assurance Processes***

Considering your experience of the existing Programmatic Review and Engineers Ireland Accreditation processes, please rate how you would agree or disagree with each of the following statements on the processes

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
There are no advantages to aligning/combining the two processes					
Aligning/combining the processes could reduce the significant body of review activity					

Aligning/combining the processes could achieve efficiency in time, effort, documentation and workload

The revised process(es) could examine programmes at the same point in time

The revised process(es) could unlock more time for staff to focus on other initiatives

Q13 ***Disadvantages to Aligning/Combining the Two Quality Assurance Processes***

Considering your experience of the existing Programmatic Review and Engineers Ireland Accreditation processes, please rate how you would agree or disagree with each of the following statements on the processes

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
There are no disadvantages to aligning/combining the two processes					
Ensuring an agreement between QQI & EI on a collaborative process is important as they have different requirements of the processes					
EI have statutory entitlement to have their own accreditation process and must demonstrate independence from influence to their international partners					
The revised process(es) may not be suitable for other professional bodies and their partnerships					
The possibility of losing the benefits of the EI ACC Evidence review if it is scaled back to suit the PR process					
Answering to two Masters in one process may require significant Panel member guidance					

Q14 ***Barriers to Aligning/Combining the Two Quality Assurance Processes***

Considering your experience of the existing Programmatic Review and Engineers Ireland Accreditation processes, please rate how you would agree or disagree with each of the following statements on the processes

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
There are no barriers to aligning/combining the two processes					
Some changes are needed to both processes to accommodate the other process					
The evidence based approach is not currently compatible with the PR Process					
An agreed Protocol is needed at a high level to provide clarity on the documentation and timing of the evidence review					
Interviews with employers/graduates is programme specific in the EI ACC process					
Some engineering programmes accredit to more than one Professional Body. Mapping of engineering programmes to many sets of standards					

Q15 ***Method of Alignment/Combination of the Two QA Processes***

Considering your experience of the existing Programmatic Review and Engineers Ireland Accreditation processes, please rate how you would agree or disagree with each of the following statements on the processes

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree

Aligned Process – EI ACC process is embedded into the PR process

Aligned Process – PR process is embedded into the EI ACC process

Combined Process– Integrate both Processes into a single process

Programme going forward for EI ACC, incorporate the essential unique parts (evidence review, mapping, etc.) of EI ACC process into the PR process. Create a time slot in the PR process for the evidence review and interviews with stakeholders

Multiple Professional Bodies could attend in the EI ACC slot of the PR process

Q16 ***Revised Process – Agenda***

Considering your experience of the existing Programmatic Review and Engineers Ireland Accreditation processes, please rate how you would agree or disagree with each of the following statements on the processes

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
The Agenda for the Programmatic Review is set by the HEI's Academic Council					
The Agenda for the EI ACC process is set by the EI ACC Board					
Sequence the site visit agenda(s) to suit the objectives of the PR and EI ACC processes					
The aligned process follows a natural progression of critical self-evaluation, mapping to QQI Engineering Standards and EI Accreditation Criteria, evidence gathering and site visit					
Additional time may be required to include all the requirements for the PR and EI ACC processes					

Q17 ***Responsibilities of Stakeholders in the Revised Process***

Considering your experience of the existing Programmatic Review and Engineers Ireland Accreditation processes, please rate how you would agree or disagree with each of the following statements on the processes

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Responsibility for the PR process is through the HEI's Academic Council via the Registrar's office. The Academic Council signs off on the PR process and approves programmes on their Programme Register					
Responsibility for the EI ACC process is through Engineers Ireland Accreditation Board via the EI Registrar's office. Engineers Ireland approves accredited programmes on their Professional Engineer Register					
There should be shared responsibility between the HEI Registrar and EI Registrar as neither party can cede (give away) responsibility to the other party					
Agree the revised process between HEI's, QQI and EI. Clear protocols for responsibility and approval to be stated. Embed in HEI QA framework.					
The revised process needs a Joint Overseeing Group for changes and decisions					

Q18 ***Revised Process – Communication Management***

Considering your experience of the existing Programmatic Review and Engineers Ireland Accreditation processes, please rate how you would agree or disagree with each of the following statements on the processes

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Liaison between organisations needs to be managed by the Faculty/School Head in consultation with the HEI's Registrar, EI Registrar and relevant HoDs					
All communication, including liaison and report generation, sign-off and sharing needs to be agreed between HEI's, QQI and EI. Clear protocols and confidential issues need to be clarified					
For the combined scenario, one single report could be produced with Section 1 – common issues, Section 2 – PR process and Section 3 – EI ACC process					
For the aligned scenario, two separate reports, within the same time frame, could be agreed. The accreditation report to be signed off by the EI ACC Board and then added to the PR report (possibly in an annex) and then presented to Academic Council for approval					
The PR reports are published and widely available. The EI ACC reports to be published in the revised Process(es)					

Q19 **Do you have any other comments, questions or concerns?**

Appendix K

Round Two Outcomes

Theme	General Agreement	Unresolved Issues
QA Process Overview	Both PR and EI ACC are necessary parts of an engineering	
	programme development cycle	
	HEI checking the validity, currency and relevance of programmes	
	Student qualifications should be recognised abroad	
	Both processes have different drivers, motivations & stakeholders	
	Ensure reflection on programme content and how it is delivered	
	PR process is strategic direction focused	
	EI ACC process focuses on maintaining professional standards	
	Depth of analysis is broader in the PR process	
Mandatory or Voluntary		The EI ACC process should remain voluntary (not imposed)
EI Accreditation		A mandatory EI ACC process would remove confusion as to which
		programmes are accredited by EI
	Combining into a single process would make EI ACC mandatory	
Prospective and	PR is a prospective process with emphasis on programme forward	
Retrospective	planning for the next five years	
	EI ACC is a retrospective programme asssessment process based on	
	evidence from the previous five years	
	Aligning/Combining the two processes could provide a strong link	
	between past performance and future plans	
QA Review Cycles	Synchronising of the review cycles can be achieved - same review	
	period for both processes	
	One combined comprehensive review (aligned or combined)	
	including professional accreditation every 5 years	
		An interim sub-review may ne needed for some technology areas
		Aligning/Combining depends on the review period being 5 / 6 years
	An aligned/combined process should require less frequent staff	
	and stakeholder buy-in	

Theme	General Agreement	Unresolved Issues
Similarities and its Affect on Workload	There is a lot of cross-over between the two processes	
	Hugh workload which takes an inordinate amount of time and effort	
Validation and Accreditation Objectives	Objectives do not coincide at present for the two processes	
	Similar objectives generates considerable overlaps in execution of the processes	
	QQI Engineering Award Standards and EI Accreditaiton Criteria need to be aligned	
	One collaborative process needs to be agreed between QQI, EI & HEI	
Programmes not Accredited by Engineers Ireland	Not all programmes in Schools of Engineering go forward for EI ACC	
	Some engineering/construction programmes are accredited by other professional bodies	
	New programmes must wait 3/4 years to have sufficient graduates	
		Non-standard entry to programmes can limit programme accreditation
	Different categories of ACC recognition. A programme may be validated to one NFQ level and accredited to 1 of 3 prof. titles	
Panel Membership	Consistency in member competency could be improved with training	
	Revised process - panel constituted to meet needs of both processes	
	Some panel members would be needed for both processes but some could just do the evidence review	
Revised Process - Align or Combine?	Revised process - greater compatiliity between professional and academic engineering education	
	A process should be agreed between the HEI's, QQI and EI	
	The evidence review should be included in the revised process	
	Significant parts of one process can be transferred into the other	
		Run processes simultaneously and keep them separate - one panel reviews future plans and other panels conduct the evidence reviews
	Revised process - reduce quantity of work for EI ACC panel	
	Chairs of EI ACC panels could sit on the PR panel	

Theme	General Agreement	Unresolved Issues
Revised Process -	Appropriate to have two QA outcomes - Validation & Accreditation	
Independence of the QA		Single process leading to a single outcome. The programme to be
Outcomes (Validation &		reviewed academically and professionally
Accreditation) theme		One process but two outcomes. Validation automatically leads to
		accreditation
		Two process outcomes independent - aligning the two processes
		while maintaining separate outcomes
Advantages to Aligning/	There are advantages to aligning/combining the two processes	
Combining the two QA	Aligning/Combining could reduce the amount of review activity	
processes	Aligning/Combining could achieve efficiency in time, effort,	
	documentation and workload	
	Revised process could examine programmes at the same time	
	Revised process could unlock more time for staff	
Disadvantages to		There are disadvantages to aligning/combining the two processes
Aligning/Combining the	Agreement between QQI and EI is important	
two QA Processes	Engineers Ireland have entitlement to their own ACC process and	
	must demonstrate independence to their international partners	
		Revised process not suitable for other professional bodies and their
		partnerships
		Possibility of losing the benefits of the evidence review if it is scaled
		back to suit the PR process
	Answering to two Masters may require Panel member guidance	
Barriers to Aligning/	There are barriers to combining/aligning the two processes	
Combining the two QA	Some changes are needed to both processes	
processes		Evidence review not currently compatible with the PR process
	Agreed Protocols on the documents & timing of the evidence review	
	Interviews with employers is programme specific in EI ACC process	
	Some programmes accredit to more than one professional body	

Theme	General Agreement	Unresolved Issues
Method of Alignment/		Aligned - EI ACC process embedded in the PR process
Combination of the two		Aligned - PR process is embedded in the EI ACC process
QA processes	Combined - Integrate both processes into a single process	
	Incorporate the unique parts of the EI ACC process into the PR	
	Process. Create a time slot for the evidence review and interviews	
		Multiple professional bodies could attend in the EI ACC time slot
Revised Process - Agenda	Agenda for PR set by the HEI's Academic Council	
	Agenda for EI ACC process set by the EI Accreditation Board	
	Sequence the site visit agenda to suit the objectives of the processes	
	Aligned process includes self-evaluation, mapping to QQI and EI	
	standards and criteria, evidence gathering and site visit	
	Additional time may be required to include the needs of both	
	processes	
Responsibilities of	PR - HEI Academic Council and Registrar's office	
Stakeholders in the	EI ACC - EI ACC Board and EI Registrar's office	
Revised Process	Shared responsibility between the HEI Registrar and EI Registrar	
	Agree clear protocols for responsibility and approval. Embed in QA	
	Framework	
	Revised process - Joint Overseeing Group needed for changes and	
	decisions	
Revised Process -	Liaison between organisations managed by Head of Faculty/School	
Communication	Clear protocols on liaison, report generation, report sign-off and	
Management	confidential issues	
	Combined scenario - one single report could be produced	
		Aligned scenario - two separate reports within the same timeframe
		EI ACC report when signed off added to the PR report for approval
	Revised process - EI ACC reports would be published	

Appendix L

Round One Selection of Participant's Responses by Question

Assigned Code	Question 6- Advantages to combining the PR and EI ACC Processes
α	It would make it much more rigorous. You would also get a much shared understanding of what the outcomes from a particular degree, in this case an engineering degree are meant to be. The profession has all the experience built up over years in practice so we learned a lot for instance from the engineering bodies around the ethical considerations. There is no doubt that PR has benefitted from the exposure. Various domains, not just engineers, but other domains have had professional accreditation exercises. But equally, there is a whole vocabulary that can inform their professional side. So, I have seen quite a lot of interaction between the learnings that have gone on between the two. But the down side is because we have this double approach at the moment, it puts undue pressure on academics, on managers and in some cases, people would say they are constantly under review
β	Practically in terms of not duplicating the workload or replicating the workload for two separate similar events. On the educational perspective, the Professional Body have a chance to put their own people on the PR panel. Therefore, you are getting the best of that professional perspective on the programme as well as the academic and the industry on the programme if that makes sense
δ	I think the processes should be combined. At the moment we are dealing with a significant body of review activity that could be simplified while achieving the same level of outcome. That is my sense of it. Coherence is the main advantage. The same outcomes can be achieved from both of them. I know the EI ACC process is very much evidenced based and looking back and elements of the PR process does similarly. That coupled with the other outcomes of the PR process including proposing changes to go forward could also impact or could be reflected in the EI ACC process
ε	It would reduce the number of accreditations and reviews that are imposed on programme boards and the engineering department of the School and you know you can overdo it from the point of monitoring and review. If you do not get the timing right, people will get wary from having one review after the other, maybe six months apart or even a year apart. The PR Cycle as you know is every five years and even going with a mid-term review can be challenging because you are only implementing the findings of the other when you are actually getting ready for a second review. You are continuously in review mode. So, it will have that advantage of reducing the number of reviews. It would give greater appreciation to EI of the fact that the Institutes and engineering schools are more than capable of managing quality assurance in their own right without the rigour from an external body and that they can be accredited to these professional bodies without the need for this rigorous review by the professional bodies
ζ	The advantage for the Institute would be having one event rather than two so

	having to gear up at two separate times and not having to produce all the documents a number of times would be good, Sometimes in PR's you do not get the breadth of specialist knowledge in that you would tend to do the School part first and then maybe split into Departments and then maybe split down to individual programmes if they were very specialist. So, combining the two would mean that you could actually have a wider panel and more subject experts down at the sort of discipline level
ρ	Firstly, you are examining the programmes at the same point in time. When you have PR taking place as a separate time to EI ACC it can lead to some confusion between the two. It would be much better to do the two from that regard and then have one five-year cycle for both processes. From an Institutional perspective, I think it is better certainly in terms of resources. It would make the process an awful lot easier. At the time of PR, there is more of an emphasis on the technical content of the programmes. Whereas EI ACC the technical content is important and they put emphasis on the softer skills as well. I think we would be better to combine the two for those reasons
θ	From the PR sense, they are more concerned with Institutional quality and they are much stronger in that area. The EI ACC process has concern with Institutional quality and are very programme specific. Combining the two together, if we can be assured of the Institutional quality, it will give a level of assurance and perhaps cut down some of the workload that the accreditation panel need to do, they already look for that type of material on accreditation visits, But I would say they dispense with it but they could take a less detailed view of it and have confidence that it is being covered elsewhere
ƭ	Yes, I think there are advantages. In a lot of cases the kind of reports you are doing for these would cover the same ground. So to some extent you would be doubling up, the Institute would be doubling up on the work they are required to do by preparing reports for PR and then preparing very similar reports for partnership meetings. So there is a time saving issue there. It would be a benefit as well for professional bodies to have a better understanding of what is involved in a PR so that they can appreciate that if a condition is placed that a module needs to change that there is a process that has to be gone through, that cannot be done overnight in terms of QQI with all sorts of factors at play. It is not the case of flicking a switch and the change is made six months later
κ	There are significant advantages to combining them. One, you would maintain the professional standards across both national and professional boundaries. You would also save money clearly. You would get focus from the staff which would be a lot easier to manage. You would probably get more stakeholder buy in, in that it would be perhaps more focused and less frequent. There is a likelihood it would be expanded with a lot more international input for an Engineers Ireland perspective, to look beyond borders. There are a lot of benefits.
ɯ	Yeah, I see huge advantages because the overlaps are very significant. So there are a lot of potential advantages. They are not exactly the same but having said that, there is sufficient overlap to make them one event as opposed to two events, you

	know
μ	The advantages are numerous. One is that a single integrated process or a parallel but very closely related process could be undertaken once every five years if we look at the current five-year cycle which is common to both PR and EI ACC. You would have one process every five years with significant savings for the Institute in terms of the time, effort and energy that goes into these submissions and processes and the associated cost of staff putting their time in to this, then they do not have time to put into some other form of potential development whether it be research, teaching and learning or whatever
ν	I am very much in favour of it. In the last three months I have just come through accreditation processes and one PR. Apart from the obvious workload that has gone into the repetition is extremely annoying from a staff and industry point of view because you are asking industry similar questions and documentation to review with a slightly different slant. We should really be looking at trying to align these because they are not too far removed. The focus for the EI ACC is much more prescriptive. Industry has stated that they are unclear how their input was reflected in the PR process. Industry is very much aware of EI and what it stands for and how well it is recognised. It is easy for Industry to input into the EI ACC process. Resourcing and the time is the second main advantage. Management's time, HoD's and HoS. The frustration is going back out to your academics and asking them again to engage in another process. In September, I had two departments go through PR and in December I had the whole School go through EI ACC. Staff are still trying to teach and do their research with students. It is a huge commitment in terms of meetings that need to take place.
ξ	I would strongly agree that it reduces the amount of paperwork and workload for academics
π	There is a considerable overlap on the workload. The draining I see in staff from having engaged with PR or EI ACC is seen. People are busy, it is not that they do not want to do the work, they just find it time consuming and it takes a lot out of people. The time we should be preparing for the future seems to be focused on the past to an extent. So I worry about that. I think some aspects of EI ACC approach, particularly evidenced based one, is superior. EI ACC is show and tell so it is a better process.
η	Significant reduction in workload which creates more time to actually do innovative things, productive things. At the moment the double hop, the double process has a lot of duplication of effort and resources. It could certainly be done more efficiently by some element of a combined process
σ	Far more efficient for one thing. They are not too dissimilar in process and preparation and so on. So, efficiency and they are pretty closely aligned as it is. There are some differences but I think it could be generalised into one big question
τ	All the points I made in the previous question could be achieved. We are pre-supposing a big bang approach where you combine the two and maybe there are other ways of doing them. For example, the annual review or the external examiner process as well
φ	The advantage would be a lot less paperwork. You are not revisiting a process, you

	are not revisiting programmes just after they have been done. PR one year and then the following year we would have EI ACC. You are basically going over stuff that has been approved and there is obviously a lot of repetition
χ	It would cut down on the amount of administration that academics would have to do by merging the two together. It is becoming pretty burdensome at the moment to meet both criteria and my own experience is that the programmatic review comes before EI ACC. So, you effectively have two years, maybe three years working on programme development and accreditation
ψ	I think there is a lot of practical advantages. They are doing very similar things but slightly differently and in my experience, they have been out of sequence all the time. You are really doing similar things and different times when in fact it would be better to maybe make changes when you are getting accreditation done if they are needed, that it would be much better to integrate the two together
ω	The primary advantage is that it ensures quality throughout the programme. It avoids duplication and I think that there would be greater buy in to the singular process rather than having two processes
ς	From our point of view, we have PR and EI ACC in 2018-2019. It means we have two different processes to carry out. There is an overlap between programme outcomes but they look for different in different set ups and different subheadings and so on as well. So if they could be subsumed together obviously from a time point of view and management it would be good also. It depends on whether it makes sense, the programme outcomes and subsections within those- can they marry each other up. If it can be one process obviously the most basic thing is the saving on the time. There is probably some learning process involved in combining the two as well. It would be natural I suppose.
ϐ	The obvious advantages are cost and time. Duplication of effort on the part of the college being accredited or reviewed. You do not have to do twice the work to achieve quality improvements
ϑ	I think the workload is the particular kind of focus and the feeling that there is a lot of repeated workload for two different processes at two different times
ϫ	Yeah, definitely. Whether they are combined or done one after the other, aligned is a better word than combined. I am not sure that you can combine them but we can certainly, align them. I think one feeds into the other very well. We did our PR first and then EI ACC so in a way we had aligned them. When we were starting the EI ACC process we were confident in what we were presenting in the evidence room because we had already completed the PR and done the critical evaluation of all our programmes. Having them aligned, did save time and increases confidence. We did them one after the other. It did remove doubt about which process is more important. For me they were both important, you need to have the PR done but not all programmes will have EI ACC. PR facilitates well the EI ACC.
ϻ	Well efficiency for sure. Why would you need to do two quality assurance processes when one was good enough. So, efficiency in terms of people working on it and the amount of time spent on it - that is the main reason

Assigned Code	Question 12- Mandatory or Voluntary Process
α	The EI ACC process is voluntary. To move from a voluntary, one would have to make a very strong argument for moving it to a mandatory situation. And it comes back to questions of authority and responsibility. This is a discussion I had in the past with a previous registrar of EI and with An Board Altranais. Some of this comes down to who is responsible for what and where ultimately legally this responsibility lies. This would suggest that while EI and other domains will very much want to voluntary opt in and for the benefit of the students and broader recognition, this process will stay as a voluntary exercise. If both systems are combined, I do not see a difficulty. I do not see that the voluntary nature would be in any way compromised by linking the two systems. In some awards, a piece of learning attracts professional exemption or recognition automatically
β	I would leave the EI ACC process voluntary. If the two processes are aligned, the QQI process and the EI ACC process, then I would see it as mandatory as distinct to being built into the process and you get all in one. It is back to the professional body and how relevant is professional recognition and how meaningful is it or necessary to get your job and quite often it boils down to whether the employers come looking for your chartered membership as in civil engineering and the local authorities. Not so much in electrical, computing or mechanical engineering. From that point of view I would see it as voluntary as not all engineering disciplines need it. Civil engineering seems to need it more and expect it for signing off. I am referring back to my experience as HoS ten years ago and maybe that scene has changed a bit
δ	I would say the EI ACC process should be mandatory. It adds to the strength of a programme but I understand why people would like it to be voluntary as well. It is about a particular need in a particular discipline of engineering. There is greater engagement in some disciplines rather than others like civil engineering are whole heartedly into the space and electronics less so.
ε	The EI ACC process carries a lot of weight. I do not believe in it being mandatory. Where Institution feel they would benefit by having that status then they should have the option of applying for it. There are programmes in Schools of Engineering which serve an industry need and serve an employer need that doesn't require EI accreditation. Civil engineering is an example where not everybody has accreditation for civil engineering and it does not impact on the graduates getting employment. While they naturally would have an advantage by having that accreditation I would still be opposed to it being mandatory. It is for individual Institutes and Schools to decide what is appropriate for their remit. If an Institute wants accreditation and feels it is of value, the EI should be willing to engage with them and come on board to have one process. If another Institute does not wish to engage with the EI ACC process, why should it be

	imposed on them. I do not agree with imposition at all. It is a professional decision of each Institute or each HoS of engineering to decide what is appropriate and how to go about it. The freedom should exist for some programmes to be put forward for accreditation and others not. It means that not every programme has to be accredited by Engineers Ireland. Depending on the actual strategy within the engineering schools the programmes that need accreditation and where it would benefit the students in getting employment should have that status
ζ	I would say the EI ACC process should be voluntary, Yeah, I would say voluntary
ρ	I think historically those not involved in civil engineering saw little value in EI accreditation. That has changed particularly with the International mutual recognition agreements where the qualifications are recognised in other partner countries. I think that is becoming more important. I have seen examples in the manufacturing side where graduates saw a lot of value in having an accredited programme. There is certainly more value attached to the process going forward. If the Institute decides that they are not going to go for accreditation, they just do their PR in the normal way and if they wish to have accreditation, then they include the EI ACC process as part of the PR process
θ	I would like to think it should be mandatory, at least then we would not have the dilemma of whether a programme is accredited or unaccredited. IF every programme is being reviewed then we could give a view on them. It would remove some level of confusion or discomfort for students and parents. Any graduates coming out with a one-year level 8, they know at least it is being reviewed at whatever level. There is a level of comfort and confidence we can give because it has gone through the PR process as well. We have been considering over the last five to seven years that the Olympic event does put a lot of strain in Departments to provide a lot of documentation and I think we need to look at that. To tell a School of Engineering what they are doing wrong or there is some serious issue represents a failure in their thinking. We need to get around to a perspective where a couple of pages are submitted each year for each programme if there is changes to the programme. That could take some of the surprise or heat out of the five-year event
ƭ	The SCSI process should be mandatory for those who wish to be accredited. There are some QS progammes that are not accredited. They have decided not to come the accreditation route either because they might not meet the threshold standards yet or the programme is too new to be assessed. It is very much a voluntary process at the moment but to maintain accreditation, there are compulsory elements that need to be followed. If the processes were combined then it would change the nature of the SCSI process slightly if it was to be part and parcel of the PR process. That is one I would have to reflect on a bit
κ	The EI ACC process is voluntary to the extent that the Institute or University has to make the decision as to whether it wants to have EI accreditation or not. There are some programmes that Institutes and Universities decide not to put forward for accreditation as it is not necessary in the marketplace and has no relevance. That

	is a fact. So, I do not think it should be mandatory If the processes were combined then it would have to be mandatory. Because the state is now doing it. EI would only have representatives on the PR panel and the programmes seeking accreditation
ν	I do not think you can make it mandatory so it always has to be voluntary. I think each individual Institution would have to make up its mind whether it wants to include it is not in a voluntary way. My guess is that most IoT's or Universities would be open to the idea but it would have to be done on a voluntary basis
μ	For an organisation, EI accreditation should not be mandatory. The default position for most IoT's and Universities is to seek accreditation for appropriate programmes at an appropriate level. That is a decision that should sit with the HEI. Some engineering programmes in some Institutes may not have accreditation through EI because they feel that the level of accreditation that they could achieve is not appropriate to the level of award that is offered. Some engineering programmes in Ireland are accredited through UK bodies where the Institute might feel that the external professional body may provide a more appropriate accreditation. I am thinking of at least one programme in my Institute where the UK accreditation provides a better deal that EI accreditation. I am unsure how it would work in terms of an integrated process unless individual programmes had a choice to opt out. We must be cognisant of the fact that we have a multiplicity of programmes on the engineering side (L8 ab initio. L7 +2 years, L7 +1 year). We have at least four different routes to achieving a level 8 honours engineering award and the EI Accreditation process for the four of them is different. There is more clarity required of EI on what accreditation each of these types of programmes will achieve. Some Institutes have decided that they will not seek accreditation through EI, they will seek accreditation elsewhere. That would conflict with the suggestion of mandatorily having to buy into the process
Assigned Code	**Question 12 - Mandatory or Voluntary Process**
ν	I believe it should be mandatory but not everybody would agree with me. I am thinking of the merger we are going through with two other Institutes at the moment and there are accredited and unaccredited programmes. There will be difficulties when we merge into a new Institution. Some students will have low points but their programme may be accredited with EI and others with Honours maths and high points but their programmes are not accredited by EI. Some people value the accreditation process and others do not. This was a surprise for me to meet engineers who do not value the EI accreditation as much as I personally
ξ	Voluntary. The reason I say that is because not all institutions are going to get accredited. If it were mandatory at least then we would have a clear marker between those programmes that are accredited and those that are not accredited. If you have two separate systems you have to run two separate systems anyway. It would be a bonus if you were able to subsume ones where they do want to apply for EI accreditation. You would still have to keep the PR process for those

	programmes who do not wish to apply for EI accreditation
π	The reason I have always pushed to do the EI accreditation is because everybody else does. The first time we went for accreditation we got considerable resistance from the College management to doing it at all in fact and who are they to be telling us what our programmes are. The accreditation process is relatively new, it is not like an old system. It was brought in over the last 15-20 years. The accreditation. of technical degrees and higher certificates is even newer than that. There was a time when EI just accepted the QQI/HETAC validation as sufficient proof that you are of a suitable standard. Now they go through the international agreements (the Dublin, Sydney accords) where they agreed certain standards with professional engineering bodies in other countries and that led to accreditation being introduced as a process where it was necessary to have this process to comply with the international agreements. It was not always there. I would not object if it was mandatory but I would not be pushing that it should be so.
η	I think it should be mandatory but I am not sure how you could make it mandatory. All engineering graduates from the third level sector should be benchmarked to some level on the EI professional skills (criteria) - technician at associate level, pre-chartered or chartered level or whatever. I think that all engineering programmes in the country should have that mapping or that status identified
σ	Yes, it should remain voluntary I think
τ	It depends on what you mean by mandatory. Are you implying that there is going to be a legislative framework to enforce this? If you take mandatory to mean that any engineering programme should have to go through and EI ACC process, then I think it should be voluntary. If it is going to be enforced, there is a potential IR issue as to who is going to be the boss, is it QQI or EI. That is a difficult one to tease out. The question is relevancy and I do not wish to do EI a disservice but a bug bear of mine, shared by other colleagues in the IoT sector, is that we have level 8 graduates that are not on the same playing field for Chartered Engineering status as University graduates and I would argue that our graduates are as good if not better. We did not accredit our level 8 programmes because we felt it was demeaning them when our level 7 programmes were already at associate engineer level. Why would we say our level 8's are only as good as our level 7's. There is a broader context that needs to be teased out around it
φ	It is voluntary. If you want accreditation it is up to you. There are a lot of programmes up and down the country in engineering that are not accredited. As part of the PR you would have to select individual programmes for EI accreditation. I would see it as two things happening together at the same time. They could share panels and so on. You would still be making the decision as to which programmes are for accreditation and what are not. If you start a new programme you cannot really get EI accreditation for it until you have an audit or graduates. But you can get PR validation for the programme.
χ	I would consider it mandatory. I think you would have to separate professional education from general education. If I had somebody who wants to become an engineer they should be doing an accredited programme and then continue on to become a chartered engineer. It would be important that all programmes would be

	accredited at the appropriate level (technician, associate or chartered)
ψ	The question with mandatory is tricky and needs to be elaborated on. What would define the programme to be required as mandatory? Some disciplines within engineering traditionally do not value accreditation in the same way as others. Particularly in practice. I would not make it mandatory. I think I would keep it the way it is that Colleges decide for themselves. It is possible that in the PR you have basically an add-on part to it. I would look at what are the essential features of EI Accreditation that are over and above PR and to what extent should they be included in PR. I think personally that it would be best to keep those separate and to only have that requirement for additional things such as evidence and maybe mapping that is only required as part of the PR process when a voluntary decision to go for accreditation has been made by the College
ω	Oh mandatory. Mandatory
ς	You will have some engineering programmes around the country that are not accredited programmes, mainly level 8 programmes. We highlight to students that those programmes are not accredited because for future progression in employment, for going towards chartership, being able to travel with their work and for looking for employment abroad as well. It is a good thing that it is self-regulating (voluntary) but at the same time all engineering programmes put out there in the country should really be mandatory to have accreditation. You have to do PR and in terms of our own experience here we look for accreditation so from a practical point of view we want to do both of them - we have to do PR and want to do accreditation. If they were aligned with one another you could opt in and out in terms of accreditation. At least the PR information is there and add in the extra accreditation information required as well
в	I would have to go with voluntary. I think it is appropriate that we have external vigilance. If you ignore the likes of EI, then you are probably not doing what you could do to maintain the quality of your programmes. I do not think every programme is appropriate for that vigilance. New programmes, programmes for non-standard students, add-on programmes or these sorts of monolithic degrees should have some flexibility not to be immediately assessed by a professional body. If they are combined, the inputs, processes and outputs are available to both bodies, the internal and the external. If that is the case and you do not wish to take part in the EI ACC process, then you simply do not invite EI to take part
Э **Ж**	In the interests of being fair to students from B.Engs. I think it should probably be mandatory. It is probably not possible to maintain the voluntary nature of the EI ACC process is both systems are combined My understanding is that it is already voluntary. We have programmes here that have not had EI accreditation and they have been running. We would want to get all our programmes EI accredited but for reasons I have outlined before it is not practical. I think the voluntary nature should be maintained whether you combine or align both systems. I prefer the word align.
λ	It is voluntary at the moment; I have not thought about that one. Given the other process is there, I think voluntary is correct. Yes, it should be voluntary.

Appendix M

Round One Selection of Question Summary Tables

Round One Interviews - Question 4 - Extent of Programme Improvement

Four participants did not comment on this question.

Participant Group Type	Engineering Discipline	Extent of Programme Improvement			
		Marginal	General	Extensive	Disimproved
Registrars	C, E, M			3	
Prof. Body Representatives			1		
Heads of Faculty	C			2	
Heads of Faculty	E, M		1	1	
Heads of Department	C		3		
Heads of Department	E, M	1	1	1	
Senior Lecturers	C			2	
Senior Lecturers	E, M			2	
Lecturers	C			2	
Lecturers	E, M		2		
Total		**1 (4.5%)**	**8 (36.5%)**	**13 (59.0%)**	**0 (0.0%)**

C = Civil Engineer
E = Electrical/Electronic Engineer
M = Mechanical Engineer

Round One Interviews - Question 5 - Combine into One Proces

Participant Group Type	Engineering Discipline	Yes, No, Unsure			Combine into One Process			
		Yes	No	Unsure	EI ACC into PR	PR into EI ACC	Stay Separate	No Proference Specified
Registrars	C, E, M	6			1			5
Prof. Body Representatives		2			2			
Heads of Faculty	C	2			2			
Heads of Faculty	E, M	2			1	1		
Heads of Department	C	3			1	1	1	
Heads of Department	E, M	3			1			2
Senior Lecturers	C	1		1	1		1	
Senior Lecturers	E, M	2			1			1
Lecturers	C	2			2			
Lecturers	E, M	1	1				1	1
		24	1	1	12	2	3	9
Total		**92%**	**4%**	**4%**	**46%**	**8%**	**12%**	**34%**

C = Civil Engineer
E = Electrical/Electronic Engineer
M = Mechanical Engineer

Round One Interviews - Question 10a - Programmatic Review Primary Stakeholders

Participant	HEI	Students	Staff	Employers	Engineering Profession	QQI	Graduates
α							
β							
δ							
ε							
ζ							
ρ							
θ							
ϳ							
κ							
λ							
μ							
ν							
ξ							
π							
η							
σ							
τ							
ϕ							
χ							
ψ							
ω							
ς							
ϐ							
϶							
ϫ							
ϰ							
Total	18	22	20	24	10	7	7
	69%	85%	77%	92%	38%	27%	27%


Round One Interviews - Question 10b - EI Accreditation Primary Stakeholders
Participant
Students
Staff
Employers
HEI
Engineering Profession
Graduates
Engineers Ireland
α
β
δ
ε
ζ
ρ
θ
ϳ
κ
λ
μ
ν
ξ
π
η
σ
τ
ϕ
χ
ψ
ω
ς
ϐ
϶
ϰ
ϗ
Total
17
17
21
15
14
8
17
65%
65%
80%
58%
54%
30%
65%

Round One Interviews - Question 12 - Voluntary or Mandatory Accreditation Process

Participant	Voluntary	Mandatory	EI Accreditation Part of the PR Process	Relevance to Disciplines of Engineering	HEI Choice Whether to Apply for Accreditation
α					
β					
δ					
ε					
ζ					
ρ					
θ					
ɟ					
κ					
λ					
μ					
ν					
ξ					
π					
η					
σ					
τ					
ϕ					
χ					
ψ					
ω					
ς					
ϐ					
϶					
ϫ					
ϰ					
Total	18 **69%**	8 **31%**	10 **39%**	7 **27%**	8 **31%**

Round One Interviews - Question 14 - Incorporation of the Evidence Review

Participant	Incorporate the Evidence Review		PR Not the Same Depth of Review	EI ACC Retrospective PR Prospective	Parallel or Sequential Sessions
	Yes	No			
β					
δ					
ρ					
θ					
κ					
λ					
μ					
ν					
ξ					
π					
η					
σ					
τ					
ϕ					
χ					
ψ					
ϐ					
϶					
ϫ					
ϰ					
Total	20	0	5	3	5
	100%	0%	25%	15%	25%

Appendix N

Round One Overarching Themes

Overarching Themes

			Instances
Average Participant Years in Role			
All Participants			9 years
All Participants except α and β			10.67 years
Average Number of Programmatic Reviews Experienced			
All Participants	Own HEI		3 Cycles
	Other HEI - relevant to 5 participants only		Some
Average Number of Engineers Ireland Accreditations Experienced			
All Participants	Own HEI		3 Cycles
	Other HEI - relevant to 7 participants only		Some
Experience of Quality Assurance Processes			**Instances**
Programmatic Review	Positive		82%
(22 Participants)	Mixed		13.50%
	Negative		4.50%
EI Accreditation	Positive		82%
(22 Participants)	Mixed		18%
	Negative		0%

Overview of Quality Assurance Processes		Instances
PR underpins the integrity of our programmes		9.0%
Forces us to reflect on what we are doing		14.0%
Good process but could be more robust		4.5%
A rolling approach to changing things is more desirable		4.5%
Better to have professional engineers critiquing us on the relevance of our programmes		4.5%
Benefits tangible for the programmes, students and Department		4.5%
Makes people reflect on their modules and what is being delivered		4.5%
Tests quality - process to ensure high quality		4.5%
Chance to engage with stakeholders to get a fresh perspective		18.0%
EI ACC has a standard in advance rather than after the event		4.5%
PR and EI ACC useful and necessary parts of a programme development cycle		4.5%
Programme changes/modernation makes it more attractive to students		4.5%
The value comes from the internal reflection		4.5%
QQI needs to be assured that we are following good DA and QA processes		19.0%
The HEI/Faculty are checking validity and relevance of programmes	*	70.0%
Industry must believe the programme is valid, current and relevant	*	92.0%
The programme must hold up internationally - qualifications recognised abroad	*	80.0%
PR insular process - people from the same discipline		4.0%
Management important as they write documents and set direction		4.0%

Extent of Programme Improvement as a Result of these QA Processes	Instances
(a) Extensive (Positive)	59.0%
(b) Generally / Overall	36.5%
(c) Marginal	4.5%
(d) Disimproved	0.0%
EI ACC caused reflection on soft skills, ethics, etc.	
PR caused changes on the technical side	
Aim for incremental improvements over time	
Programmes improved very significantly in response to EI ACC process	
Improvements varied by programme	
PR caused modifications to existing programmes	
Looking at programmes horizontally (across a year) and vertically (across all years)	

PR Broader- EI ACC Focused		Instances
	22/26	85%
EI ACC focuses on LO achievement, whereas PR broader		
EI ACC process is a good one but some hassle involved		
PR very high level - not getting to individual module level		
PR process does not check quality like the EI ACC process		
EI is a very granular means by which to assess a programme		
Feedback from the EI ACC process is more detailed and applicable to individual programmes		
PR looks at broader issues than EI ACC		
PR (academic issues), EI ACC (maintaining professional standards) - Healthy tension		
PR is strategic direction focused. Moving away from individual programme review		
Evidence based approach forces a demonstration of LO achievement		
EI Process audits the programme - granular and detailed checking of evidence		
PR Process more rigorous and arduous		
PR puts greater emphasis on technical content. EI ACC - technical & soft skills		
Specific programme feedback is appreciated by Programme Teams		
Depth of Analysis - PR Broad, EI ACC deep review of programmes		
PR looks at the overall picture, EI ACC detailed and rigorous		
Evidence based approach is not compatible with the PR process		
Perspectives weighted different - PR student centred, EI ACC meeting standards		
PR originally internal, now involves the profession		
PR different focus - student learning experience and HEI profile		
PR Panel review self-evaluation statistics, EI ACC panel reviews evidence behind the Stats.		
PR Panels review 20+ programmes but EI ACC panels review programmes in greater depth		
PR Reports have insufficient detail for Engineers Ireland		
Greater level of Programme Examination in EI ACC process		
Evidence based methodolgy is very robust. PR too broad and does not delve as deep		

Work & Effort	42%
A lot of work and effort and paperwork	
Huge workload on the staff - very cumbersome and duplicituous	
Very onerous exercise - Issues at granular and large scale	
An enormous workload. EI ACC process too detailed for all programmes	
Work involved in EI ACC mapping exercise & QQI Standards mapped to PO's and LO's	
EI ACC, pr and New Prog Development - Same people every year - onerous processes	
It takes an inordinate amount of time and effort to do these reviews	

Frequency of Occurrence	54%
People exhausted from one process then the other happens	
Staff and stakeholder buy in - more focus and less frequent in combined scenario	
Double approach - constantly under review - pressure on academics and managers	
Repetition is extremely annoying to staff/Industry - similar questions with a different slant	
Doing similar things but out of sequence	
Death by review - Difficult for programme teams to do PR & then later a similar process	

		New Aligned/Combined Model					**Instances**
						25/26	96%
Evidence review adjusted to fit into PR process or vice versa							
Map PR process onto EI ACC process							
Integrated single process, EI subset of PR - bolt on last day						(13/26)	
Share common documentation and processes - mapping, etc							
Room for two processes. EI ACC assesses relevance and PR validates							
Should replicate EI ACC into PR process - PR national system							
Include the Evidence review into PR, looking at overlaps							
Align processes - one after the other - removes doubt as to which is more important							
Add Evidence based methodology into the PR process							
Answering to two Masters - proper training and instructions to Panel members							
Evidence review to be a mini-component of the PR process							
Difficult to run processes in parallel - should be one before or after the other							
Build an option that PR process would have the EI ACC evidence review							
Aligned process - clarity on documentation and timing of evidence review							
EI ACC process to change to accommodate the PR process (all disciplines)							
Could adopt the same approach as EI ACC - very detailed audit							
Run the processes in phase to minimise the work							
Large parts of the process that can be transferred into the other process							
Technology areas - five years is too long - Interim reviews possible							
Programme going for EI ACC - include essential parts (evidence, mapping) in PR process (9/26)							
Site visit - slot for evidence room and interviews with stakeholders - aligns processes (10/26)							
Two existing processes die in favour of an agreed collaborative process							
Depends on the relationship between EI, HEI's, QQI - One agreed process							
Compartmentalise what is different - Part of PR process with separate sessions							
HEI to be the driving force for what Engineers Ireland needs							
Two days normal for EI/PR processes. Combine into 2-3 days to encompass all needs of PR/EI ACC							
Natural progression - critical self-evaluation, mapping to EI & QQI standards, evidence gathering							
Bring PR in line with deep evidence review - adopt, implement and impose it. Logistics tricky (12/26)							
PR approach has some evidence base but not to the same depth as EI ACC process							
Could have a mini-visit each year or EI Ex Ex to complete a yearly evidence template							
Parallel sessions - one group on future plans, other in evidence room - feasible to remain separate							
Possible to do two processes at the same time							
Multiple Professional Bodies can attend in EI ACC slot of PR process							
EI aspect of PR review - an annex of the PR report							
Each report has to be reviewed and signed off separately							
Run processes simultaneously but will still have two masters							
Align -maintain two independent outcomes -achieve efficiency in time, effort, docs & workload							
Just add in unique (evidence, mapping,etc) elements of EI ACC into PR process							

Validation but Not Accreditation or Vice Versa		Instances
	16/26	61%
Programme meets PR requirements but not EI ACC requirements		
Dissent - PR revalidates but EI ACC does not accredit		
Programme may be validated but could be EI ACC to a range of Professional levels		
Programme not recommended for accreditation - Clarification for graduate of where it falls short		
Prog not VAL = Not delivered. Not possible to EI ACC until changes are made to the Programme		
Programme may pass PR Validation but not meet EI ACC criteria		

Considerable Overlap between Processes		Instances
	15/26	58%
Considerable overlap - similar objectives - produce capable engineers		
Lots of commonalities - documents, etc - advantages to combining them fully or partially		
A lot of overlaps. Merit in agreeing a framework to marry them		
PR longer and a lot of overlap with EI ACC - stakeholder meetings, introdu	(9/26)	
sessions, provision of materials and much of site visit		
A lot of crossover between what is covered in the PR/EI ACC/ CIOB/ SCSI processes		

Prospective and Retrospective Processes	Instances
	31%
PR process is prospective (5 years into the future). EI ACC is retrospective (previous 5 years)	
PR is prospective, EI ACC is retrospective - EI ACC process to look forward as well	
PR process looks back but mostly prospective. EI ACC mostly retrospective	
PR is prospective - forward for next 5 years. EI ACC is a retrospective assessment	
EI Process retrospective, PR prospective. Align past performance with future plans	
EI is looking backward and PR is looking forward so combining should be a good way forward	

Validation and Accreditation Objectives		Instances
	15/26	58%
QQI, HEI, EI ACC & PR requirements do not coincide at present		
Useful to align outcomes and mapping of processes		
Get a shared understanding of engineering degree outcomes		
Objectives created in isolation from each other by QQI/EI - Try to accommodate both		
QQI Engineering standards need to match the EI ACC focus		
Academic Council need to agree the full range of PO's for the appropriate level		
One collaborative process agreed between QQI, HEI's & EI rather than two independent processes		
Scope to look at the re-alignment of QQI & EI Objectives / criteria and outcomes		
Align schedules to suit objectives of PR & EI ACC		
Two panels needed - two different outcomes - Validation and Accreditation		
Review current objectives to create a single set of requirements for EI / QQI		
EI ACC mapped to criteria, QQI objectives for PR		
Mapping exercise between the QA standards of both processes to identify gaps		
Programme outcomes need to be the same for both processes		
Need alignment on standards / objectives		
Align EI ACC criteria & QQI Engineering Award Standards for objectives and Outcomes		

Programmes not Accredited by Engineers Ireland	Instances
	38%
Some programmes not EI ACC but accredited by other professional bodies (SCSI, CIOB, RIAI, etc)	
Some programmes are not accredited by any professional body	
Engineering specific process does not reflect the range of programmes in Schools of Eng. (BA, BSc)	
New programmes - not yet able to be accredited by Engineers Ireland	
Issues with managing different accreditating bodies	
Issues with non-accredited programmes being re-validated	
Not all engineering programmes go forward for accreditation or achieve it	
New programmes to wait 3/4 years to have sufficient evidence and graduates	
For all engineering programmes, EI ACC should be the critical review	
Engineers Ireland not accrediting new programmes or discontinued programmes	
Some QQI level 8 programmes not accredited at Chartered level	
Issues with programmes with a non-standard entry	
There are other professional bodies that accredit engineering programmes	

Panel Membership		Instances
	15/26	58%
Lack of consistency in panel membership - training of panel members needed		
Different panel members for each Institution		
Chair of panels should have a term of office		
Combining would cut down the work the EI ACC panel member has to do		
Panel member training - answering to two Masters		
Volume of documentation and its affects on Industry participation		
Panel members take away best practice to their own Institution		
Same panel members for both processes but varying times of attendance		
EI Reps to attend PR for 1 or 0.5 day, arriving at different times		
EI ACC panel - granular level of assessment, 3 members per panel - report into PR panel		
Chairperson of individual panels to sit on PR panel		
EI process dependent on Panel members who may be biased		
PR panel (revised process) constructed to meet the needs of two processes		
EI Reps on PR panels. EI Reps present their reports to the EI ACC Board		
PR panel encompass EI panel. EI reports ratified by EI		
Documentation changes need to be made to both processes		
Constitution of revised panel - EI Reps, mix of industry, academic & international		
EI ACC panels are much larger - broader depth of expertise to probe programmes		
Training and knowledge of review panels can be variable in terms of competence		
Some guidance on panel member knowledge, training and competence could lead to different outcomes		

Synchronising of Review Cycles	Instances
	31%
Cyclical review period for both processes need to be in phase	
One five year cycle for both processes	
Option of whether a programme goes forward for EI ACC - Impinges on the cycle timeframe	
EI should adjust their model from 5 years to a year on year event with more trust in everybody	
Greater involvement by EI year on year rather than only one EI ACC review	
Moving PR to 7 years will eliminate the synchronisation of review cycles. 5 yearly cycle better	

Combine into One QA Process		**Instances**
(a) Yes	*	92.0%
(b) No		4.0%
(c) Unsure		4.0%
Method of Combination		
(i) EI ACC into PR	*	46%
(ii) PR into EI ACC		8%
(iii) Two separate processes		12%
(iv) No preference specified		34%
Greater alignment between the professional and academic		
Getting cohesion on the architecture (structure) and outcomes needs a lot of discussion		
Brings coherence to the overall QA - makes sense		
EI ACC Agency - Independence from influence to be demonstrated to IEA, ENAEE, etc		
EI ACC process more robust and internationally recognised		
PR process QQI based with a national focus		
Under Statute, HEI's work with the National Framework of Qualifications and learning outcomes		
Role of External Examiner fundamental and could be used		
Two very separate processes looking at different things		
EI ACC process could be beneficial to areas outside of engineering - Business, etc		
Both processes have different motivations, biases, drivers and stakeholders		

Disadvantages to Combining the Two Processes		Instances
(a) No disadvantages	*	23.0%
(b) Maintaining the independence of Engineers Ireland process		4.0%
(c) Getting QQI and EI to agree a single process		4.0%
(d) Coherent alignment to meet the needs of both processes	*	23.0%
(e) Volume of documentation and its affect on Industry participation		4.0%
(f) EI has a large influence on the design of engineering programmes		8.0%
(g) Fearful of having to scale back the Evidence Approach to suit PR		8.0%
(h) New programmes - not yet ready for accreditation		4.0%
(i) Very onerous exercise - Issues at granular and large scale		12.0%
(j) Answering to two Masters in one process - panel member training		4.0%
(k) EI have statutory entitlement to have their own professional accreditation		4.0%
Preparation is key and requires discussion		15.0%
Clear Responsibilities/Protocols needed		15.0%
May not be suitable for other professional bodies and their partnerships		15.0%
The strategic direction and reflection needs to be maintained		15.0%
Engineering specific process does not reflect the range of programmes in SoE's		19.0%
Advantages outweigh disadvantages		4.0%
EI ACC most relevant for Civil, less so for Mechanical and Electrical		4.0%
Only suitable for Engineering programmes. Other faculties may not wish to be audited		8.0%
Engineering process to look forward as well		12.0%
EI & QQI have different requirements. HEI's caught between two labour intensive processes		8.0%

Advantages of Combining the Two Processes		Instances
(a) More rigorous process	*	15.5%
(b) Maintains standards	*	15.5%
(c) Ensures Quality	*	15.5%
(d) Not duplicating workload	*	73.0%
(e) Savings in work effort, documentation, time	*	73.0%
(f) Reduces the significant body of review activity	*	27.0%
(g) Best of professional perspective. Depth of panel experience		8.0%
(h) Examines programmes at the same point in time		11.5%
(i) Faculties/Schools capable of managing QA in own right		8.0%
(j) Combines the technical and softer skills emphasis		4.0%
(k) Saves money		4.0%
(l) Staff and Stakeholder buy-in involved. More focus and less frequent		8.0%
(m) Evidence based process is superior - Show and tell		4.0%
(n) More time to focus on other initiatives in the Department		4.0%
(o) less administration/ less burdensome process		4.0%
All disadvantages could be overcome		
Include annual reviews from External Examiners		
Experience built-up by the profession - learn from them		
Wider panel with more subject experts at programme level		
Combining would cut down the work the EI ACC panel has to do		
Better appreciation by the Prof. Body that changes to modules need to go through AC process		
Maintains the professional standards across national and professional boundaries		
Staff use saved time for research, teaching or pedagogy		
Industry understands EI ACC but less clear of role in PR process		
Align (one after the other) - removes doubt about which is more important		

Barriers to Combining the Processes		Instances
(a) No Barriers - No concerns from HEI's or management		15.5%
(b) Strong merit in combining the processes		12.0%
(c) Needs an Agreed Protocol, Framework at a high level		15.5%
(d) Evidence review to be a mini-component of the PR process	*	34.0%

Some Institutions do PR differently - School Plan a year in advance
RICS Global Standards and procedures for accreditation is the same worldwide
Interviews with graduates/employers is programme specific
Single panel with PR nominees and professional body nominees
EI emphasis on inputs - The H4 (C) in honours Maths in the Leaving Certificate
Some changes needed to both processes to accommodate each other
Approval of GB to accept EI ACC as equal to their QA process
Lack of consistency in panel membership - training needed
Could add another day to the process
If EI External Examiners utilised - could review evidence each year
Presentation of evidence in a more efficient manner - folder?
Evidence Based Approach is not compatible with the PR process
Issues with non-accredited programmes being re-validated
Issues with different accrediting bodies
EI ACC review more politically generated that PR - PR process becomes political
Timing of reviews needs planning well in advance - timing of evidence room
Aligned - clarity on documentation and timing of evidence review
QQI view all level 8's at the same level. EI ACC level varies for level 8 programmes

	Who are the Main Stakeholders?		Instances PR	Instances EI ACC
	(a) Students	*	85.0%	65.0%
	(b) Staff	*	77.0%	65.0%
	(c) HEI / Institute	*	69.0%	58.0%
	(d) Industry / Employers	*	92.0%	80.0%
	(e) Engineering Profession	*	38.0%	54.0%
	(f) Engineers Ireland	*	0.0%	65.0%
	(g) QQI	*	27.0%	0.0%
	(h) Graduates	*	27.0%	30.0%
	(i) Other - 11 others mentioned each for PR and EI ACC			
	(j) Numerous legislative and regulatory bodies - HEA, DES etc			
Main stakeholders overlap with professional accreditation		*	35.0%	*
Perspectives different - PR student centred and EI ACC meeting standards			15.0%	
To align with EI ACC - engage enterprise in PR process more			12.0%	
Programmes must hold up internationally - qualifications recognised abroad			80.0%	*
Staff deliver the programme			73.0%	*
Industry must believe the programme is valid, current and relevant			92.0%	*
Need to distinguish between graduates and students			15.0%	
QQI need to be assured that we are following good DA, QA processes			19.0%	
EI satisfied that graduates are capable of doing the Prof. Titles level of work			61.0%	*
Prospective students and Guidance Counsellors left out of the process			27.0%	*
Not constrained - Can include as many as appropriate			4.0%	
The HEI/Faculty are checking validity and relevance of programmes			70.0%	*
Include Regional Authorities and IBEC from a strategic viewpoint			12.0%	

Synchronising of the Review Cycles		**Instances**
(a) Synchronising of review cycles can be achieved	*	100.0%
(b) Seven years		0.0%
(c) Five years	*	50.0%
(d) Interim reviews - thematic to complement a larger PR		19.0%
(e) No timeline mentioned	*	38.0%
Possible Barriers		
(i) PR - 7 years, EI ACC - 5 years		4.0%
(ii) IEA - 6 year period review		4.0%
(iii) ENAEE - 5 years		4.0%
(iv) SCSI - Three partnership meetings every 5 years		4.0%
(v) RICS - Exploring a five year model with interim visits		4.0%
(vi) New reality - create a new model/cycle		4.0%
(vii) Institute level issues (TU Mergers, etc) could interfere		8.0%
(viii) Fee structure		4.0%
(ix) New programmes developed following PR - out of Sync		4.0%
(x) Interim reviews needed in technology areas		8.0%
(xi) RIAI have a bi-annual review		4.0%
(xii) The processes have different objectives/outcomes		4.0%
PR part of larger HEI QA review - interim thematic reviews needed		12.0%
One process every five years is manageable		31.0%
One comprehensive review including professional ACC every five years is manageable		31.0%
The timelines could be brought together - couple of iterations		27.0%
Necessary for integration and coherence		8.0%
PR - 5 to 7 years is in the ACT, QQI pushing for 5 years		4.0%
Longer than 5 years - agreement with EI & QQI		19.0%
HEI issues (TU Mergers, etc) could throw alignment out of sync		8.0%
EI amenable to one year extension, two years exceptionally		4.0%
May get one or three years accreditation - throw individual programmes out of sync		4.0%
Run the processes in phase to minimise work		4.0%
Five years is too long in technology areas - Interim sub-review needed		8.0%

Mandatory or Voluntary EI ACC Process		Instances
(a) Voluntary - Should not be imposed - optional	*	69.0%
(b) Mandatory - removes confusion - sometimes not practical	*	31.0%
(c) EI process part of the PR process	*	39.0%
(d) Relevance to disciplines of Engineering	*	27.0%
(e) HEI's choice - have option to apply for accreditation	*	31.0%
Programmes that do not go Forward for EI ACC		
(i) New Programmes - cannot be accredited until there are graduates		12.0%
(ii) Level of programme versus professional title achieved is not appropriate		12.0%
(iii) UK Professional Body provides more appropriate accreditation		8.0%
(iv) Any programme outside the normal - add-on's, non-standard students		4.0%
Question of authority, responsibility and legality - Who is Boss?		8.0%
Voluntary nature of EI ACC not compromised by linking the processes	*	35.0%
Combined into one process = Mandatory. Aligned = Voluntary		15.0%
Freedom to put some programmes forward for accreditation and others not		8.0%
External vigilance - International Mutual Recognition Agreements make ACC important		8.0%
Mandatory process removes confusion	*	35.0%
Lots of documentation - 2 pages each year for each programme		4.0%
Voluntary process with essential compulsory elements		4.0%
Mergers (TU) raise issues of ACC and non- ACC programmes		4.0%
Not everybody appreciates EI ACC - resistance within HEI		4.0%
Current ACC process relatively new -(15-20 years). IEA agreements sets standards		4.0%
EI ACC - Engineering programmes benchmarked to a level of professional competence		12.0%
Separate professional education from general education. All Eng. Programmes to be ACC		8.0%
Who is dominant? QQI or EI?		8.0%
EI Reps on PR panel		15.0%

	Changed Agenda for the Combined Scenario	**Instances**
	(a) Aligned Agenda *	82.0%
	(b) Process overlaps *	41.0%
	(c) Extra time - 1 day or 2 days *	36.0%
	(d) EI ACC process embedded in PR process *	64.0%
	(e) PR Prospective, EI Retrospective	14.0%
Academic Council to agree the full range of Programme Outcomes for the appropriate levels		
PR process looking at all the years of learning. EI ACC at outputs only		
Manage relationship between QQI, EI and HEI		
EI ACC review of the evidence required - clarity needed for staff and students		
Align schedules to suit the objectives of the PR and EI ACC processes		
PR process can be in two stages - Strategic Review and Programme Based		
More time for tour of facilities at the start and meetings with stakeholders		
Both processes are looking at slightly different aspects of education		
Mini-audits of External Examiners - naturally feed into the PR process		
Different professional bodies have different requirements - Prof. Bodies need to be malleable		
EI need to retain control over the evidence assessment		
PR Panel - 4-10 people. EI ACC panel 3-4 people per programme. Chair on PR panel		
Agenda for PR process set by HEI Academic Council which evolves over time		
Two Panels needed - two completely different sets of objectives and outcomes (VAL & ACC)		
Aligned process - 2-2.5 days		
Natural order of progression - Critical self- evaluation, mapping to Engineering Award Standards and EI accreditation criteria, evidence gathering, site visit		

Incorporation of Evidence Based Assessment in the PR Process		**Instances**
(a) Incorporate EI ACC Evidence Approach into the PR process	*	100.0%
(b) PR process not the same depth of review	*	25.0%
(c) PR Prospective, EI ACC Retrospective		15.0%
(d) Parallel Sessions - One sub-panel on future plans and one sub-panel in the evidence room	*	25.0%

PR process across all years of learning. EI ACC more apparent in the final year
Evidence Based approach has merit. Bring PR process in line with this approach
PR has always had some evidence based review but not to the same depth as EI ACC
More detailed mapping to determine overlaps and unique areas
Two processes not mutually exclusive (LO's and PO's)
Detailed mapping and evidence not shown in PR process in a direct way
Centrally located area to store evidence for two years
Evidence can provide a track record of HEI compliance to deliver LO's
Align past performance with future plans
Manage by having parallel sessions - different processes so feasible to remain separate
PR panel review self-evaluation statistics. EI ACC Panel review the evidence behind the statistics
External examiner reports collated over time and given to EI prior to site visit
Some programmes have more than one professional body ACC. Mapping to many sets of standards
Possible to do the two processes at the same time
Panel members may be biased - the process depends on the panel members

Responsibilities in the Combined Scenario		Instances
(a) Shared Responsibilities - Academic & EI Registrars	*	54.0%
(b) HEI cannot give away its responsibilities	*	31.0%
(c) Agree MOU (Process) between HEI, QQI and EI	*	54.0%
(d) Academic Council & EI-only accept own areas of resp. & approvals		23.0%
(e) Two processes at the same time - two reports		23.0%
(f) Conflict issues - EI relying on HEI PR Panel		23.0%

Sensitive discussion between intelligent people to work out a solution

Profession needs absolute assurance that its needs are adhered to and recognised

HEI responsibility through Academic Council via the Registrar's Office

Each Academic Council or EI Registrar approves programmes on either HEI or EI Prof. Eng. Registrars

EI need demonstrated independence to show international signatories

Clear protocols needed for responsibility and approval - who has access to information

PR reports published and widely available. EI ACC reports not published

New combined collaborative process - two exercises at the same time

Registrar to consider all disciplines - not just engineering

May need a Joint Overseeing Group for changes or decisions

Alternative - EI Accredit Programmes - HEI accepts as equivalent to PR Process

Could have a minority report and an overarching report

HEI takes responsibility for ACC

One report - EI ACC Board first, then Academic Council

Programme Outcomes need to be the same for both processes

EI singular purpose. AC members have divergent backgrounds

HEI owner of process with EI as major stakeholder

Agree QA framework and embed in HEI QA system

Managing Communication		**Instances**
(a) Registrar - If EI ACC part of PR		13.0%
(b) Dean, HoF, HoD	*	35.0%
(c) Programme Team		13.0%
(d) Need to be agreed by all Parties	*	35.0%
Report(s) of Validation / Accreditation Panels		
(i) Only one combined report		17.0%
(ii) Two separate reports within the same timeframe, visible to all	*	39.0%
(iii) EI ACC report - an annex to PR report and signed by EI ACC Board	*	48.0%
(iv) Send PR report to EI ACC Board	*	35.0%
EI normally communicates with Dean, HoF/S, HoD		
One process = one report to EI first and then AC and then publish		
Clear protocols - who generates report(s) and who signs off on them		
Conflicting report content can be confusing		
Multiple Prof Bodies can attend in EI ACC slot of PR process		
There can be a disconnect between the HEI and the Prof Body		
Planning - Both HEI and EI need to meet requirements in a reasonable timeframe		
Logistics - Each report has to be reviewed and signed off separately		
Sign off important as changes could be made otherwise		
Each HEI should nominate a key point of contact		
EI Registrar's role needs to continue to exist		
Final PR report must wait until EI ACC report is signed off by the EI ACC Board		
Collective approach - COR, THEA, IUA		
One single report - Sect 1 Common issues, Sect 2 PR, Sect 3 EI ACC		
Confidentiality - releasing and passing relevant sections of the report(s) to the other party		
PR reports have insufficient detail for Engineers Ireland		
Documentation to link the two processes together		
Complexity - Should EI Board have access to the PR report?		
An overarching Joint Board to manage the process and changes		
Neither Registrar can give authority to revew or accredit to the other Registrar		

	Independence of the Process Outcomes (VAL & ACC)		Instances
	(a) Single Process - single outcome (Prog reviewed academically & Prof)		23.0%
	(b) One Process but two results - VAL leads to automatic ACC		8.0%
	(c) Two process outcomes independently from an aligned pro	*	73.0%
	(d) No VAL = No ACC		15.0%
	(e) Voluntary Accreditation process		8.0%
Tiered type of ACC recognition - May be ACC to a range of professional levels			
Independence of the two outcomes should be maintained - two separate decisions			
Neither QQI or EI will cede their role to the other party			
Three nuances of VAL and ACC - Conditions, Recommendations or Both			
Scrap 'old' process to create a 'new' process of mutual recognition			
Need alignment on Standards/ Objectives			
HEI's must do PR - Legislative and Statutory. EI ACC Statutory to maintain Prof. engineering register			
Currently many Masters - difficult to satisfy all professional bodies			
Option on whether programme is ACC - affects cycle of PR and ACC			
Run processes together but still have two Masters			
Align the two processes while maintaining the independent outcomes			
No advantage to have divergent outcomes vying with each other			
Align the two processes to achieve efficiency in time, effort, workload and documentation			
Clear protocols needed			
Level 8 programees - some not ACC at Chartered level			

Anything Further to Add to the Research
There was a conference decision years ago to keep processes separate
Combining/Aligning processes a good concept - allows sequencing of reviews
Engagement needed to align needs of HEI's and EI
Communication, responsibility and decision-making decisions are vital
Align EI Criteria and QQI Engineering Award Standards - Objectives and Outcomes
Worthwhile research to assess the viability of combining the processes
Buy-in from staff - clear protocols on what is needed and when
Employers seek academic and professional skills from staff
Shortage of Engineering talent in Ireland - Influx of International people
Industry appreciation of what happens in academic Institutions
Is there international precedence for this combination?
Forces of resistance (LUAN Model 1969) - embedded in custom and practice
EI link to IEA - Best practice internationally. PR Similar but not the same in all IoT's
Professional Bodies could focus more on staff development and investment in facilities
Relevance of EI ACC across engineering programmes and disciplines vary - Civil, Mech and Elec
EI ACC system is based on less trust as they need to see evidence
Just add in unique elements (evidence, mapping) of EI ACC to the PR process
Mathematics intake issue - Should be output as critical factor
Any reduction in workload would have a positive impact on teaching
Both processes impact teaching delivery during site visits
EI could have an input at the new programme development stage

Appendix O

Round One Narrative Summaries

(i) Selection of Narrative Summaries by Question

(ii) Narrative Summary by Theme

Round 1 Interviews - Overarching Emergent Themes - Narrative Summary

Question 11 - Synchronising of Review Cycles

Emergent Themes	Incidence of Occurrence (%)
Synchronising of Review Cycles can be achieved	100.0
Seven year review cycle	0.0
Five year review cycle	50.0
Interim reviews - thematic to complement a longer programmatic review period	19.0
No timeline mentioned	38.0

Possible Barriers	*Incidence of Occurrence (%)*
Programmatic Review could be up to 7 years but EI Accreditation is normally five years	4.0
The International Engineering Alliance has a review period of 6 years	4.0
ENAEE has a review period of five years	4.0
RICS/SCSI - Currently has three partnership meetings every five years but exploring a five year model with interim visits	4.0
Institute level issues could interfere - TU mergers	8.0
Fee structure for accreditation	4.0
New programmes developed following programmatic review which would be out of synchronisation	4.0
Interim reviews may be needed in technology areas	8.0
RIAI have a bi-annual review	4.0
The processes have different objectives/outcomes	4.0

Narrative on Emergent Themes	
Synchronising of Review Cycles Can be Achieved	
All 26 Round 1 participants fully agree that the synchronising of the review cycles can be achieved.	
Seven Year Review Cycle	
None of the 26 Round 1 participants agreed with a seven year review cycle which was believed to be too long.	
Five Year Review Cycle	
13 of the 26 Round 1 participants agreed that a five year review cycle was appropriate - 4 Registrars, 2 HoFs, 2 HoDs and 5 Staff.	
Interim Reviews - Thematic to Complement a Longer Programmatic Review Period	
5 of the 26 Round 1 participants suggested an interim review as needed for some technology areas - 1 Reg, 1 PB rep, 1 HoF and 2 Staff.	
No Timeline Mentioned	
10 participants did not mention any timeline in their response to this question. However, some participants mentioned the five year review cycle and interim reviews for some technology areas.	

Question 11 - Responses Outside of the Emergent Themes	***Incidence (%)***
One comprehensive review including professional accreditation every five years is manageable	31.0
The timelines could be brought together but it would take a couple of iterations	27.0
Seeking a timeline longer than five years would require QQI and EI agreement	19.0
The cyclical review period for both processes need to be in phase to minisise work	15.5
Whether a programme goes forward for accreditation will impinge on the cycle timeframe	12.0
Synchronising of the review cycles is necessary for integration and coherence	8.0
Engineers Ireland should adjust their model from 5 years to a year on year event with more trust in everybody	8.0
Moving programmatic review to seven years will prevent synchronisation. Five yearly cycle better and in IoT ACT and QQI prefer 5 years	4.0
Engineers Ireland amenable to a one year extension, two years exceptionally	4.0
May achieve one or three years accreditation for a programme which could throw an individual programme out of synchronisation	4.0

Narrative on the Responses Outside the Emergent Themes	
Programmatic review is part of a larger Institutional quality assurance review. Interim thematic reviews to complement the programmatic review could	
be introduced. One comprehensive review including professional accreditation every five years would be appropriate. Seven years could be for	
execptions and is included in the IoT ACT but QQI prefers five years. Both EI and QQI would have to agree a review period beyond five years. It may be	
necessary to combine the processes to create a new reality and then the possibility of a different cycle. Engineers Ireland allows one year and two year	
extensions when circumstances dictate as a programme can achieve three year accreditation (one year is very rare). The processes could be run in phase	
which would minimise the amount of work staff have to do and strengthen the overall quality through the granualar auditing of the programmes. The	
timelines could be brought together and it may take a couple of iterations. Aligning programmes so that all programmes with a unit are ready for	
these processes at the same time will be the difficult part to manage. Schronising would generate coherence and integration. A year-on year event was	
suggested but the workload would increase significantly.	

Question 13 - The Agenda for the Aligned / Combined Scenario

Emergent Themes	Incidences of Occurrence (%)
Aligned agenda	82.0
Engineers Ireland accreditation process embedded into the programmatic review process	64.0
Process overlaps	41.0
Extra time - 1 to 2 days	36.0
PR process prospective and EI accreditation process is retrospective	14.0

Narrative on Emergent Themes

Aligned Agenda

18 of the 22 Round 1 participants mentioned this theme which was strongly supported by all group types.

Engineers Ireland Accreditation Process Embedded into the Programmatic Review Process

14 of the 22 Round 1 participants mentioned this theme which was supported by at least one member from each group type.

Process Overlaps

9 of the 22 Round 1 participants mentioned this theme - 1PB rep., 1 HoF, 3 HoDs and 4 Staff.

Extra Time - 1 to 2 Days

8 of the 22 Round 1 participants mentioned this theme - 1 PB rep, 2 HoFs, 3HoDs and 2 Staff.

Programmatic Review Process is Prospective and the Engineers Ireland Accreditation Process is Retrospective

3 of the 22 Round 1 participants mentioned this theme - 1 HoD and 2 Staff.

Question 13 - Responses Outside of the Emergent Themes	***Incidence (%)***
Engineers Ireland review of the evidence is required - need to retain the evidence assessment	28.0
Manage the relationship between QQI, EI and the HEI	14.0
Both processes are looking at slightly different aspects of engineering education	14.0
The PR process is looking at all the years of learning whereas the EI accreditation process focuses on outputs only	9.0
Academic Council to agree the full range of programme outcomes for the appropriate levels	9.0
Align the schedules to suit the objectives of both processes	4.5
The programmatic review process can be in two stages - strategic review and programme based assessment	4.5
More time for the tour of facilities at the start and meetings with stakeholders	4.5
Mini-audits by External Examiners could naturally feed into the programmatic review process	4.5
Different professional bodies have different requirements - professional bodies need to be more malleable	4.5
The programmatic review panel is normally 4-10 people. EI accreditation panel has 3-4 people per programme. Chair on PR panel?	4.5
The agenda for the programmatic review process is set by the HEI Academic Council which evolves over time	4.5
Two panels needed as two very different sets of objectives and outcomes - validation and accreditation	4.5

Narrative on the Responses Outside the Emergent Themes
Academic Council would need to agree programme outcomes for the appropriate level of the programmes. Programmatic review looks at all years of a programme and EI accreditation assesses the graduates as professional engineers. In the programmatic review site visit, if there is a slot where there is greater emphasis on graduate output (evidence review) and interviews with stakeholders. The Engineers Ireland process moves closer to the programmatic review process. One process to be agreed between EI, QQI and the HEIs where the two existing processes disappear in favour of the new process. The programmatic review process is longer and has a lot of overlap with the Engineers Ireland accreditation process. If we compartmentalise what is different between the two processes, they could be done as part of the PR process where the HEI is the driving force. Align the schedules to suit individual objectives of the progranmmatic review and EI accreditation processes. The programmatic review can be in two stages- strategic and programme based. Need more time for tour of facilities and meetings with students and employers. The tour of facilities should be in the first two hours as it sets the context for the programmes. PR is prospective and EI accreditation is retrospective so both processes are looking at slightly different aspects of engineering education. Mini-audits by External Examiners would naturally feed into the programmatic review process. Different professional bodies have different requirements. Academic Council sets the programmatic review agenda which must be allowed to evolve over time.
The same panel members for the combined process or Engineers Ireland representatives to attend the programmatic review for one day, arriving at different times. The Chairperson of individual accreditation panels to sit on the programmatic review panel. The EI accreditation process requires three members per programme. Two separate panels may be needed as two very different sets of objectives and outcomes (Validation & Accreditation).

Round 1 Interviews - Overarching Emergent Themes - Narrative Summary

Question 16 - Managing Communications

Emergent Themes	Incidence of Occurrence (%)
Communication needs to be agreed by all parties	35.0
Dean, Head of Faculty, Head of Deparment should manage communication	35.0
Programme Team should manage communication	13.0
HEI Registrar if the Engineers Ireland accreditation process is part of the programmatic review process	13.0

Report(s) of Validation / Accreditation Panels	*Incidence of Occurrence (%)*
Engineers Ireland Accreditation report(s) as an annex to the Programmatic review report and signed by the EI Accreditation Board	48.0
Two separate reports within the same timeframe which are visible to all	39.0
Send the programmatic review report to the Engineers Ireland Accreditation Board	35.0
Only one combined report	17.0

Narrative on Emergent Themes

Communication Needs to be Agreed by all Parties

8 of the 23 Round 1 participants mentioned this theme which was supported by 2 Registrars, 2PB reps., 2HoFs and 2 Staff.

Dean, Head of Faculty or Head of Department Should Manage Communication between Parties

8 of the 23 Round 1 participants mentioned this theme which was supported by 2 HoFs, 1HoD and 5 Staff.

The Programme Team Should Manage Communication between Parties

3 of the 23 Round 1 participants mentioned this theme - 1 HoD and 2 Staff.

HEI Registrar should Manage Communication of the EI Accreditation Process as Part of the Programmatic Review Process

3 of the 23 Round 1 participants mentioned this theme which was supported by 1 Reg, 1 HoD and 1 Staff.

Question 16 - Responses Outside of the Emergent Themes	***Incidence (%)***
Final Programmatic Review report must wait until the accreditation report(s) are signed off by the Accreditation Board	35.0
Clear Protocols needed - who generates the report and who sign off the report?	17.5
There can be a disconnect between the HEI and the professional body	9.0
Confidential issues - releasing and passing relevant sections of the report(s) to the other party	13.0
Each report has to be reviewed and signed off separately	9.0
Complexity - Should the Accredition Board have access to the programmatic review report under GDPR?	9.0
Engineers Ireland normally communicates with the Dean, Head of Faculty/School	4.5
Conflicting report content and recommendations could lead to confusion	4.5
Multiple professional bodies could attend the Engineers Ireland 'slot' of the programmatic review process	4.5
Planning - Both the HEI and EI need to meet their requirements in a reasonable timeframe	4.5
Each HEI should nominate a point of contact	4.5
Use a collective approach - Council of Registrars, THEA and the IUA	4.5
One single report - Section 1 is strategic planning and common issues, section 2 the PR report and section 3 the Accreditation reports	4.5
Documentation provided by HEIs could link the two processes together	4.5
Neither Registrar can give authority to the other Registrar to review or accredit programmes	4.5
Narrative on the Responses Outside the Emergent Themes	
If the Engineers Ireland accreditation process becomes part of the programmatic review process, the HEI Registrar is the most appropriate person to manage the interface and they feed back to Academic Council. Engineers Ireland normally communicates with the Dean, Head of School. If one process, then one report to Academic Council and then EI Accreditation Baord and then publish. There is scope for the QQI, EI and HEI to manage this initiative. There should be clear protocols on who is putting the report together and signing off on same. Keep both processes within the same timeframe whether one or two reports are generated. Difficult for programme teams to do programmatic review and accreditation at the same time. Multiple professional bodies could attend at the same timeslot in the PR process. Planning in advance is key to managing the combined scenario where both organisations attain their objectives in a reasonable timeframe. The EI accreditation report could be an annex to the programmatic review report. Each HEI should nominate a main point of contact. It becomes a timing issue as the final report cannot be signed off and a power/responsibility issue. Academic Council make decisions on PR process and the Accreditation Board makes the decisions for the accreditation process. Heads of Faculty/School should be responsible for managing communication with EI and the HEI Registrar as they have the detailed knowledge of programmes, impact of accreditation and knowledge of QQI engineering award standards. They can link communication seamlessly. Programmes need validation and accreditation. The final report could be in three sections - Strategic/common, PR and Accreditation. One process is very detailed at programme level and the other process has a more strategic remit. Documentation could link the processes together.There could be issues passing documentation and information between organisations under GDPR. Can an agreement be reached without Engineers Ireland giving up its authority to accredit and the HEI giving up its authority to review?	

Round 1 Interviews - Overarching Emergent Themes - Narrative Summary

Question 17 - Independence of the Process Outcomes - Validation and Accreditation

Emergent Themes	Incidence of Occurrence (%)
Two process outcomes independently from an aligned process	73.0
Single Process - Single Outcome (Programme reviewed academically and professionally)	23.0
If a programme is not validated, it cannot be accredited	15.0
One process but two results	8.0
Voluntary accreditation process	8.0

Narrative on Emergent Themes

Two Process Outcomes Independently From an Aligned Process

19 of the 26 Round 1 participants mentioned this theme which was strongly supported by all group types.

Single Process with a Single Outcome - Programme Reviewed Academically and Professionally

6 of the 26 Round 1 participants mentioned this theme which was supported by 2 Registrars, 2 HoFs and 2 Staff.

If a Programmes is Not Validated, it Cannot be Accredited

4 of the 26 Round 1 participants mentioned this theme - 1 Registrar, 1PB representative, 1HoF and 1 Staff.

One Process but Two Results

2 of the 26 Round 1 participants mentioned this theme - 1 Registrar and 1 HoF.

Voluntary Accreditation Process

2 of the 26 Round 1 participants mentioned this theme - 1 HoD and 1 Staff.

Question 17 - Responses Outside of the Emergent Themes	***Incidence (%)***
Independence of the two outcomes should be maintained - two separate decisions	54.0
A programme may be validated to one NFQ level but accredited to one of three professional titles	8.0
Three nuances of validation and accreditation - conditions, recommendations or both	8.0
It is legislative and statutory for HEIs to carry out programmatic review	8.0
Scrap the 'old' processes and create a 'new' process of mutual recognition	8.0
Currently programmes are accredited to many professions and it is difficult to satisfy many masters	8.0
Run processes together but still have two masters -align while maintaining independent outcomes	8.0
Neither QQI or EI can cede their role to another party	4.0
Need alignment on standards/objectives	4.0
No advantage to have different outcomes vying with each other	4.0
Align the two processes to achieve efficiency in time, effort, workload and documentation	4.0
Narrative on the Responses Outside the Emergent Themes	
No difficulty in maintaining the two processes as there are different levels of accreditation for many of the professional bodies and a programme may	
be accredited to one of three professional titles. The independence of the two process outcomes should be maintained as there are two separate	
decisions to be made. The HEIs protect their programmes from professional body interference but there should be an openness to work together. It is	
difficult to envisage a situation where either the HEI or EI cede their role to the other party. Outcome of the processes normally given with three nuances	
of conditions, recommendations or both. Tieing the processes together could create a barrier to making some strategic decisions. Create a new process	
of mutual recognition. Need alignment on standards/objectives as there are two different results and standards. We are dealing with legislative and	
statutory issues. To maintain DAB a HEI must carry out PR. Engineers Ireland have statutory responsibility for maintaining a professional engineer	
register and levels of accreditation (Chartered, Associate and Technician). There are also international agreement drivers.	
The current model has many masters (professional bodies). There is a greater level of programme examination in the accreditation process. The	
processes can run together as one unit but it does not stop you having two masters. Align the two processes while maintaining the independent	
outcomes. There is no advantage to have one outcome. Align the processes to achieve efficiency in time and effort in terms of streamlining	
documentation and reducing work duplication.	

Round 1 Analysis - Narrative Summary of Themes including Group Type and Engineering Discipline

Q	Emergent Theme	Participant Mentions		Participant Group Type and Engineering Discipline							
		Number	%	Registrars	PB Reps	Heads of Faculty		Heads of Department		Staff	
						M & E	Civil	M & E	Civil	M & E	Civil
3	Industry must believe that the programme is valid, current and relevant	24 of 26	92								
	The programme must hold up internationally where student qualifications are recognised abroad	21 of 26	80								
	The Higher Education Institution is checking the validity and relevance of programmes	19 of 26	70								
	QQI needs to be assured that HEIs are following good Delegated Authority and QA processes	5 of 26	19								
	Opportunity to engage with stakeholders to get a fresh perspective	4 of 22	18								
	Forces the Higher Education Institutions to reflect on what they are doing	3 of 22	14								
	Experience of PR - Positive	18 of 22	82	3	1	1	1	2	3	4	3
	- Mixed	3 of 22	13.5			1	1	1			
	- Negative	1 of 22	4.5								1
	Experience of EI Accreditation - Positive	18 of 22	82	3	1	1	2	1	3	3	4
	- Mixed	4 of 22	18			1		2		1	
	- Negative	0	0								

Q	Emergent Theme	Participant Mentions		Participant Group Type and Engineering Discipline							
		Number	%	Registrars	PB Reps	Heads of Faculty		Heads of Department		Staff	
						M & E	Civil	M & E	Civil	M & E	Civil
4	Extent of Programme Improvement										
	as a result of the QA processes										
	- Extensive/Positive	13 of 22	59	3		2	1	1		2	4
	- General/Overall	8 of 22	36.5		1		1	1	3	2	
	- Marginal	1 of 22	4.5					1			
	- None/Disimproved	0	0								
5	Combined both processes into one										
	quality assurance process										
	- Yes	24 of 26	92	6	2	2	2	3	3	3	3
	- No	1 of 26	4							1	
	- Unsure	1 of 26	4								1
	What method of combination should be										
	used to combine into a single process										
	- EI accreditation into PR process	12	46	1	2	1	2	1	1	1	3
	- PR process into EI accreditation	2	8			1			1		
	- Remain as two separate processes	3	12						1	1	1
	- No preference specified	9	34	5				2		2	
6	Advantages of Combining the two										
	processes										
	- savings in work effort, docs and time	19 of 26	73	4	1	2	1	3	2	4	2
	- not duplicating workload	19 of 26	73	4	1	2	1	3	2	4	2
	- reduces review activity	7 of 26	27	3	1			1		1	1
	- maintains standards	4 of 26	15.5	1		1				1	1
	- more rigorous workload	4 of 26	15.5	1		1				1	1
	- ensures quality	4 of 26	15.5	1		1				1	1
	- examines programmes at the same	3 of 26	11.5	1						1	1
	point in time										

Q	Emergent Theme	Participant Mentions		Participant Group Type and Engineering Discipline							
		Number	%	Registrars	PB Reps	Heads of Faculty		Heads of Department		Staff	
						M & E	Civil	M & E	Civil	M & E	Civil
7	Disadvantages to Combining the processes										
	- No disadvantages	6 of 26	23	4				1		1	
	- Coherent alignment to meet needs of both processes	6 of 26	23	2		1			1	1	1
	- Does not reflect range of programmes in Schools of Engineering	5 of 26	19			1	1	1	1	1	
	- Clear responsibilities defined and protocols needed	4 of 26	15	1	1			1		1	
	- Strategic direction and reflection needs to be maintained	4 of 26	15			1	1	1	1		
	- May not be suitable for other PBs	4 of 26	15		2		1		1		
	- Very onerous exercise with issues at granular and large scale	3 of 26	12					1		1	1
	- EI have statutory entitlement to have their own professional accreditation	1 of 26	4	1							
9	Barriers to combining the processes										
	- No barriers and no concerns for HEIs	4 of 25	15.5	1		1	1			1	
	- Evidence review should be a mini-component of the PR event	9 of 25	34	1	1		1	1		3	2
	- Needs an agreed protocol and framework at a high level	4 of 25	15.5	1		1	1			1	
	- There is strong merit in combining the processes	3 of 25	12	1		1				1	

Q	Emergent Theme	Participant Mentions		Participant Group Type and Engineering Discipline							
		Number	%	Registrars	PB Reps	Heads of Faculty		Heads of Department		Staff	
						M & E	Civil	M & E	Civil	M & E	Civil
10	Who are the main stakeholders?										
	PR process - Employers	24 of 26	92	6	1	2	2	3	3	4	3
	- Students	22 of 26	85	4	1	2	2	3	3	4	3
	- Staff	20 of 26	77	3	1	1	2	3	3	4	3
	- HEI's	18 of 26	69	2	1	2	1	3	2	3	4
	- Engineering Profession	10 of 26	38	5	1	1		1	1	1	
	- Graduates	7 of 26	27	3	1		1		1		1
	- QQI	7 of 26	27	2	1	1	1	2			
	EI Accreditation - Employers	21 of 26	80	6	1		2	3	2	3	4
	- Students	17 of 26	65	4	1	1	1	2	2	3	3
	- Staff	17 of 26	65	3	1	1	1	2	1	4	4
	- Engineers Ireland	17 of 26	65	3	1	1	1	2	2	4	3
	- HEIs	15 of 26	58	2	1	1	1	1	1	4	4
	- Eng. Profession	14 of 26	54	5			1	2	1	2	3
	- Graduates	8 of 26	30	3		1	1	1	1		1
11	Synchronising of Review Cycles										
	- Can be achieved	26 of 26	100	6	2	2	2	3	3	4	4
	- Five year review cycle	13 of 26	50	4		1	1	1	1	3	2
	- no timeline mentioned	10 of 26	38	2	2		1	2	2		1
	- Interim reviews to complement a	5 of 26	19	1	1	1				2	
	longer PR review period										
	- Seven year review Cycle	None of 26	0								
	Possible Barriers - timing of TU mergers	2 of 26	8					2			
	- Out of phase	1 of 26	4	1							
	- IEA six years, ENAEE five	1 of 26	4		1						
	- fees for accreditation	1 of 26	4								1
	- PB stipulations	1 of 26	4		1						
	- Different objectives	1 of 26	4								1

		Number	%	Registrars	PB Reps	Heads of Faculty		Heads of Department		Staff	
						M & E	Civil	M & E	Civil	M & E	Civil
12	Mandatory or Voluntary Process										
	- Voluntary - should not be imposed	18 of 26	69	5	1	1	2	2	2	3	2
	- Mandatory - removes confusion	8 of 26	31	1	1	1		1	1	1	2
	- EI process part of PR process	10 of 26	39	3	1			1	1	2	2
	- HEI choice - have the option to	8 of 26	31	2		1	2		1	1	1
	apply for accreditation										
	- Relevance to disciplines of engineering	7 of 26	27	4		1		1			1
	Programmes not going to be accredited										
	- New programmes	3 of 26	12					1	1	1	
	- level of programme Vs prof. title	3 of 26	12							1	2
	- UK body provides accreditation	2 of 26	8				1	1			
	- programmes outside the norm	9 of 26	35				2	2	1	3	1
13	Agenda for the New Process										
	- Aligned agenda	18 of 22	82	1	1	2	1	3	3	3	4
	- EI accreditation embedded into PR	14 of 22	64	2	1		1	1	3	2	4
	- many process overlaps	9 of 22	41		1		1	1	2	2	2
	- extra time required	8 of 22	36		1	2			3	1	1
	- PR prospective and EI accreditation	3 of 22	14						1		2
	is retrospective										
14	Incorporation of the Evidence Review										
	in the PR process										
	- Yes - Evidence review in PR process	20 of 20	100	3	1	2	2	3	3	4	2
	- No	None of 20	0								
	- PR process does not have the same	5 of 20	25	1	1	2			1		
	depth of review										
	- parallel sessions - main & sub panels	5 of 20	25						1	3	1
	- PR prospective and EI accreditation	3 of 20	15					1	1		1
	is retrospective										

Q	Emergent Theme	Participant Mentions		Participant Group Type and Engineering Discipline							
		Number	%	Registrars	PB Reps	Heads of Faculty		Heads of Department		Staff	
						M & E	Civil	M & E	Civil	M & E	Civil
15	Responsibilities in the Combined										
	Scenario										
	- Shared responsibilities	14 of 26	54	4	1	1	2		1	2	3
	- agree MOU between HEIs, QQI & EI	14 of 26	54	3		1	2	1	1	3	3
	- neither HEI or EI can cede responsib.	8 of 26	31	3			1		1	2	1
	- AC and EI can only accept their own	6 of 26	23	1	1	1		1	1	1	
	areas of responsibility and approvals										
	- Two processes leads to two reports	6 of 26	23		2					2	2
	- Conflict may occur if EI relies on HEI	6 of 26	23	1				1	1	2	1
	PR panel										
16	Managing Communication										
	- Communication needs to be agreed by	8 of 23	35	2	2	1	1			1	1
	all parties involved										
	- Dean, HoF or HoD to manage	8 of 23	35			1	1	1		2	3
	communication										
	- Programme team to manage	3 of 23	13					1		2	
	communication										
	- HEI Registrar to manage communic.	3 of 23	13	1					1		1
	if EI accreditation part of PR process										
	Reports of Validation/Accreditation										
	panels										
	- EI accreditation reports as an annex	11 of 23	48	1	1	1	2	2	1	2	1
	to PR report and signed by EI Board										
	- Two separate reports within the	9 of 23	39	1		2		1	2	2	1
	same timeframe										
	- Send the PR report to the EI Board	8 of 23	35		1	1	2		1	2	1
	- Only one combined report	4 of 23	17	1	1	1	1				

Q	Emergent Theme	Participant Mentions		Participant Group Type and Engineering Discipline							
		Number	%	Registrars	PB Reps	Heads of Faculty		Heads of Department		Staff	
						M & E	Civil	M & E	Civil	M & E	Civil
17	Independence of the Process Outcomes										
	of Validation and Accreditation										
	- Two process outcomes - aligned	19 of 26	73	3	2	1	1	3	3	3	3
	- Single process - single outcome	6 of 26	23	2			2			1	1
	- Programme not validated, then not	4 of 26	15	1	1	1					1
	accredited										
	- One process but two results	2 of 26	8	1		1					
	- Voluntary accreditation process	2 of 26	8						1		1
18	Anything further to add to the research?										
	- Worthwhile research	7 of 26	27	3				1		2	1
	- previous conference decision to keep	3 of 26	12	1		1					1
	them separate										
	- good concept and allow sequencing	3 of 26	12	1		1					1
	of reviews										
	- engagement needed to align needs	3 of 26	12	1			1				1
	of EI and HEIs										
	- Communication, responsibility and	3 of 26	12	1			1				1
	decision making are vital										
	- Align EI Criteria and QQI Engineering	3 of 26	12	1		1	1				
	award standards										

Registrars = Registrars in IoT's

Professional Body Representatives = Registrar/Head of Education in EI/SCSI

Heads of Faculty = Heads of Faculty/School in IoT's

Heads of Department = Heads of Department in IoT's

Staff = Academic staff in IoT's

M & E = Mechanical and Electrical Engineers

Civil = Civil Engineers

Q	Emergent Theme	Participant Mentions		Participant Group Type and Engineering Discipline							
		Number	%	Registrars	PB Reps	Heads of Faculty		Heads of Department		Staff	
						M & E	Civil	M & E	Civil	M & E	Civil
All	Validation and Accreditation objectives	15 of 26	58								
	- The objectives were created in	4 of 26	16	1		1		1			1
	isolation from each other										
	- One collaborative process agreed	3 of 26	12	1			1	1			
	between QQI, HEI and EI										
	- Align EI Criteria and QQI Engineering	3 of 26	12	1		1	1				
	award standards										
	- Get a shared understanding of	3 of 26	12	2							1
	engineering degree outcomes										
All	Validation but not accreditation or	16 of 26	61								
	vice versa										
	- If a programme is not validated, it	4 of 26	16	1	1		1				1
	should not be possible to be awarded										
	EI accreditation										
All	New Aligned/Combined Model	25 of 26	96								
	- Integrated single process - bolt on EI	13 of 26	50	1	2	2	1	1	2	1	3
	- Add evidence review to PR process	12 of 26	46			2	2	1	2	3	2
	- put evidence review slot in agenda	10 of 26	39	3	1		1	1	1		3
	- include essential parts in new process	9 of 26	35	2	1			1	1	2	2
	- evidence review a mini part of PR	9 of 26	35	1	1	1	1	1	1		3
	- increase site visit duration	7 of 26	27			2			3	1	1
	- some evidence review exists in PR	6 of 26	23	1	1	1		1	1		1
	- find what is different in processes	4 of 26	16		1			1			2
	- one panel on future goals and other	4 of 26	16					1	1	1	1
	on the evidence review										
	- Share common documentation	3 of 26	12	1			1		1		
	- Create new process from the old ones	3 of 26	12	1			1	1			
	- Depends on relationship between EI,	3 of 26	12	1			1	1			
	QQI and HEIs										

Q	Emergent Theme	Participant Mentions		Participant Group Type and Engineering Discipline							
		Number	%	Registrars	PB Reps	Heads of Faculty		Heads of Department		Staff	
						M & E	Civil	M & E	Civil	M & E	Civil
All	Programmatic Review is Broader	22 of 26	85								
	- healthy tension between academic	4 of 26	16		1					2	1
	issues (PR) and maintaining standards										
	- PR student centred and EI standards	4 of 26	16	2			1				1
	- PR too broad and does not delve	4 of 26	16			1		1			2
	as deeply as the EI evidence review										
	- Depth of analysis less in PR	3 of 26	12	2					1		
	- Feedback from EI process is more	3 of 26	12			1					2
	detailed at programme level										
All	Considerable overlap between the	15 of 26	58								
	processes										
	- PR process longer and a lot of overlap	9 of 26	35		1		1	1	2	2	2
	with the EI accreditation process										
	- There is considerable overlap between	6 of 26	23	1	1		1	1	1		1
	the processes										
	- A lot of crossover between what is	3 of 26	12		1			1		1	
	covered by PR, EI, SCSI and CIOB										
All	Frequency of Occurrence	14 of 26	54								
	- The double approach where	7 of 26	27	3	1	1		1		1	
	programmes seem to be constantly										
	under review puts pressure on staff										
All	Work and Effort	11 of 26	42								
	- The processes involve a lot of work,	4 of 26	16	1				1	2		
	effort and paperwork										
	- There is a huge workload on staff	4 of 26	16	1	1			1			1
	which is cumbersome and										
	duplicituous										
	- There is an enormous workload. EI	3 of 26	12	1					1		1
	process is very detailed										

Q	Emergent Theme	Participant Mentions		Participant Group Type and Engineering Discipline							
		Number	%	Registrars	PB Reps	Heads of Faculty		Heads of Department		Staff	
						M & E	Civil	M & E	Civil	M & E	Civil
All	Programmes not accredited by Engineers Ireland	10 of 26	39								
	- Does not reflect the range of programmes in Schools of Engineering	5 of 26	19				1	1	1	1	1
	- New programmes cannot be accredited until they have graduates	5 of 26	19				1	1	1	1	1
	- Some programmes are accredited by other professional bodies	5 of 26	19	1			1	1	2		
	- Some programmes are not accredited by any professional body	3 of 26	12				1	1	1		
All	Panel Membership	15 of 26	58								
	- Have the same panel members for both processes but vary the time of attendance	4 of 26	16		1						3
	- Have EI representatives on PR panel. EI Reps present to EI accreditation Board	3 of 26	12				1		1		1
All	Prospective and Retrospective processes	8 of 26	31								
	- PR is prospective and EI accreditation is retrospective	3 of 26	12				1	1			1
	- PR looks forward for the next five years and EI accreditation is a retrospective assessment	3 of 26	12						1		2
	- Align past performance with future plans	3 of 26	12					1	1		1

Appendix P

Round Two Selection of Individual Question Analyses

Questionnaire - Analysis by Question

(24 Respondents - 0% Skipped this question)

Question 3(c)

Combining the two processes into a single process would make the EI ACC process mandatory for all engineering programmes?

	No. of Respondents	% of Respondents	
Strongly Disagree (SD)	1	4.17	
Disagree (D)	3	12.50	
Neither Agree nor Disagree (NA/I	2	8.33	
Agree (A)	10	41.67	*
Strongly Agree (SA)	8	33.33	*
	24	**100.00**	
A & SA	18	75.00	
N A/D	2	8.33	
D & SD	4	16.67	

75.0% either Agree or Strongly Agree with 8.33% undecided

Three respondents disagreed and one respondent strongly disagreed

Question 4(c)

Aligning/Combining the two processes could provide a stronger link between past performance and future plans?

	No. of Respondents	% of Respondents	
Strongly Disagree (SD)	0	0.00	
Disagree (D)	0	0.00	
Neither Agree nor Disagree (NA/I	2	8.33	
Agree (A)	9	37.50	*
Strongly Agree (SA)	13	54.17	*
	24	**100.00**	
A & SA	22	91.67	
N A/D	2	8.33	
D & SD	0	0.00	

Conclusion: 91.67% either Agree or Strongly Agree

No respondants disagreed or strongly disagreed.

Similarities between the two processes and its effect on workload

Question 6(a)

There is a lot of crossover between what is covered in the two processes; e.g. introductory sessions, stakeholder meetings, provision of materials and site visit.

	No. of Respondents	% of Respondents	
Strongly Disagree (SD)	0	0.00	
Disagree (D)	0	0.00	
Neither Agree nor Disagree (NA/I	2	8.33	
Agree (A)	14	58.33	*
Strongly Agree (SA)	8	33.34	*
	24	**100.00**	
A & SA	22	91.67	
N A/D	2	8.33	
D & SD	0	0.00	

Conclusion: 91.67% either Agree or Strongly Agree

No respondent disagreed or strongly disagreed

Question 9(b)

The PR Panel (in a revised process) would need to be constituted to meet the needs of the two processes as there are two separate outcomes - validation and accreditation

	No. of Respondents	% of Respondents	
Strongly Disagree (SD)	0	0.00	
Disagree (D)	0	0.00	
Neither Agree nor Disagree (NA/I	1	4.17	
Agree (A)	12	50.00	*
Strongly Agree (SA)	11	45.83	*
	24	**100.00**	
A & SA	23	95.83	
N A/D	1	4.17	
D & SD	0	0.00	

Conclusion : 95.83% either Agree or Strongly Agree

No respondant disagreed or strongly disagreed.

Question 10(g)

The Chairperson of individual EI ACC panels could sit on the PR panel and present their findings to the EI Accreditation Board?

	No. of Respondents	% of Respondents	
Strongly Disagree (SD)	0	0.00	
Disagree (D)	1	4.17	
Neither Agree nor Disagree (NA/I	2	8.33	
Agree (A)	14	58.33	*
Strongly Agree (SA)	7	29.17	*
	24	**100.00**	
A & SA	21	87.50	
N A/D	2	8.33	
D & SD	1	4.17	

Conclusion: 87.50% either Agree or Strongly Agree

One respondant disagreed.

Question 12(d)

The revised process(es) could examine programmes at the same point in time?

	No. of Respondents	% of Respondents	
Strongly Disagree (SD)	0	0.00	
Disagree (D)	3	12.50	
Neither Agree nor Disagree (NA/I	1	4.17	
Agree (A)	11	45.83	*
Strongly Agree (SA)	9	37.50	*
	24	**100.00**	
A & SA	20	83.33	
N A/D	1	4.17	
D & SD	3	12.50	

Conclusion: 83.33% either Agree or Strongly Agree

Three respondants disagreed

Question 17(e)

Agree the revised process between the HEIs, QQI and EI. Clear protocols for responsibility and approval to be stated and embed in the HEI's quality assurance framework?

	No. of Respondents	% of Respondents	
Strongly Disagree (SD)	0	0.00	
Disagree (D)	1	4.16	
Neither Agree nor Disagree (NA/I	3	12.50	
Agree (A)	10	41.67	*
Strongly Agree (SA)	10	41.67	*
	24	**100.00**	
A & SA	20	83.33	
N A/D	3	12.50	
D & SD	1	4.17	

Conclusion: 83.33% either Agree or Strongly Agree

One respondant disagreed

Appendix Q

Round Two Collation of Percentage Responses

(i) With Neutral Data
(ii) Without Neutral Data

Questionnaire - Percentage Responses Including the Neutral Data

Question Number	Agreed (A) & Strongly A		Disagreed (D) & Strongly D		Neither A or D		Comment
	No.	%	No.	%	No.	%	
1	n/a	n/a	n/a	n/a	n/a	n/a	93.07% Rate
2a	21	87.50	1	4.17	2	8.33	
2b	21	87.50	0	0.00	3	12.50	
2c	21	87.50	2	8.33	1	4.17	
2d	23	95.83	0	0.00	1	4.17	
2e	17	70.83	3	12.50	4	16.67	
2f	22	91.67	1	4.17	1	4.17	
2g	17	70.83	3	12.50	4	16.67	
2h	21	87.50	0	0.00	3	12.50	
2i	21	87.50	1	4.17	2	8.33	
2j	15	62.50	2	8.33	7	29.17	
3a	14	58.33	7	29.17	3	12.50	
3b	12	50.00	7	29.17	5	20.83	
3c	18	75.00	4	16.67	2	8.33	
4a	22	91.67	1	4.17	1	4.17	
4b	21	87.50	0	0.00	3	12.50	
4c	22	91.67	0	0.00	2	8.33	
5a	23	95.83	0	0	1	4.17	
5b	20	83.33	3	12.50	1	4.17	
5c	15	62.50	5	20.83	4	16.67	
5d	15	62.50	4	16.67	5	20.83	
5e	18	75.00	1	4.17	5	20.83	
6a	22	91.67	0	0.00	2	8.33	
6b	21	87.50	0	0.00	3	12.50	
7a	17	70.83	3	12.50	4	16.67	
7b	22	91.67	1	4.17	1	4.17	
7c	18	75.00	1	4.17	5	20.83	
7d	18	75.00	3	12.50	3	12.50	
8a	20	83.33	1	4.17	3	12.50	
8b	21	87.50	0	0.00	3	12.50	
8c	22	91.67	1	4.17	1	4.17	
8d	14	58.33	7	29.17	3	12.50	
8e	21	87.50	0	0.00	3	12.50	
9a	21	87.50	1	4.17	2	8.33	
9b	23	95.83	0	0	1	4.17	
9c	14	58.33	2	8.33	8	33.33	
10a	20	83.33	0	0.00	4	16.67	
10b	18	75.00	2	8.33	4	16.67	
10c	20	83.33	0	0.00	4	16.67	
10d	22	91.67	0	0.00	2	8.33	
10e	12	50.00	7	29.17	5	20.83	

Question	Agreed (A) & Strongly A		Disagreed (D) & Strongly D		Neither A or D		Comment
Number	No.	%	No.	%	No.	%	
10f	16	66.67	2	8.33	6	25.00	
10g	21	87.50	1	4.17	2	8.33	
11a	14	58.33	2	8.33	8	33.33	
11b	16	66.67	7	29.17	1	4.17	
11c	13	54.17	6	25	5	20.83	
11d	13	54.17	5	20.83	6	25.00	
12a	0	0.00	23	95.83	1	4.17	reverse Q
12b	22	91.67	1	4.17	1	4.17	
12c	23	95.83	1	4.17	0	0.00	
12d	20	83.33	3	12.50	1	4.17	
12e	21	87.50	2	8.33	1	4.17	
13a	8	33.33	9	37.50	7	29.17	reverse Q
13b	22	91.67	0	0.00	2	8.33	
13c	14	58.33	3	12.50	7	29.17	
13d	12	50.00	4	16.67	8	33.33	
13e	13	54.17	6	25.00	5	20.83	
13f	17	70.83	3	12.50	4	16.67	
14a	2	8.33	20	83.33	2	8.33	reverse Q
14b	23	95.83	0	0.00	1	4.17	
14c	9	37.50	6	25.00	9	37.50	
14d	23	95.83	0	0.00	1	4.17	
14e	20	83.33	2	8.33	2	8.33	
14f	16	66.67	1	4.17	7	29.17	
15a	10	41.67	11	45.83	3	12.5	
15b	9	37.50	10	41.67	5	20.83	
15c	16	66.67	3	12.50	5	20.83	
15d	17	70.83	2	8.33	5	20.83	
15e	15	62.50	4	16.67	5	20.83	
16a	19	79.17	2	8.33	3	12.50	
16b	23	95.83	0	0.00	1	4.17	
16c	21	87.50	1	4.17	2	8.33	
16d	21	87.50	0	0.00	3	12.50	
16e	19	79.17	1	4.17	4	16.67	
17a	21	87.50	0	0.00	3	12.50	
17b	23	95.83	0	0.00	1	4.17	
17c	17	70.83	2	8.33	5	20.83	
17d	20	83.33	1	4.17	3	12.50	
17e	20	83.33	1	4.17	3	12.50	
18a	20	83.33	1	4.17	3	12.50	
18b	22	91.67	1	4.17	1	4.17	
18c	18	75.00	2	8.33	4	16.67	
18d	14	58.33	5	20.83	5	20.83	
18e	18	75.00	1	4.17	5	20.83	
19	n/a	n/a	n/a	n/a	n/a	n/a	17 responses

Questionnaire - Percentage Responses Excluding the Neutral Data

Question Number	Agreed (A) & Strongly A		Disagreed (D) & Strongly D		Comment
	No.	%	No.	%	
1	n/a	n/a	n/a	n/a	93.07% rate
2a	21	95.45	1	4.55	
2b	21	100.00	0	0.00	
2c	21	91.30	2	8.70	
2d	23	100.00	0	0.00	
2e	17	85.00	3	15.00	
2f	22	95.65	1	4.35	
2g	17	85.00	3	15.00	
2h	21	100.00	0	0.00	
2i	21	95.45	1	4.55	
2j	15	88.24	2	11.76	
3a	14	66.67	7	33.33	
3b	12	63.16	7	36.84	
3c	18	81.82	4	18.18	
4a	22	95.65	1	4.35	
4b	21	100.00	0	0.00	
4c	22	100.00	0	0.00	
5a	23	100.00	0	0.00	
5b	20	86.96	3	13.04	
5c	15	75.00	5	20.00	
5d	15	78.95	4	21.05	
5e	18	94.74	1	5.26	
6a	22	100.00	0	0.00	
6b	21	100.00	0	0.00	
7a	17	85.00	3	15.00	
7b	22	95.65	1	4.35	
7c	18	94.74	1	5.26	
7d	18	85.71	3	14.29	
8a	20	95.24	1	4.76	
8b	21	100.00	0	0.00	
8c	22	95.65	1	4.35	
8d	14	66.67	7	33.33	
8e	21	100.00	0	0.00	
9a	21	95.45	1	4.55	
9b	23	100.00	0	0.00	
9c	14	87.50	2	12.50	
10a	20	100.00	0	0.00	
10b	18	90.00	2	10.00	
10c	20	100.00	0	0.00	
10d	22	100.00	0	0.00	
10e	12	63.16	7	36.84	

Question	Agreed (A) & Strongly A		Disagreed (D) & Strongly D		Comment
Number	No.	%	No.	%	
10f	16	88.89	2	11.11	
10g	21	95.45	1	4.55	
11a	14	87.50	2	12.50	
11b	16	69.56	7	30.44	
11c	13	68.43	6	31.57	
11d	13	72.22	5	27.78	
12a	0	0.00	23	100.00	reverse Q
12b	22	95.65	1	4.35	
12c	23	95.83	1	4.17	
12d	20	86.96	3	13.04	
12e	21	91.30	2	8.70	
13a	8	47.06	9	52.94	reverse Q
13b	22	100.00	0	0.00	
13c	14	82.35	3	17.65	
13d	12	75.00	4	25.00	
13e	13	68.42	6	31.58	
13f	17	85.00	3	15.00	
14a	2	9.09	20	90.91	reverse Q
14b	23	100.00	0	0.00	
14c	9	60.00	6	40.00	
14d	23	100.00	0	0.00	
14e	20	90.91	2	9.09	
14f	16	94.12	1	5.88	
15a	10	47.62	11	52.38	
15b	9	47.37	10	52.63	
15c	16	84.21	3	15.79	
15d	17	89.47	2	10.53	
15e	15	78.95	4	21.05	
16a	19	90.48	2	9.52	
16b	23	100.00	0	0.00	
16c	21	95.45	1	4.55	
16d	21	100.00	0	0.00	
16e	19	95.00	1	5.00	
17a	21	100.00	0	0.00	
17b	23	100.00	0	0.00	
17c	17	89.47	2	10.53	
17d	20	95.24	1	4.76	
17e	20	95,24	1	4.76	
18a	20	95.24	1	4.76	
18b	22	95.65	1	4.35	
18c	18	90.00	2	10	
18d	14	73.68	5	26.32	
18e	18	94.74	1	5.26	
19	n/a	n/a	n/a	n/a	17 responses

Appendix R

Range of Participant's Responses

(i) Full Range of Participant's Responses

(ii) Questions Answered 'Neither Agree nor Disagree'

Questionnaire - Range of Respondents Answers

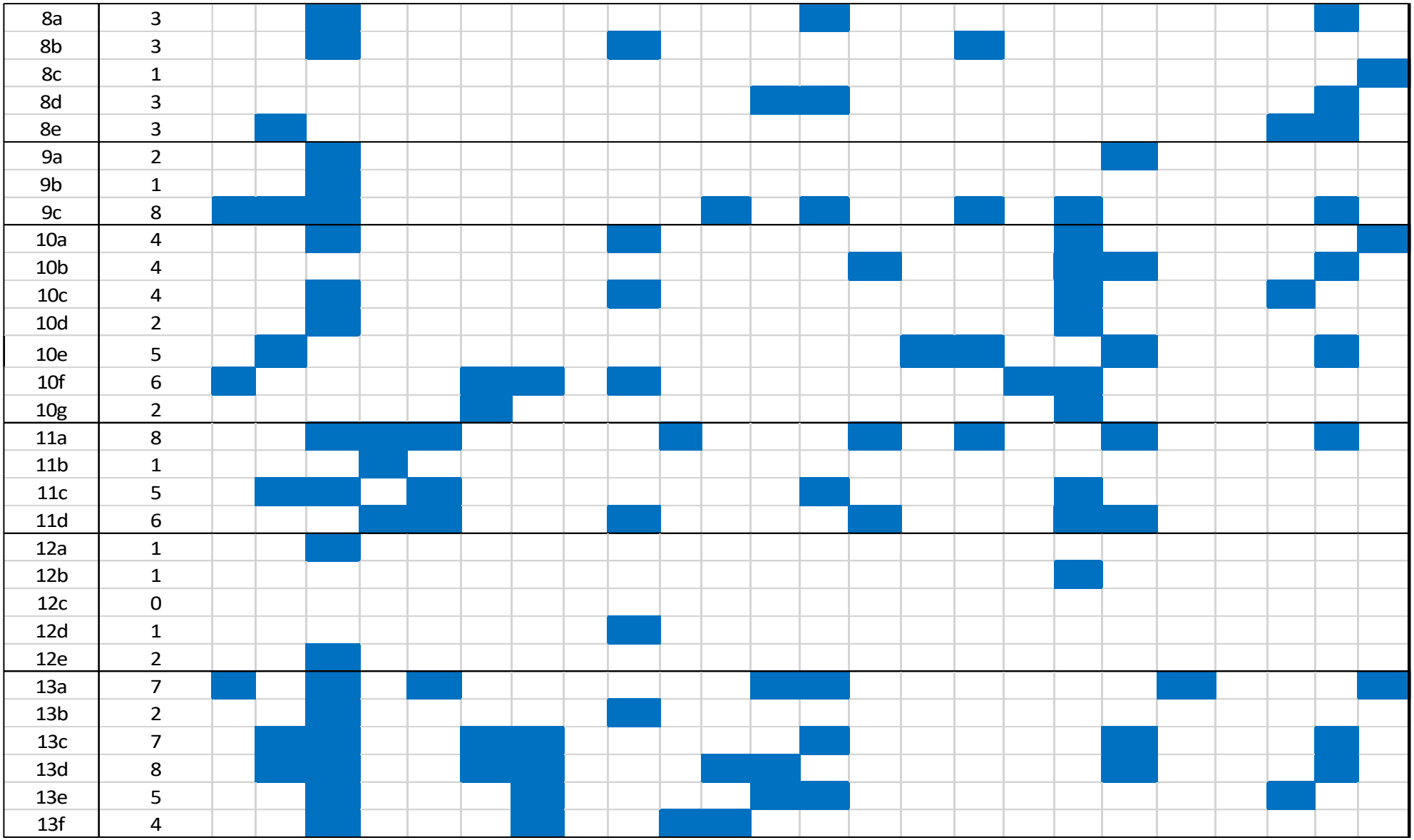
Question Number	Agreed (A) & Strongly A			Disagreed (D) & Strongly D		
	No.	Agree	Strongly A	No.	Disagree	Strongly D
1	n/a	n/a	n/a	n/a	n/a	n/a
2a	21	θ,σ,α,ϕ,λ,η,ω,π,ϯ,ς	χ,δ,β,Ɔ,ζ,ρ,μ,ν,τ,Ӿ,ε	1	n/a	ξ
2b	21	ϕ,Ɔ,λ,π,ε,ς	χ,ξ,δ,σ,β,ζ,ρ,μ,η,ω,ν,κ,Ӿ,ϯ,θ	0	n/a	n/a
2c	21	σ,ϕ,Ɔ,η,ω,π,ϯ,ς	δ,α,β,ζ,λ,ρ,μ,ν,τ,κ,Ӿ,ε,θ	2	χ	ξ
2d	23	π	θ,χ,ξ,δ,σ,α,β,ϕ,ρ,κ,ε,ϯ,Ɔ,,λ, μ,η,ω,ν,τ,Ӿ,ς,ζ	0	n/a	n/a
2e	17	δ,σ,α,β,Ɔ,ζ,ρ,η,ω,ν,κ,ϯ,ς	χ,ξ,θ,π	3	λ,Ӿ,ε	n/a
2f	22	ς,ϯ,χ,ξ,δ,α,β,ϕ,θ,Ɔ,ζ,λ η,ω,π,ν	ρ,μ,τ,κ,Ӿ,ε	1	σ	n/a
2g	17	δ,σ,ϕ,ζ,λ,η,ε,ς,θ	α,Ɔ,ρ,μ,ω,ν,τ,κ	3	χ,π,ϯ	n/a
2h	21	σ,α,ϕ,ζ,λ,ρ,π,ϯ,ς,Ɔ	χ,ξ,β,μ,η,ω,ν,κ,Ӿ,ε,θ	0	n/a	n/a
2i	21	ς,ϯ,χ,ξ,δ,α,β,Ɔ,λ,μ,η,π,τ	ϕ,ρ,ω,ν,κ,Ӿ,ε,θ	1	θ	n/a
2j	15	β,π,ε,ϯ,ς	χ,δ,ϕ,ρ,μ,η,ω,κ,Ӿ,θ	2	θ,α	n/a
3a	14	δ,β,ϕ,ζ,λ,ρ,π,ν	θ,Ɔ,μ,τ,ε,ϯ	7	η,κ,Ӿ,ς,θ	χ,ω
3b	12	σ,ϕ,ζ,μ,π	χ,ρ,η,ω,Ӿ,ς,θ	7	θ,α,Ɔ,ν,τ,ϯ	ε
3c	18	χ,θ,σ,μ,η,π,Ӿ,ε,ϯ,ς	ξ,δ,α,β,ζ,ω,κ,θ	4	ϕ,ρ,ν	τ
4a	22	ε,κ,χ,ξ,δ,α,β,ς,θ,ϕ,Ɔ,λ,η π	ϯ,ζ,ρ,μ,ω,ν,τ,Ӿ	1	θ	n/a
4b	21	ε,κ,χ,θ,α,β,ς,θ,ϕ,ζ,λ,η,π	ξ,δ,σ,ω,ν,Ӿ,ε,ϯ,θ	0	n/a	n/a
4c	22	δ,ϕ,Ɔ,ρ,η,π,ν,ϯ,ς	χ,ξ,σ,α,β,ζ,λ,μ,ω,κ,Ӿ,ε,θ	0	n/a	n/a
5a	23	κ,τ,χ,α,β,ϕ,Ɔ,ς,ζ,λ,ρ,μ,η, π	ξ,δ,σ,ω,ν,Ӿ,ε,ϯ,θ	0	n/a	n/a
5b	20	χ,δ,ϕ,μ,η,ν,κ,ς	ξ,σ,α,β,ζ,λ,ρ,ω,Ӿ,ε,ϯ,θ	3	Ɔ	θ,τ
5c	15	δ,α,β,ρ,μ,ω,τ,ε,ϯ,θ	σ,Ɔ,ν,κ,Ӿ	5	χ,θ,ϕ,ζ	ξ
5d	15	α,β,ϕ,Ɔ,ζ,ρ,η,ω,ν,ε,ϯ,ς,θ	σ,Ӿ	4	χ,δ,π	τ
5e	18	ς,δ,α,ϕ,Ɔ,ρ,μ,ω,π,κ,Ӿ,ε,ϯ	ξ,ζ,λ,η,ν	1	n/a	τ
6a	22	θ,θ,δ,β,ϕ,ζ,ρ,μ,η,π,τ,κ,ϯ, ς	ξ,σ,α,ω,ν,Ӿ,ελ	0	n/a	n/a
6b	21	χ,θ,ρ,μ,π,ϯ,λ	ξ,σ,α,β,ϕ,Ɔ,ζ,η,ω,ν,κ,Ӿ,ε,ς	0	n/a	n/a
7a	17	θ,χ,ξ,θ,δ,σ,β,ϕ,ζ,λ,μ,π	α,ω,κ,Ӿ,ε	3	Ɔ,ϯ,ν	n/a
7b	22	κ,ν,χ,θ,δ,σ,β,ϯ,τ,ϕ,ρ,μ,η, π,ς	ξ,α,ζ,λ,ω,Ӿ,ε	1	θ	n/a
7c	18	δ,ϕ,Ɔ,ρ,μ,π,ν,ς	σ,α,β,ζ,λ,η,ω,κ,Ӿ,ε	1	τ	n/a
7d	18	δ,ζ,μ,ν,κ,ϯ,ς	ξ,σ,α,β,ϕ,λ,ρ,η,ω,Ӿ,ε	3	θ,Ɔ	τ
8a	20	θ,χ,ξ,δ,σ,α,ζ,ρ,η,ω,π,ϯ	Ɔ,β,ϕ,ν,τ,κ,Ӿ,ε	1	λ	n/a
8b	21	θ,χ,σ,α,ζ,λ,η,Ӿ,ς,ϯ,δ	ξ,β,ϕ,ρ,μ,ω,ν,τ,κ,ε	0	n/a	n/a
8c	22	θ,δ,α,Ɔ,ζ,μ,η,π,ς,ϯ	χ,ξ,σ,β,ϕ,λ,ρ,ω,τ,κ,Ӿ,ε	1	ν	
8d	14	θ,β,ϕ,Ɔ,ζ,λ,ω,π,θ	σ,α,τ,κ,ε	7	χ,ξ,δ,η,ν,Ӿ,ϯ	n/a
8e	21	χ,θ,δ,α,β,ϕ,Ɔ,ζ,λ,ρ,μ,η,ω π,ν,θ	σ,τ,κ,Ӿ,ε	0	n/a	n/a
9a	21	α,Ɔ,ζ,λ,ρ,μ,π,Ӿ,ϯ,ς	χ,ξ,σ,β,ϕ,η,ω,ν,τ,ε,θ	1	δ	n/a
9b	23	δ,ϕ,Ɔ,ζ,λ,μ,η,ω,π,κ,ϯ,ς	ξ,χ,σ,α,β,ρ,ν,τ,Ӿ,ε,θ	0	n/a	n/a
9c	14	α,Ɔ,ζ,ρ,η,ω,ϯ	σ,β,ϕ,ν,κ,ε,θ	2	Ӿ	δ

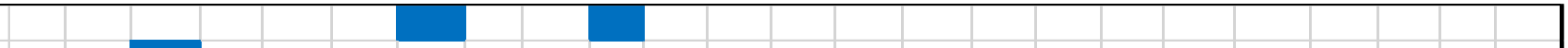
Question	Agreed (A) & Strongly A			Disagreed (D) & Strongly D		
Number	No.	Agree	Strongly A	No.	Disagree	Strongly D
10a	20	χ,ϕ,ρ,μ,η,π,ν,κ,ς	ξ,δ,σ,α,β,ζ,λ,ω,Ƶ,ε,ϯ	0	n/a	n/a
10b	18	χ,δ,α,ϕ,ζ,λ,μ,ω,π,ν,θ,ϯ	ξ,σ,β,ρ,Ƶ,ε	2	Ɔ,ϐ	n/a
10c	20	δ,β,ϕ,λ,ρ,μ,π,ς	χ,ξ,σ,α,ζ,η,ω,ν,κ,Ƶ,ε,θ	0	n/a	n/a
10d	22	χ,δ,β,ϕ,Ɔ,ρ,μ,η,π,ϯ,ς,θ	ξ,σ,α,ζ,λ,ω,ν,κ,Ƶ,ε	0	n/a	n/a
10e	12	χ,σ,ϕ,Ɔ,ζ,λ,ρ,μ,ϯ	β,ν,θ	7	ϐ,δ,α,η,τ,Ƶ,ε	n/a
10f	16	ϕ,λ,μ,η,π,ς,θ	ξ,σ,ζ,ρ,ω,κ,Ƶ,ε,ε	2	ϐ,δ	n/a
10g	21	ς,ϯ,χ,δ,β,Ɔ,λ,ρ,μ,η,π,ν,Ƶ,ε	ξ,σ,ϕ,ζ,ω,κ,θ	1	ϐ	n/a
11a	14	χ,ξ,ϕ,Ɔ,ρ,μ,Ƶ,ε,ϯ,θ	λ,ω,ν,τ	2	α,β	n/a
11b	16	χ,σ,β,λ,ρ,μ,η,π,Ƶ,θ	ξ,α,ζ,ω,κ,ε	7	ϐ,ϕ,Ɔ,ν,τ,ς,ϯ	n/a
11c	13	β,λ,η,ω,π,ν,κ,ϯ,ς,θ	χ,ζ,ε	6	δ,α,ϕ,Ɔ,ρ,Ƶ	n/a
11d	13	ξ,ϕ,ζ,ρ,μ,ω,π,ν,Ƶ,ϯ,ς,θ	λ	5	χ,ϐ,α,β,ε	n/a
12a	0	n/a - Reverse Q	n/a	23	α,Ɔ,ζ,μ,η,π,τ,ς,θ	ϯ,χ,ξ,δ,σ,β,ϕ,λ,ρ,ω,ν,κ,ε,Ƶ
12b	22	χ,ϐ,δ,Ɔ,ζ,ρ,μ,η,π,ϯ,ς	ξ,σ,α,β,ϕ,λ,ω,ν,κ,Ƶ,ε	1	θ	n/a
12c	23	ϐ,ϯ,δ,Ɔ,ζ,ρ,μ,η,π,τ	χ,ξ,σ,α,β,ϕ,λ,ω,ν,κ,Ƶ,ε,ς	1	θ	n/a
12d	20	χ,δ,ϕ,ζ,ρ,μ,η,π,κ,ϯ,ς	ξ,σ,α,β,λ,ω,ν,Ƶ,ε	3	ϐ,τ,θ	n/a
12e	21	ϕ,Ɔ,ζ,μ,η,π,τ,κ,ϯ,ς	χ,ξ,σ,α,β,λ,ρ,ω,ν,Ƶ,ε	2	δ,θ	n/a
13a	8	δ,ζ,λ,ω,κ,ϯ	ξ,ε	9	ϕ,Ɔ,η,π,ν,τ,ς	α,β
13b	22	α,β,ϕ,ζ,ρ,μ,ω,π,ν,τ,κ,ϯ,ς,θ	χ,ξ,δ,σ,λ,η,Ƶ,ε	0	n/a	n/a
13c	14	δ,ϕ,ζ,λ,ρ,η,ω,π,ν,ε	σ,Ƶ,ϯ,θ	3	χ,τ,Ɔ	n/a
13d	12	σ,ϕ,Ɔ,ϯ,ζ,μ,ω,π,ν,Ƶ,θ	τ	4	χ,δ,η,ε	n/a
13e	13	α,Ɔ,ζ,η,ω,π,ν,Ƶ,ς	χ,κ,ε,θ	6	σ,ϕ,λ,τ	ξ,δ
13f	17	ξ,σ,ϕ,Ɔ,ρ,μ,η,π,Ƶ,ϯ,ς	χ,α,ω,ν,τ,κ	3	δ,ε,θ	n/a
14a	2	n/a - Reverse Q	δ,ε	20	θ,χ,ξ,σ,α,ϕ,Ɔ,λ,ρ,μ,η,ω,π,ν,τ,κ,Ƶ,ϯ,ς	ϐ
14b	23	θ,χ,σ,α,ϕ,Ɔ,ζ,λ,ρ,μ,η,π,ν,τ,ϯ,ς	ξ,δ,β,ω,κ,Ƶ,ε	0	n/a	n/a
14c	9	χ,σ,ϕ,Ɔ,ρ,η,Ƶ,ε,θ	n/a	6	β,π,ν,κ	δ,α
14d	23	δ,α,β,ϕ,Ɔ,ζ,μ,η,π,τ,κ,ϯ,θ	χ,ξ,σ,λ,ρ,ω,ν,Ƶ,ε,ς	0	n/a	n/a
14e	20	ϯ,ς,ϐ,β,ζ,λ,ρ,μ,η,ω,π,ν,τ,κ,ε	χ.δ.σ.Ƶ.θ	2	ϕ	ξ
14f	16	χ,δ,σ,Ɔ,ζ,λ,ρ,μ,ω,ν,ε,ϯ,θ	ϕ,τ,κ	1	Ƶ	n/a
15a	10	δ,α,ϕ,ζ,ρ,Ƶ,ϯ	σ,λ,ε	11	ξ,μ,η,θ,ω,π,ν,τ,κ	ϐ,β
15b	9	δ,Ɔ,ζ,η,ν,κ	χ,ξ,σ	10	ϕ,ρ,μ,π,τ,Ƶ,ϯ	ϐ,β,ε
15c	16	χ,β,ζ,μ,η,ν,κ,ϯ,ς,θ	δ,σ,α,ω,Ƶ,ε	3	Ɔ,ρ	ϐ
15d	17	χ,δ,α,β,Ɔ,ζ,ρ,η,π,κ,ϯ,ς	ϕ,ν,Ƶ,ε,θ	2	ω	ϐ
15e	15	σ,α,β,ϕ,ζ,ρ,ω,π,ν,κ,Ƶ,ϯ,θ	ξ,δ	4	χ,η,ε	τ
16a	19	χ,δ,α,β,ϕ,ζ,λ,μ,η,π,τ,ϯ,ς	σ,ρ,ν,κ,Ƶ,θ	2	Ɔ,ω	n/a
16b	23	ς,ϐ,α,β,ϕ,Ɔ,ζ,λ,μ,η,ω,π,τ,κ,ε,ϯ	χ,ξ,σ,ρ,ν,Ƶ,θ	0	n/a	n/a
16c	21	α,ϕ,ζ,μ,η,ω,π,κ,ϯ,ς,θ	χ,ξ,δ,σ,β,λ,ρ,ν,Ƶ,ε	1	τ	n/a
16d	21	β,ϕ,ζ,μ,η,ω,π,ν,κ,Ƶ,ε,ϯ,ς,θ	χ,ξ,δ,σ,α,λ,ρ	0	n/a	n/a
16e	19	χ,δ,α,β,ϕ,Ɔ,ζ,ρ,μ,η,ω,π,ϯ,ν,Ƶ,ε	σ,ς,θ	1	ξ	n/a

Question	Agreed & Strongly Agreed			Disagreed (D) & Strongly D		
Number	No.	Agree	Strongly A	No.	Disagree	Strongly D
17a	21	θ,δ,α,β,φ,λ,μ,η,π,ϯ,ς	χ,ξ,σ,ζ,ρ,ν,τ,κ,Ƶ,ε	0	n/a	n/a
17b	23	θ,δ,α,β,φ,Ɔ,ζ,λ,μ,η,π,κ	χ,ξ,σ,ρ,ν,τ,Ƶ,θ	0	n/a	n/a
		ε,ϯ,ς				
17c	17	χ,α,β,φ,Ɔ,ζ,ρ,η,ω,π,ν,ε	δ,σ,Ƶ	2	τ	θ
		ϯ,ς				
17d	20	χ,δ,φ,ζ,μ,η,ω,ϯ,π,κ	ξ,σ,α,β,λ,ρ,ν,Ƶ,ε,ς	1	θ	n/a
17e	20	α,Ɔ,ρ,μ,η,π,ϯ	χ,ξ,σ,β,ζ,λ,ω,ν,κ,Ƶ,ε,ς,θ	1	θ	n/a
18a	20	χ,ϯ,δ,α,β,φ,ζ,η,π,τ,ς,θ	ξ,σ,ρ,ω,ν,κ,Ƶ,ε	1	n/a	θ
18b	22	δ,α,φ,Ɔ,μ,η,ω,π,κ,ϯ,θ	χ,ξ,σ,β,ζ,λ,ρ,ν,Ƶ,ε,ς	1	n/a	θ
18c	18	ϯ,χ,σ,β,φ,Ɔ,λ,ρ,μ,η,ω,π	ξ,ζ,Ƶ,ε	2	δ	θ
		ν,θ				
18d	14	δ,φ,ζ,λ,ρ,η,ω,π,ν,Ƶ,ϯ,ς,θ	χ	5	α,β,ε	ξ,θ
18e	18	χ,ξ,α,β,φ,ρ,μ,η,ω,π,ν,κ	δ,ζ,Ƶ,ε	1	τ	n/a
		ϯ,ς				
19	n/a		n/a	n/a	n/a	

Questionnaire - Neither Agree or Disagree Respondent Selections

Question Number	Respondent Total	χ 8	ξ 18	ϐ 40	δ 8	σ 13	α 10	β 10	ϕ 3	϶ 22	ζ 6	λ 17	ρ 5	μ 15	η 6	ω 5	π 9	ν 2	τ 27	κ 14	ϰ 2	ε 1	ϳ 6	ς 17	θ 13
1	n/a																								
2a	2																			■					■
2b	3			■			■												■						
2c	1			■																					
2d	1			■																					
2e	4								■					■					■						■
2f	1			■																					
2g	4		■	■				■													■				
2h	3			■	■														■						
2i	2					■					■														
2j	7		■			■				■	■	■						■	■						
3a	3		■			■	■																		
3b	5		■		■			■				■								■					
3c	2									■		■													
4a	1					■																			
4b	3					■				■													■		
4c	2			■															■						
5a	1			■																					
5b	1																■								
5c	4											■			■		■							■	
5d	5		■	■								■		■						■					
5e	5	■		■		■		■																	■
6a	2	■								■															
6b	3				■														■						■
7a	4												■		■				■					■	
7b	1									■															
7c	5	■	■	■																			■		■
7d	3	■															■								■


8a 3
8b 3
8c 1
8d 3
8e 3
9a 2
9b 1
9c 8
10a 4
10b 4
10c 4
10d 2
10e 5
10f 6
10g 2
11a 8
11b 1
11c 5
11d 6
12a 1
12b 1
12c 0
12d 1
12e 2
13a 7
13b 2
13c 7
13d 8
13e 5
13f 4

14a	2	
14b	1	
14c	9	
14d	1	
14e	2	
14f	7	
15a	3	
15b	5	
15c	5	
15d	5	
15e	5	
16a	3	
16b	1	
16c	2	
16d	3	
16e	4	
17a	3	
17b	1	
17c	5	
17d	3	
17e	3	
18a	3	
18b	1	
18c	4	
18d	5	
18e	5	
19	n/a	

Appendix S

Round Two Selection of the Analysis by Theme Area

Questionnaire - Analysis by Theme – Question 2

All questions in the questionnaire have been themed from Round 1 interviews. Question 2 is the ***Quality Assurance Process Overview*** theme.

All respondents answered all questions and sub-questions in Question 2.

The questions and responses are summarised below in percentage terms:

	A & SA	N A/D	D & SD
(a) The PR process is a necessary part of an engineering programme development cycle	87.50	8.33	4.17
(b) The EI ACC process is a necessary part of an engineering programme development cycle	87.50	12.50	0.00
(c) The HEI/Faculty/School are checking the validity, currency and relevance of their engineering programmes	87.50	4.17	8.33
(d) The HEI Eng. programmes should hold up internationally where student qualifications are recognised abroad	95.83	4.17	0.00
(e) The PR & EI ACC processes have different motivations, drivers and stakeholders	70.83	16.67	12.50
(f) The processes ensure reflection on engineering programme content and how it is being delivered	91.66	4.17	4.17
(g) The PR process is strategic direction focused with emphasis on the student experience and HEI profile	70.83	16.67	12.50
(h) The EI ACC process focuses on maintaining professional standards	87.50	12.50	0.00
(i) The depth of analysis is broader in the PR whereas EI ACC audits the prog. with detailed checking of evidence	87.50	8.33	4.17
(j) The PR panel reviews the self-evaluation statistics. The EI ACC panel reviews the evidence behind the statistics	62.50	29.17	8.33

A & SA = Agree and strongly agree

N A/D = Neither agree nor disagree

D & SD = Disagree and Strongly disagree

Conclusion: A very positive response was gathered for all 10 sub-questions in Question 2 (especially when you remove the undecided answers) which agrees with the Round 1 findings.

Questionnaire - Analysis by Theme – Question 3

All questions in the questionnaire have been themed from Round 1 interviews. Question 3 is the ***Mandatory or Voluntary Engineers Ireland Accreditation Process*** theme.

All respondents answered all questions and sub-questions in Question 3.

The questions and responses are summarised below in percentage terms:

	A & SA	N A/D	D & SD
(a) The EI accreditation process should remain voluntary (not imposed)	58.33	12.50	29.17
(b) A mandatory EI ACC process would remove confusion as to which engineering progs are accredited by EI	50.00	20.83	29.17
(c) Combining the two processes into a single process would make the EI ACC process mandatory for all Eng. progs.	75.00	8.33	16.67

A & SA = Agree and strongly agree

N A/D = Neither agree nor disagree

D & SD = Disagree and strongly disagree

Conclusion: A mixed response was gathered for all three sub-questions in Question 3 although mostly positive. There is still confusion as to whether the Engineers Ireland Accreditation Process should be mandatory or voluntary. This was also one of the most difficult questions for participants to answer in the round 1 interviews.

Questionnaire - Analysis by Theme – Question 6

All questions in the questionnaire have been themed from the Round 1 interviews. Question 6 is the ***Similarities between the Two Processes and its Effect on Workload*** theme.

All respondents answered all questions and sub-questions in Question 6.

The sub-questions and responses are summarised below in percentage terms:

	A & SA	N A/D	D & SD
(a) There is a lot of cross-over between what is covered in the two processes e.g. stakeholder meetings, site visit, etc.	91.67	8.33	0.00
(b) There is a huge workload for staff to complete these processes which take an inordinate amount of time and effort	87.50	12.50	0.00

A & SA = Agree and strongly agree

N A/D = Neither agree nor disagree

D & SD = Disagree and strongly disagree

Conclusion: A very positive response was gathered for both sub-questions in Question 6 (especially when you remove the undecided answers) which agrees with the Round 1 findings.

Questionnaire - Analysis by Theme – Question 10

All questions in the questionnaire have been themed from the Round 1 interviews. Question 10 is the ***Revised Process – Align or Combine?*** theme.

All respondents answered all sub-questions in Question 10.

The sub-questions and responses are summarised below in percentage terms:

		A & SA	N A/D	D & SD
(a)	A revised (aligned/combined) process will provide greater compatibility between prof. and acad. Eng. education	83.33	16.67	0.00
(b)	A process should be agreed between the HEI's, QQI & EI where the HEI drives the incorporation of the EI ACC needs	75.00	16.67	8.33
(c)	The evidence based methodology (evidence review) should be included in the revised process	83.33	16.67	0.00
(d)	Significant parts of 1 process can be transferred into the other process where the changes reflect both processes	91.67	8.33	0.00
(e)	Run processes simultaneously and keep them separate – one panel reviews future plans while the other sub-panels are conducting the evidence reviews	50.00	20.83	29.17
(f)	The revised processes would reduce the quantity of work the EI ACC panel has to undertake	66.67	25.00	8.33
(g)	The Chairpersons of Individual EI ACC panels could sit on the PR panel and present their findings to the EI ACC Board	87.50	8.33	4.17

A & SA = Agree and strongly agree

N A/D = Neither agree nor disagree

D & SD = Disagree and strongly disagree

Conclusion: A positive response was gathered for six of the seven sub-questions in Question 10 (especially when you remove the undecided answers) which agrees with the Round 1 findings. However, the revised process and how it could be undertaken generates different views which are mostly positive.

Questionnaire - Analysis by Theme – Question 16

All questions in the questionnaire have been themed from the Round 1 interviews. Question 16 is the ***Revised Process – Agenda*** theme.

All respondents answered all sub-questions in Question 16.

The sub-questions and responses are summarised below in percentage terms:

	A & SA	N A/D	D & SD
(a) The Agenda for the Programmatic Review is set by the HEI's Academic Council	79.17	12.50	8.33
(b) The Agenda for the EI ACC process is set by the EI ACC Board	95.83	4.17	0.00
(c) Sequence the site visit agenda(s) to suit the objectives of the PR and EI ACC processes	87.50	8.33	4.17
(d) The aligned process follows a natural progression of critical self-evaluation, mapping to QQI Engineering Award Standards and EI ACC Criteria, evidence gathering and site visit	87.50	12.50	0.00
(e) Additional time may be required to include all the requirements for the PR and EI ACC processes	79.17	16.67	4.17

A & SA = Agree and strongly agree

N A/D = Neither agree nor disagree

D & SD = Disagree and strongly disagree

Conclusion: A very positive response was gathered for all five sub-questions in Question 16 (especially when you remove the undecided answers) which agrees with the Round 1 findings.

Questionnaire - Analysis by Theme – Question 19

All questions in the questionnaire have been themed from the Round 1 interviews. Question 19 is the ***Do you Have Any Other Comments, Questions or Concerns?*** theme.

17 respondents answered Question 19 and 7 respondents skipped this question.

The ***main concerns*** put forward in the responses are summarised below:

- THEA may be a suitable conduit for communication with Engineers Ireland. A similar conduit may be found for Universities
- Perspective and Retrospective foci will be a core issue to be addressed in any alignment/combination approach – 2 respondents
- Aligned accreditation panels for all professional bodies could be reduced to no more than one additional day per body following PR event
- Issues of cost needs to be addressed in any new revised/aligned process(es)
- Getting QQI and EI to agree on the NFQ for engineering programmes is a challenge but very important. The ENAEE standards should also be included
- The Definition of Engineering programmes by QQI and EI is also a challenge as engineering is such a 'broad church'
- Combining the processes would entail significant resource savings for HEI's
- Create a plan to gather evidence over the period of the programme cycle and a representative from EI could validate the evidence on an annual basis – a complete portfolio of evidence for each cohort of students
- Other Professional Bodies have different mapping requirements
- Consistency and quality of EI Panels – training should be mandatory (bring together minds through training) – 2 respondents
- Ireland's engineering education system could end up being led by Internationally driven policy as EI is bound by International agreements – need evidence of EI independence from international influences – 2 respondents
- Potential conflict of Interest in aligning the two processes
- EI should optimise and streamline their process – Two trained auditors could come on site for a day – annual visit – more uniform outcome
- Uniformity of process between the IoT's and Universities

Appendix T

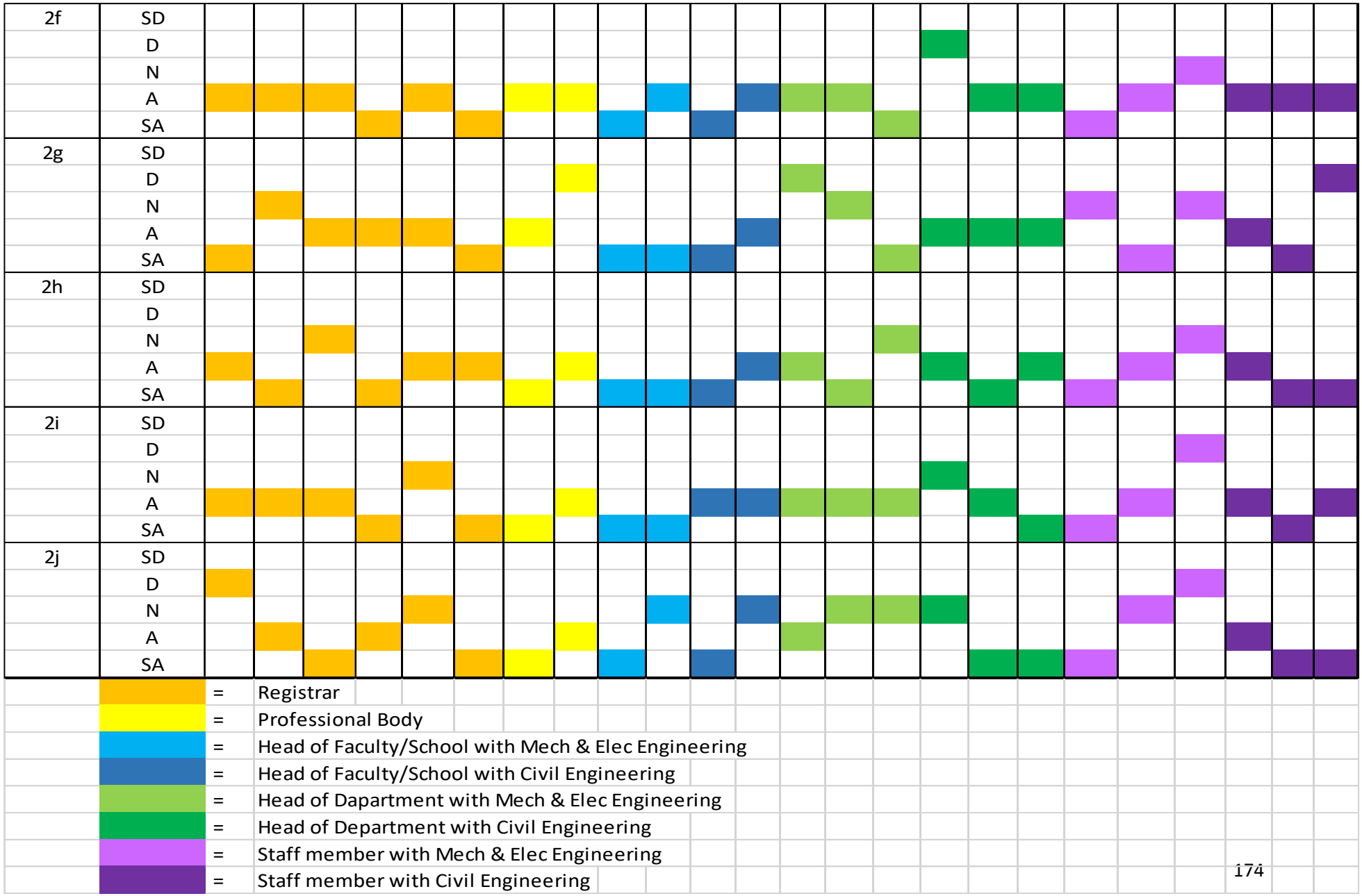
Round Two Analysis by Group Type and Engineering Discipline

(i) A Selection of the Analysis by Group Type and Engineering Discipline Charts

(ii) A Selection of Outcomes of the Group Type and Engineering Discipline Analyses

Questionnaire - Analysis by Theme - Question 2 - Analysis by Group Type and Engineering Discipline

Sub-Q Number	Response Category	Respondent																						
		α	β	δ	ε	ζ	ρ	θ	ɟ	κ	ν	μ	λ	π	ξ	τ	σ	η	φ	ϫ	ϣ	ϐ	ς	ω	χ
2a	SD																								
	D																								
	N																								
	A																								
	SA																								
2b	SD																								
	D																								
	N																								
	A																								
	SA																								
2c	SD																								
	D																								
	N																								
	A																								
	SA																								
2d	SD																								
	D																								
	N																								
	A																								
	SA																								
2e	SD																								
	D																								
	N																								
	A																								
	SA																								


2f
SD
D
N
A
SA
2g
SD
D
N
A
SA
2h
SD
D
N
A
SA
2i
SD
D
N
A
SA
2j
SD
D
N
A
SA
= Registrar
= Professional Body
= Head of Faculty/School with Mech & Elec Engineering
= Head of Faculty/School with Civil Engineering
= Head of Dapartment with Mech & Elec Engineering
= Head of Department with Civil Engineering
= Staff member with Mech & Elec Engineering
= Staff member with Civil Engineering

Questionnaire - Analysis by Theme - Question 2 - Outcomes of Group Type and Engineering Discipline Analysis

Overall Impression per Sub-Question

Sub-Question	Impression
2a	Very Positive
2b	Very Positive
2c	Very Positive
2d	Exceptionally Positive
2e	Positive
2f	Very Positive
2g	Positive
2h	Very Positive
2i	Very Positive
2j	Positive

Legend	
Exceptionally Positive	
Very Positive	
Positive	
Mixed	
Negative	
Neutral	

Analysis by Full Groups per Sub-Question

Sub-Question	Full Groups				
	Registrars	Prof. Bodies	Heads of Faculty	Heads of Department	Staff
2a					
2b					
2c					
2d					
2e					
2f					
2g					
2h					
2i					
2j					

Analysis by Sub-Groups per Sub-Question & Engineering Discipline Division

Sub-question	Sub-Groups					
	HoF - Mech & Elec	HoD - Mech & Elec	Staff - Mech & Elec	HoF - Civil Eng	HoD - Civil Eng	Staff - Civil Eng
2a						
2b						
2c						
2d						
2e						
2f						
2g						
2h						
2i						
2j						

Management Versus Staff View per Sub-Question

Sub-Question	Management	Staff
2a		
2b		
2c		
2d		
2e		
2f		
2g		
2h		
2i		
2j		

Positive or very Positive responses for all sub-questions with Exceptionally positive responses for one sub-question

Responses outside the Normal

Sub-Question	Negative Responses	
	Number	Respondent
2a	1	ξ
2b	0	
2c	2	ξ, χ
2d	0	
2e	3	ε, μ, ϕ
2f	1	τ
2g	3	ϯ, π, χ
2h	0	
2i	1	ϐ
2j	2	α, ϐ

Questionnaire - Analysis by Theme - Question 3 - Analysis by Group Type and Engineering Discipline

Sub-Q Number	Response Category	Respondent																						
		α	β	δ	ε	ζ	ρ	θ	ϳ	κ	ν	μ	λ	π	ξ	τ	σ	η	φ	ϫ	϶	ϐ	ς	ω	χ
3a	SD																								
	D																								
	N																								
	A																								
	SA																								
3b	SD																								
	D																								
	N																								
	A																								
	SA																								
3c	SD																								
	D																								
	N																								
	A																								
	SA																								

	=	Registrar
	=	Professional Body
	=	Head of Faculty/School with Mech & Elec Engineering
	=	Head of Faculty/School with Civil Engineering
	=	Head of Dapartment with Mech & Elec Engineering
	=	Head of Department with Civil Engineering
	=	Staff member with Mech & Elec Engineering
	=	Staff member with Civil Engineering

Questionnaire - Analysis by Theme - Question 3 - Outcomes of Group Type and Engineering Discipline Analysis

Overall Impression per Sub-Question

Sub-Question	Impression
3a	
3b	
3c	

Legend	
Exceptionally Positive	
Very Positive	
Positive	
Mixed	
Negative	
Neutral	

Analysis by Full Groups per Sub-Question

Sub-Question	Full Groups				
	Registrars	Prof. Bodies	Heads of Faculty	Heads of Department	Staff
3a					
3b					
3c					

Analysis by Sub-Groups per Sub-Question & Engineering Discipline Division

Sub-question	Sub-Groups					
	HoF - Mech & Elec	HoD - Mech & Elec	Staff - Mech & Elec	HoF - Civil Eng	HoD - Civil Eng	Staff - Civil Eng
3a						
3b						
3c						

Management Versus Staff View per Sub-Question

Sub-Question	Management	Staff
3a		
3b		
3c		

Responses outside the Normal

Sub-Question	Negative Responses	
	Number	Respondent
3a	7	θ, κ, η, ϫ, ς, ω, χ
3b	7	α, ε, ʄ, ν, τ, ϐ, Ɔ
3c	4	ρ, ν, τ, ϕ

Questionnaire - Analysis by Theme - Question 17 - Analysis by Group Type and Engineering Discipline

Sub-Q Number	Response Category	Respondent α	β	δ	ε	ζ	ρ	θ	ɟ	κ	ν	μ	λ	π	ξ	τ	σ	η	φ	ƛ	ɔ	ɓ	ς	ω	χ
17a	SD																								
	D																								
	N																								
	A																								
	SA																								
17b	SD																								
	D																								
	N																								
	A																								
	SA																								
17c	SD																								
	D																								
	N																								
	A																								
	SA																								
17d	SD																								
	D																								
	N																								
	A																								
	SA																								
17e	SD																								
	D																								
	N																								
	A																								
	SA																								

Questionnaire - Analysis by Theme - Question 17 - Outcomes of Group Type and Engineering Discipline Analysis

Overall Impression per Sub-Question

Sub-Question	Impression
17a	
17b	
17c	
17d	
17e	

Legend	
Exceptionally Positive	
Very Positive	
Positive	
Mixed	
Negative	
Neutral	

Analysis by Full Groups per Sub-Question

Sub-Question	Full Groups				
	Registrars	Prof. Bodies	Heads of Faculty	Heads of Department	Staff
17a					
17b					
17c					
17d					
17e					

Analysis by Sub-Groups per Sub-Question & Engineering Discipline Division

Sub-question	Sub-Groups					
	HoF - Mech & Elec	HoD - Mech & Elec	Staff - Mech & Elec	HoF - Civil Eng	HoD - Civil Eng	Staff - Civil Eng
17a						
17b						
17c						
17d						
17e						

Management Versus Staff View per Sub-Question

Sub-Question	Management	Staff
17a		
17b		
17c		
17d		
17e		

Responses outside the Normal

Sub-Question	Negative Responses	
	Number	Respondent
17a	0	
17b	0	
17c	2	τ, θ
17d	1	θ
17e	1	θ

Appendix U

Round Two Narrative Summaries

(i) A Selection of Narrative Summaries by Question

(ii) Narrative Summary by Theme

Round 2 Questionnaire - Analysis by Group Type and Engineering Discipline - Narrative Summary

A very positive response was gathered for all four sub-questions in Question 7 (especially when you remove the undecided answers) whichi agrees with the round 1 findings. The responses were very positive.

24 participants answered this question.

Group Type - Question 7

Sub-Questions	A & SA (%)	N A/D (%)	D &SD (%)	Overall Impression	Registrars	Professional Bodies	Heads of Faculty	Heads of Department	Staff	Management
PR & EI ACC requirements do not coincide	70.83	16.67	12.50							
Similar objectives generates many overlaps	91.67	4.17	4,17							
Align QQI award standards and ACC criteria	75.00	20.83	4.17							
New process to be agreed with QQI, EI & HEI's	75.00	12.50	12.50							

Very Positive perspective	Registrars = Registrars in IoT's
Positive perspective	Professional Bodies = Registrar/Head of Education in EI/SCSI
Mixed perspectives	Heads of Faculty = Heads of Faculty/School in IoT's
Negative perspective	Heads of Department = Heads of Department in IoT's
Very Negative perspective	Staff = Academic staff in IoT's
Neither agreed or disagreed (Neutral)	Management = Combined views of Registrars, HoF's and HoD's

A & SA = agree and strongly agree
N A/D = neither agree or disagree
D & SD = disagree and strongly disagree

Engineering Discipline - Question 7

Sub-Questions	A & SA	N A/D	D &SD	Mechanical/Electrical Engineeri			Civil Engineering		
	(%)	(%)	(%)	HoF	HoD	Staff	HoF	HoD	Staff
PR & EI ACC requirements do not coincide	70.83	16.67	12.50						
Similar objectives creates many overlaps	91.67	4.17	4.17						
Align QQI award standards and ACC criteria	75.00	20.83	4.17						
New process to be agreed with QQI, EI & HEI's	75.00	12.50	12.50						

Question 7 - Responses Outside the Normal

Sub-Question	Negative Responses	
	Number	Respondent
PR & EI ACC requirements do not coincide	3	Ɔ, ν, ɟ
Similar objectives creates many overlaps	1	θ
Align QQI award standards and ACC criteria	1	τ
New process to be agreed with QQI, EI & HEI's	3	τ, ϐ, Ɔ

Three research participants did not agree that the programmatic review and Engineers Ireland accreditation requirements were created in isolation from each other and do not coincide at present (1 HoF, 1 staff and 1 professional body representative). Only one participant (professional body representative) did not agree that similar objectives between the two processes generates considerable overlaps in the execution of the processes. Only one participant (1 HoD) did not agree that the QQI Engineering Award Standards and Engineers Ireland Accreditation Criteria need to be aligned. Three participants (1 HoD, 2 Staff) did not agree that one collaborative aligned or combined process needs to be agreed between QQI, Engineers Ireland and the Higher Education Institutions.

Narrative

Programmatic Review and Engineers Ireland Accreditation Requirements were Created in Isolation from Each Other and Do Not Coincide at Present

There is strong agreement (16 participants) that the programmatic review and Engineers Ireland Accreditation requirements were created in isolation from each other and do not coincide at present . All group types supported this theme with the Registrars and Heads of Department the most supportive.

Group Type

Registrars	Positive	5 of the 6 Registrars agreed or strongly agreed and one was neutral
Professional Body	Mixed	One Professional Body representative agreed and one disagreed
Heads of Faculty	Positive	3 of 4 Heads of Faculty/School agreed or strongly agreed and one disagreed
Heads of Department	Positive	3 of 6 Heads of Department agreed and three neither agreed nor disagreed
Staff	Positive	Four out of six staff agreed or strongly agreed and one disagreed and one was neutral
Management	Positive	11 out of 16 management agreed or strongly agreed, one disagreed & four were neutral

Only one of the Managers (Registrars, Heads of Faculty/School and Heads of Department) disagreed with this theme. No participant strongly disagreed with the theme. One professional body representative supported the theme and one opposed it.

Only one academic staff member disagreed with this theme (mechanical/electrical engineer).

Engineering Discipline

Mechanical/Electrical Engineers - HoF	Mixed	One Head of Faculty strongly agreed and one disagreed
Mechanical/Electrical Engineers - HoD	Positive	Two of the three Heads of Department agreed and one was neutral
Mechanical/Electrical Engineers - Staff	Positive	Two of the three staff agreed or strongly agreed & one disagreed
Civil Engineering - Heads of Faculty/School	Positive	Both Heads of Faculty agreed
Civil Engineering - Heads of Department	Positive	One of the three Heads of Department agreed and two were neutral
Civil Engineering - Academic Staff	Positive	Two of the three academic staff agreed or strongly agreed and one was neutral

Five of the eight mechanical/electrical engineers agreed or strongly agreed with this theme, two disagreed and one was neutral.

Five of the eight Civil engineers agreed or strongly agreed with this theme and three were neutral. There is a reasonably even distribution between the engineering disciplines. Six out of ten Heads of Faculty/Department agreed or strongly agreed with this theme, one disagreed and three were neutral.

Only one mechanical/electrical engineering staff member disagreed with this theme and one civil engineer was neutral.

Similar Objectives Between the Two Processes Generates Considerable Overlaps in the Execution of the Processes		
Twenty two of the twenty four round 2 participants agreed or strongly agreed that similar objectives between the two processes generates considerable overlaps		
in the execution of the processes. One participant (professional body representative) disagreed and one participant (academic staff) neither agreed nor disagreed.		
All group types had members who agreed with this theme which was strongly supported (over 90%). No participant strongly disagreed and only one disagreed.		
Group Type		
Registrars	Very Positive	All 6 Registrars agreed or strongly agreed
Professional Body	Mixed	One Professional body representative agreed and one disagreed
Heads of Faculty	Positive	All 4 Heads of Faculty/School agreed or strongly agreed
Heads of Department	Positive	All six HoD's agreed or strongly agreed
Staff	Positive	Five out of six staff agreed or strongly agreed & one was neutral
Management	Positive	All 16 management staff agreed or strongly agreed
The Management (Registrars, Heads of Faculty/School and Heads of Department) strongly supported this theme.		
One professional body representative supported the theme and one opposed it.		
Academic staff supported the theme but one staff member was neutral.		
Engineering Discipline		
Mechanical/Electrical Engineers - HoF	Positive	Both Heads of Faculty agreed
Mechanical/Electrical Engineers - HoD	Positive	All three Heads of Department agreed or strongly agreed
Mechanical/Electrical Engineers - Staff	Positive	Two of the three academic staff agreed or strongly agreed and one was neutral
Civil Engineering - Heads of Faculty/School	Very Positive	Both Heads of Faculty agreed or strongly agreed
Civil Engineering - Heads of Department	Positive	All three Heads of Department agreed
Civil Engineering - Academic Staff	Positive	All of the three academic staff agreed or strongly agreed
Seven of the eight Mechanical/Electrical engineers agreed or strongly agreed with the theme and one was neutral.		
All eight Civil Engineers agreed with this theme. There is a reasonably even distribution of responses across the engineering disciplines.		
All ten Heads of Faculty/Department agreed or strongly agreed with this theme.		
Five of the six academic staff agreed ot strongly agreed with this theme and one mechanical/electrical engineer was neutral.		

QQI Engineering Award Standards and Engineers Ireland Accreditation Criteria Need to be Aligned		
Eighteen of the twenty four round 2 participants agreed or strongly agreed that the QQI Engineering Award Standards and the Engineers Ireland accreditation criteria need to be aligned. Members from all group types suppported this theme with the Registrars and Heads of Faculty the most supportive and the professional body representatives were neutral. There is good support for this theme (75%) with no participant strongly disagreeing and only one HoD disagreeing.		
Group Type		
Registrars	Very Positive	All 6 Registrars agreed or strongly agreed
Professional Body	Neither A/D	Both Professional Body representatives neither agreed nor disagreed
Heads of Faculty	Very Positive	All four Heads of Faculty agreed or strongly agreed
Heads of Department	Positive	Four HoD's agreed or strongly agreed, one disagreed and one was neutral
Staff	Positive	Four academic staff agreed or strongly agreed and two were neutral
Management	Very Positive	14 management staff agreed or strongly agreed, one disagreed & one was neutral
Fourteen of the Managers (Registrars, Heads of Faculty/School and Heads of Department) agreed or strongly agreed with this theme, one disagreed and one was neutral. The Professional Body representatives neither agreed nor disagreed with this theme. Academic staff were in favour of this theme with two members neutral.		
Engineering Discipline		
Mechanical/Electrical Engineers - HoF	Very Positive	Both Heads of Faculty agreed or strongly agreed
Mechanical/Electrical Engineers - HoD	Mixed	One of the Heads of Department agreed, one disagreed and one was neutral
Mechanical/Electrical Engineers - Staff	Positive	Two of the three academic staff agreed or strongly agreed and one was neutral
Civil Engineering - Heads of Faculty/School	Very Positive	Both Heads of Faculty agreed or strongly agreed
Civil Engineering - Heads of Department	Very Positive	All three Heads of Department agreed or strongly agreed
Civil Engineering - Academic Staff	Positive	Two of the three academic staff agreed or strongly agreed and one was neutral
Five of the eight Mechanical/Electrical engineers agreed or strongly agreed with the theme, one disagreed and two were neutral. Seven of the eight Civil Engineers agreed or strongly agreed with this theme and one was neutral. More civil engineers supported this theme than mechanial / electrical engineers. There is a similarity across the engineering disciplines for the Heads of Faculty and academic staff but the Heads of Department views dffered. Academic staff supported this theme and two were neutral (one from each engineering discipline). Eight of the ten Heads of Faculty/Department agreed or strongly agreed this theme, one disagreed and one was neutral.		

One Collaborative Aligned or Combined Process Needs to be Agreed Between QQI, Engineers Ireland and the HEI's		
Eightteen of the twenty four round 2 participants agreed or strongly agreed that one collaborative aligned or combined process needs to be agreed between QQI, Engineers Ireland and the HEI's. Members from all group types suppported this theme with the Registrars and Heads of Faculty the most supportive. There is strong support for this theme (75%). Only one participant strongly disagreed (HoD) and two participants (academic staff) disagreed with this theme.		
Group Type		
Registrars	Very Positive	All 6 Registrars agreed or strongly agreed
Professional Body	Positive	One Professional Body representative agreed and one was neutral
Heads of Faculty	Positive	All four Heads of Faculty/School agreed or strongly agreed
Heads of Department	Positive	Four HoD's agreed or strongly agreed, one strongly disagreed and one was neutral
Staff	Mixed	Three academic staff agreed or strongly agreed, two disagreed and one was neutral
Management	Positive	14 management staff agreed/strongly agreed, one stongly disagreed & one was neutral
Fourteen of the Management (Registrars, Heads of Faculty/School and Heads of Department) agreed or strongly agreed with the theme, one strongly disagreed and one was neutral. The Professional Body representatives supported this theme.		
Academic staff had mixed views of this theme with one three supportive, two opposing and one was neutral.		
Engineering Discipline		
Mechanical/Electrical Engineers - HoF	Positive	Both Heads of Faculty agreed
Mechanical/Electrical Engineers - HoD	Mixed	One of the HoDs strongly agreed, one strongly disagreed and one was neutral
Mechanical/Electrical Engineers - Staff	Negative	Two of the three academic staff disagreed and one strongly agreed
Civil Engineering - Heads of Faculty/School	Very Positive	Both Heads of Faculty agreed or strongly agreed
Civil Engineering - Heads of Department	Very Positive	All three Heads of Department strongly agreed
Civil Engineering - Academic Staff	Positive	Two of the three academic staff agreed or strongly agreed and one was neutral
Three of the eight Mechanical/Electrical engineers agreed or strongly agreed with the theme, three disagreed or strongly disagreed and one was neutral.		
Seven of the eight Civil Engineers agreed or strongly agreed with this theme and one was neutral. More civil engineers than mechanical/electrical engineers supported this theme.		
Academic staff have mixed views on this theme, especially the mechanical/electrical engineers.		
Eight of the ten Heads of Faculty/Department agreed or strongly agreed this theme, one stongly disagreed (HoD) and one was neutral (HoD).		

Round 2 Questionnaire - Analysis by Group Type and Engineering Discipline - Narrative Summary

A very positive response was gathered for two of the sub-questions in question 9, especially when you remove the undecided answers) which agrees with the Round one findings. There is some confusion around the simultaneous use of panel members for the evidence review and the programmatic review. All group types had members who supported the themes. 23 participants answered 9a and 24 answered 9b and 9c. One participant skipped 9a. For the analysis, the researcher took this to be 'Neither Agree or Disagree'.

Group Type - Question 9

Sub-Questions	A & SA (%)	N A/D (%)	D &SD (%)	Overall Impression	Registrars	Professional Bodies	Heads of Faculty	Heads of Department	Staff	Management
Panel competency improved with training	87.50	8.33	4.17							
Panel constituted to meet needs of processes	95.83	4.17	0.00							
Some panel members to do evidence review	58.33	33.34	8.33							

	Very Positive perspective
	Positive perspective
	Mixed perspectives
	Negative perspective
	Very Negative perspective
	Neither agreed or disagreed (Neutral)

Registrars = Registrars in IoT's
Professional Bodies = Registrar/Head of Education in EI/SCSI
Heads of Faculty = Heads of Faculty/School in IoT's
Heads of Department = Heads of Department in IoT's
Staff = Academic staff in IoT's
Management = Combined views of Registrars, HoF's and HoD's

A & SA = agree and strongly agree
N A/D = neither agree or disagree
D & SD = disagree and strongly disagree

Engineering Discipline - Question 9

Sub-Questions	A & SA (%)	N A/D (%)	D &SD (%)	Mechanical/Electrical Engineeri			Civil Engineering		
				HoF	HoD	Staff	HoF	HoD	Staff
Panel competency improved with training	87.50	8.33	4.17						
Panel constituted to meet needs of processes	95.83	4.17	0.00						
Some Panel members to do evidence review	58.33	33.34	8.33						

Question 9 - Responses Outside the Normal

Sub-Question	Negative Responses	
	Number	Respondent
Panel competency improved with training	1	δ
Panel constituted to meet needs of processes	0	
some panel members to do evidence review	2	δ, Ϫ

One participant (registrar) disagreed that consistency in panel member training could be improved with training. All participants supported the concept that the programmatic review panel (in a revised process) should be constituted to meet the needs of the two processes with no participant disagreeing. Two participants (registrar and mechanical/electrical staff member) disagreed that some panel members would be needed for both processes and some could just do the evidence review.

Narrative

Consistency in Panel Member Competency Could be Improved with Training

There is very strong agreement (21 participants) that the consistency in panel member competency could be improved with training. All group types strongly supported this theme. No participant strongly disagreed and only one participant (registrar) disagreed.

Group Type

Registrars	Positive	Five of the six Registrars agreed or strongly agreed and one disagreed
Professional Body	Very Positive	Both Professional Body representatives agreed or strongly agreed
Heads of Faculty	Positive	Three of the four Heads of Faculty agreed or strongly agreed and one was neutral
Heads of Department	Very Positive	All 6 Heads of Department agreed or strongly agreed
Staff	Positive	Five out of six academic staff agreed or strongly agreed and one was neutral
Management	Positive	14 management agreed or strongly agreed, one disagreed and one was neutral

The Management (Registrars, Heads of Faculty/School and Heads of Department) is very supportive of this theme with only one disagreeing and one was neutral.
Both professional body representatives are also supportive of this view.
Academic staff were strongly supportive of this theme.

Engineering Discipline		
Mechanical/Electrical Engineers - HoF	Positive	One Head of Faculty strongly agreed and one was neutral
Mechanical/Electrical Engineers - HoD	Very Positive	All three Heads of Department agreed or strongly agreed
Mechanical/Electrical Engineers - Staff	Positive	Two of the three academic staff agreed and one was neutral
Civil Engineering - Heads of Faculty/School	Positive	Both Heads of Faculty agreed
Civil Engineering - Heads of Department	Very Positive	All three Heads of Department strongly agreed
Civil Engineering - Academic Staff	Very Positive	All of the three academic staff agreed or strongly agreed
Six of the eight mechanical/electrical engineers agreed or strongly agreed with this theme and two were neutral.		
All eight Civil engineers agreed or strongly agreed with this theme which is strongly supportive. There is a reasonably even distribution across the engineering discipline areas.		
Nine of the ten Heads of Faculty/Department agreed with the theme with one Head of Faculty neutral which is very strong support.		
Five academic staff agreed or strongly agreed with the theme and one mechanical/electrical academic staff member was neutral.		
The Programmatic Review Panel (New Process) Should be Constituted to Meet the Needs of the Two Processes		
Twenty three of the twenty four round 2 participants agreed or strongly agreed that the programmatic review panel (in a revised process) should be constituted to meet the needs of both quality assurance processes. This theme was strongly supported by all group types. No participant disagreed or strongly disagreed with the theme and only one participant selected the neutral option.		
Group Type		
Registrars	Very Positive	All six Registrars agreed or strongly agreed
Professional Body	Very Positive	Both professional body representatives agreed or strongly agreed
Heads of Faculty	Positive	All 4 Heads of Faculty/School agreed or strongly agreed
Heads of Department	Very Positive	All six Heads of Department agreed or strongly agreed
Staff	Positive	Five out of six academic staff agreed or strongly agreed and one was neutral
Management	Very Positive	All 16 management staff agreed or strongly agreed
The Management (Registrars, Heads of Faculty/School and Heads of Department), across all group types, fully supported this theme.		
The professional body representatives also supported this view.		
Academic staff were strongly in favour of this theme.		

Engineering Discipline		
Mechanical/Electrical Engineers - HoF	Very Positive	Both Heads of Faculty agreed or strongly agreed
Mechanical/Electrical Engineers - HoD	Very Positive	All three Heads of Department agreed or strongly agreed
Mechanical/Electrical Engineers - Staff	Positive	Two academic staff agreed or strongly agreed and one was neutral
Civil Engineering - Heads of Faculty/School	Positive	Both Heads of Faculty agreed
Civil Engineering - Heads of Department	Positive	All three Heads of Department agreed or strongly agreed
Civil Engineering - Academic Staff	Positive	All of the three academic staff agreed or strongly agreed
Seven of the eight Mechanical/Electrical engineers agreed or strongly agreed with the theme and one was neutral.		
All eight Civil Engineers agreed with this theme. There is a reasonably even distribution between the engineering disciplines.		
Five of the six academic staff strongly agreed with this theme and one was neutral		
All ten Heads of Faculty/Department agreed or strongly agreed with this theme.		
Some Panel Members would be Needed for Both Processes. Some could just do the Evidence Review		
Fourteen of the twenty four round 2 participants agreed or strongly agreed that some panel members would be needed for both processes and some could just do the evidence review. Members from all group types strongly suppported this theme but eight participants selected the neutral option which suggests there may be some uncertainty about how the panel would be separated. One participant disagreed (mech/elec staff member) and one strongly disagreed (registrar).		
Group Type		
Registrars	Positive	5 of the 6 Registrars agreed or strongly agreed and one strongly disagreed
Professional Body	Very Positive	Both Professional Body representatives agreed or strongly agreed
Heads of Faculty	Positive	Two of the four Heads of Faculty strongly agreed and two were neutral
Heads of Department	Positive	Three of the six Heads of Department agreed or strongly agreed and three were neutral
Staff	Mixed	Two of the six academic staff agreed, one disagreed and three were neutral
Management	Positive	10 management staff agreed/strongly agreed, one strongly disagreed & five were neutral
10 of the managers (Registrars, Heads of Faculty/School and Heads of Department) were in favour of this theme, one disagreed and five were neutral.		
The Professional Body representatives also supported this theme.		
Academic staff held mixed views on this theme.		

Engineering Discipline		
Mechanical/Electrical Engineers - HoF	Very Positive	Both Heads of Faculty strongly agreed
Mechanical/Electrical Engineers - HoD	Neither A/D	All three Heads of Department selected the neutral option
Mechanical/Electrical Engineers - Staff	Mixed	One academic staff member agreed, one disagreed & one was neutral
Civil Engineering - Heads of Faculty/School	Neither A/D	Both Heads of Faculty selected the neutral option
Civil Engineering - Heads of Department	Very Positive	All three Heads of Department agreed or strongly agreed
Civil Engineering - Academic Staff	Positive	One academic staff member agreed and two were neutral
Three of the eight Mechanical/Electrical engineers agreed or strongly agreed with the theme, one disagreed and four were neutral.		
Four Civil Engineers agreed or strongly agreed with this theme and four were neutral. The responses from the engineering disciplines are very generally supportive of		
the theme and broadly in line with each other.		
Academic staff across the engineering disciplines were confused by this theme.		
Five of the Heads of Faculty/Department agreed or strongly agreed and five selected the neutral option suggesting confusion in the wording of the sub-question.		

Round 2 Questionnaire - Analysis by Group Type and Engineering Discipline - Narrative Summary

A very positive response was gathered for six of the seven sub-questions in Question 10 (especially when you remove the undecided answers) which agrees with the round 1 findings. However, the revised process and how it could be undertaken generates different views which are mostly positive.

24 participants answered this question.

Group Type - Question 10

Sub-Questions	A & SA (%)	N A/D (%)	D &SD (%)	Overall Impression	Registrars	Professional Bodies	Heads of Faculty	Heads of Department	Staff	Management
New process has prof. and academic education	83.33	16.67	0.00							
HEI's agrees process between QQI and EI	75.00	16.67	8.33							
Evidence review to be in the new process	83.33	16.67	0.00							
Changes will affect both processes	91.67	8.33	0.00							
Run processes simultaneously and separately	50.00	20.83	29.17							
New process to reduce work of EI ACC panel	66.67	25.00	8.33							
Chairs of EI ACC panel to sit on PR panel	87.50	8.33	4.17							

	Very Positive perspective
	Positive perspective
	Mixed perspectives
	Negative perspective
	Very Negative perspective
	Neither agreed or disagreed (Neutral)

Registrars = Registrars in IoT's

Professional Bodies = Registrar/Head of Education in EI/SCSI

Heads of Faculty = Heads of Faculty/School in IoT's

Heads of Department = Heads of Department in IoT's

Staff = Academic staff in IoT's

Management = Combined views of Registrars, HoF's and HoD's

A & SA = agree and strongly agree

N A/D = neither agree or disagree

D & SD = disagree and strongly disagree

Engineering Discipline - Question 10

Sub-Questions	A & SA	N A/D	D &SD	Mechanical/Electrical Engineeri			Civil Engineering		
	(%)	(%)	(%)	HoF	HoD	Staff	HoF	HoD	Staff
New process has prof. and academic education	83.33	16.67	0.00						
HEI's agrees process with QQI and EI	75.00	16.67	8.33						
Evidence review to be in the new process	83.33	16.67	0.00						
Changes will affect both processes	91.67	8.33	0.00						
Run processes simultaneously and separately	50.00	20.83	29.17						
New process to reduce work of EI ACC panel	66.67	25.00	8.33						
Chairs of EI ACC panel to sit on PR panel	87.50	8.33	4.17						

Question 10 - Responses Outside the Normal

Sub-Question	Negative Responses	
	Number	Respondent
New process has prof. and academic education	0	
HEI''s agrees process with QQI and EI	2	ɔ, ϐ
Evidence review to be in the new process	0	
Changes will affect both processes	0	
Run processes simultaneously and separately	7	α, δ, ε, τ, ϐ, η, Ӿ
New process to reduce work of EI ACC panel	2	ϐ, δ
Chairs of EI ACC panel to sit on PR panel	1	ϐ

All participants supported the views that a revised process will provide greater compatibilty between professional and academic engineering education, that the evidence review should be included in the revised process and that significant parts of one process can be transferred into the other process where the changes affect both processes. Only two participants (2 mech/elec academic staff) disagreed that a process should be agreed between the HEI's, QQI and EI. Only two participants (1 Registrar and 1 academic staff) disagreed that the revised processes would reduce the quantity of work the EI ACC panel has to undertake. Only one participant (mech/elec staff member) did not agree that the chairperson of individual EI Accreditation panels could sit on the programmatic review panel. Seven particpants (3 Registrars, two Heads of Department and 2 mech/elec academic staff member) disagreed that the processes could be run simultaneously and separately where one panel reviews future plans while the other sub-panels are conducting the evidence reviews.

Narrative

A Revised (Aligned or Combined) Process will Provide Greater Compatibility Between Professional and Academic Engineering Education

There is very strong agreement (20 participants) that an aligned/combined process will provide greater compatibility between professional and academic engineering education. All group types strongly supported this theme. No participant disagreed or strongly disagreed with this concept.

Group Type

Registrars	Very Positive	All 6 Registrars agreed or strongly agreed
Professional Body	Positive	One Professional Body representative strongly agreed and one was neutral
Heads of Faculty	Positive	All 4 Heads of Faculty/School agreed or strongly agreed
Heads of Department	Positive	Five Heads of Department agreed or strongly agreed and one was neutral
Staff	Positive	Four out of six staff agreed or strongly agreed and two were neutral
Management	Very Positive	15 management staff agreed or strongly agreed and one was neutral

The Management (Registrars, Heads of Faculty/School and Heads of Department) fully supported this theme.
One professional body representative also supportive of this view.
Academic staff were very supportive of this theme and two staff members were neutral.

Engineering Discipline

Mechanical/Electrical Engineers - HoF	Positive	Both Heads of Faculty agreed
Mechanical/Electrical Engineers - HoD	Positive	Two of the three Heads of Department agreed or strongly agreed and one was neutral
Mechanical/Electrical Engineers - Staff	Positive	One of the three staff strongly agreed and two were neutral
Civil Engineering - Heads of Faculty/School	Very Positive	Both Heads of Faculty agreed or strongly agreed
Civil Engineering - Heads of Department	Positive	All three Heads of Department agreed or strongly agreed
Civil Engineering - Academic Staff	Positive	All of the three academic staff agreed or strongly agreed

Five of the eight mechanical/electrical engineers agreed or strongly agreed with this theme and three selected the neutral option.
All eight Civil engineers agreed or strongly agreed with this theme. More civil engineers supported this theme than mechanical/electrical engineers.
Nine of the ten Heads of Faculty/Department agreed or strongly agreed with this theme and one was neutral.
Four academic staff supported this theme of which three were civil engineers.

A Process Should be Agreed Between the HEI's, QQI and EI where the HEI Drives the Incorporation of the EI Accreditation Needs

Eighteen of the twenty four round 2 participants agreed or strongly agreed that a process should be agreed between the HEI's, QQI and EI. Only two participants (two mechanical/electrical academic staff) disagreed or strongly disagreed with this theme and four participants selected the neutral option.

All group types had members who agreed with this theme and there was strong support for it (75%).

Group Type

Registrars	Very Positive	All 6 Registrars agreed or strongly agreed
Professional Body	Positive	Both Professional body representatives agreed
Heads of Faculty	Positive	Three of the 4 Heads of Faculty agreed and one was neutral
Heads of Department	Positive	Four of the six HoD's agreed or strongly agreed and four were neutral
Staff	Mixed	Three staff agreed or strongly agreed, two disagreed or strongly disagreed & one neutral
Management	Very Positive	13 out of 16 management staff agreed or strongly agreed and three were neutral

The Management (Registrars, Heads of Faculty/School and Heads of Department) strongly supported this theme.

The professional body representatives also supported the theme.

Academic staff had mixed views about this theme.

Engineering Discipline

Mechanical/Electrical Engineers - HoF	Positive	One Head of Faculty agreed and one was neutral
Mechanical/Electrical Engineers - HoD	Positive	Two Heads of Department agreed or strongly agreed and one was neutral
Mechanical/Electrical Engineers - Staff	Mixed	Two of the three academic staff disagreed and one strongly agreed
Civil Engineering - Heads of Faculty/School	Positive	Both Heads of Faculty agreed
Civil Engineering - Heads of Department	Positive	Two Heads of Department agreed or strongly agreed and one was neutral
Civil Engineering - Academic Staff	Positive	Two of the three academic staff agreed and one was neutral

Four of the eight Mechanical/Electrical engineers agreed or strongly agreed with the theme, two disagreed and one was neutral.

Six of the eight Civil Engineers agreed with this theme, and two selected the neutral option. More civil engineers supported this theme than mechanical/electrical engineers. Seven of the ten Heads of Faculty/Department agreed or strongly agreed with this theme and three (1 HoF and 2 HoDs) selected the neutral option.

Three academic staff agreed or strongly agreed with this theme (two of which were civil engineers), two disagreed (both mechanical/electrical engineers) and one was neutral.

The Evidence Based Methodology (Evidence Review) Should be Included in the Revised Process		
Twenty of the twenty four round 2 participants agreed or strongly agreed that the evidence review should be included in the revised process. Participants from all group types suppported this theme (over 83%). No participant disagreed or strongly disagreed with the theme and four participants selected the neutral option.		
Group Type		
Registrars	Very Positive	All 6 Registrars agreed or strongly agreed
Professional Body	Positive	One Professional Body representative agreed and one was neutral
Heads of Faculty	Very Positive	All four Heads of Faculty agreed or strongly agreed
Heads of Department	Positive	Five HoD's agreed or strongly agreed and one was neutral
Staff	Positive	Four academic staff agreed or strongly agreed and two were neutral
Management	Very Positive	15 out of 16 management staff agreed or strongly agreed and one was neutral
Fifteen of the Managers (Registrars, Heads of Faculty/School and Heads of Department) agreed or strongly agreed with this theme and one was neutral.		
One Professional Body representative supported this theme.		
Academic staff were in favour of this theme with two staff selecting the neutral option.		
Engineering Discipline		
Mechanical/Electrical Engineers - HoF	Very Positive	Both Heads of Faculty strongly agreed
Mechanical/Electrical Engineers - HoD	Positive	Two of the Heads of Department agreed or strongly agreed and one was neutral
Mechanical/Electrical Engineers - Staff	Positive	One of the three academic staff strongly agreed and two were neutral
Civil Engineering - Heads of Faculty/School	Positive	Both Heads of Faculty agreed
Civil Engineering - Heads of Department	Very Positive	All three Heads of Department agreed or strongly agreed
Civil Engineering - Academic Staff	Very Positive	All three academic staff agreed or strongly agreed
Five of the eight Mechanical/Electrical engineers agreed or strongly agreed with the theme and three were neutral.		
All eight Civil Engineers agreed or strongly agreed with this theme. More civil engineers than mechanical/electrical engineers supported this theme.		
Nine of the ten Heads of Faculty/Department agreed or strongly agreed this theme and one was neutral.		
Academic staff were supportive of this theme with two mechanical/electrical staff selecting the neutral option.		

Significant Parts of One Process can be Transferred into the Other Process Where the Changes Reflect Both Processes

Twenty two of the twenty four round 2 participants agreed or strongly agreed that significant parts of one process can be transferred into the other process where the changes will affect both processes. Members from all group types strongly suppported this theme (over 90%). Only two participants selected the neutral option and no participant disagreed or stongly disagreed with this theme.

Group Type

Registrars	Very Positive	All 6 Registrars agreed or strongly agreed
Professional Body	Positive	Both Professional Body representatives agreed
Heads of Faculty	Very Positive	All four Heads of Faculty/School agreed or strongly agreed
Heads of Department	Positive	Five HoDs agreed or strongly agreed and one was neutral
Staff	Positive	Five academic staff agreed or strongly agreed and one was neutral
Management	Very Positive	15 out of 16 management staff agreed or strongly agreed and one was neutral

Fifteen of the Management (Registrars, Heads of Faculty/School and Heads of Department) agreed or strongly agreed with the theme and one was neutral.
The Professional Body representatives supported this theme.
Academic staff were in favour of this theme and one selected the neutral option.

Engineering Discipline

Mechanical/Electrical Engineers - HoF	Very Positive	Both Heads of Faculty strongly agreed
Mechanical/Electrical Engineers - HoD	Positive	Two of the three HoDs agreed or strongly agreed and one was neutral
Mechanical/Electrical Engineers - Staff	Positive	Two of the three academic staff agreed or strongly agreed and one was neutral
Civil Engineering - Heads of Faculty/School	Very Positive	Both Heads of Faculty agreed or strongly agreed
Civil Engineering - Heads of Department	Positive	All three Heads of Department agreed or strongly agreed
Civil Engineering - Academic Staff	Positive	All three academic staff agreed or strongly agreed

Six of the eight Mechanical/Electrical engineers agreed or strongly agreed with the theme and two were neutral.
All eight Civil Engineers agreed or strongly agreed with this theme. There is a fairly even distribution of responses across the engineering disciplines.
Nine of the ten Heads of Faculty/Department agreed or strongly agreed with this theme and one selected the neutral option.
Academic staff supported this theme.

Run Processes Simultaneously and Keep Them Separate - One Panel Reviews Future Plans while the Other Sub-Panels Conduct the Evidence Reviews

Twelve of the twenty four round 2 participants agreed or strongly agreed that the processes could be run simultaneously and kept separate with one panel reviewing future plans while the other sub-panels are conducting the evidence reviews. Members from all group types suppported this theme. Seven participants disagreed with this theme.

Group Type

Registrars	Mixed	3 out of 6 Registrars agreed or strongly agreed and three disagreed
Professional Body	Very Positive	Both Professional Body representatives agreed or strongly agreed
Heads of Faculty	Positive	Three of the four Heads of Faculty agreed or strongly agreed and one was neutral
Heads of Department	Mixed	Two HoD's agreed, two disagreed and two were neutral
Staff	Mixed	Two academic staff agreed, two disagreed and two were neutral
Management	Mixed	8 of 16 management staff agreed or strongly agreed

Eight of the Managers (Registrars, Heads of Faculty/School and Heads of Department) supported this theme, five opposed it and three were neutral.

The Professional Body representatives supported this theme.

Academic staff had mixed views of this theme with two staff supporting it, two opposing it and two neutral.

Engineering Discipline

Mechanical/Electrical Engineers - HoF	Positive	One of the Heads of Faculty strongly agreed and one was neutral
Mechanical/Electrical Engineers - HoD	Negative	One of the three HoD's disagreed and two were neutral
Mechanical/Electrical Engineers - Staff	Mixed	One of the three academic staff agreed and two disagreed
Civil Engineering - Heads of Faculty/School	Positive	Both Heads of Faculty agreed
Civil Engineering - Heads of Department	Mixed	Two of the three HoD's agreed and one disagreed
Civil Engineering - Academic Staff	Positive	One of the three academic staff agreed and two were neutral

Two of the eight Mechanical/Electrical engineers agreed or strongly agreed with this theme, three disagreed and three selected the neutral option.

Five of the eight Civil Engineers agreed or strongly agreed with this theme, one disagreed and two were neutral. More civil engineers than mechanical/electrical engineers supported this theme.

Civil engineering academic staff were more in favour of this theme than the other engineering disciplines.

Five of the ten Heads of Faculty/Department agreed or strongly agreed with this theme, two disagreed and three were neutral.

The Revised Processes would Reduce the Quantity of Work the Engineers Ireland Accreditation Panel has to Undertake		
Sixteen of the twenty four round 2 participants agreed or strongly agreed that the revised processes would reduce the quantity of work the EI ACC panel has to Undertake. Members from all group types suppported this theme with 2 participants disagreeing (1 Registrar and I staff) and six participants (2 Registrars, 1 HoF, I HoD and 2 Staff) selecting the neutral option. No participant strongly disagreed with this theme.		
Group Type		
Registrars	Mixed	3 out of 6 Registrars strongly agreed, one disagreed and two were neutral
Professional Body	Very Positive	Both Professional Body representatives agreed or strongly agreed
Heads of Faculty	Positive	Three of the four Heads of Faculty agreed or strongly agreed and one was neutral
Heads of Department	Positive	Five HoD's agreed or strongly agreed and one was neutral
Staff	Positive	Three of the six academic staff agreed, one disagreed and two were neutral
Management	Positive	11 management staff agreed or strongly agreed, one disagreed and four were neutral
Eleven of the Managers (Registrars, Heads of Faculty/School and Heads of Department) supported this theme, one disagreed and four were neutral.		
The Professional Body representatives strongly supported this theme.		
Only one academic staff member disagreed with this theme.		
Engineering Discipline		
Mechanical/Electrical Engineers - HoF	Positive	One Head of Faculty strongly agreed and one was neutral
Mechanical/Electrical Engineers - HoD	Positive	Two of the three HoD's agreed or strongly agreed and one was neutral
Mechanical/Electrical Engineers - Staff	Mixed	One of the three academic staff strongly agreed, one disagreed and one was neutral
Civil Engineering - Heads of Faculty/School	Positive	Both Heads of Faculty agreed
Civil Engineering - Heads of Department	Positive	All three HoD's agreed or strongly agreed
Civil Engineering - Academic Staff	Positive	Two of the three academic staff agreed or strongly agreed and one was neutral
Four of the eight Mechanical/Electrical engineers agreed or strongly agreed with this theme, one disagreed and three were neutral.		
Seven of the eight Civil Engineers agreed or strongly agreed with this theme and one was neutral. More civil engineers supported this theme than mech/elec engineers.		
Academic staff held mixed views on this theme with three staff supporting it, one opposing it and one expressing a neutral view.		
Eight of the ten Heads of Faculty/Department agreed or strongly agreed with this theme and two were neutral (mechanical/electrical engineers).		

The Chairpersons of Individual EI Accreditation Panels could sit on the Programmatic Review Panel and Present their Findings to the EI Accreditation Board		
Twenty one of the twenty four round 2 participants agreed or strongly agreed that the chairpersons of individual Engineers Ireland accreditation panels could sit on the programmatic review panel and present their findings to the Engineers Ireland Accreditation Board. Members from all group types strongly suppported this theme with only one participant disagreeing (mech/elec staff member) and two participants selecting the neutral option. No participant strongly disagreed.		
Group Type		
Registrars	Positive	5 out of 6 Registrars agreed or strongly agreed and one was neutral
Professional Body	Very Positive	Both Professional Body representatives agreed or strongly agreed
Heads of Faculty	Positive	All four Heads of Faculty/School agreed or strongly agreed
Heads of Department	Very Positive	Five HoD's agreed or strongly agreed and one was neutral
Staff	Positive	Five of the six academic staff agreed and one disagreed
Management	Positive	14 of 16 management staff agreed or strongly agreed and two were neutral
The Management (Registrars, Heads of Faculty/School and Heads of Department) strongly supported this theme.		
The Professional Body representatives supported this theme.		
Only one academic staff member (mechanical/electrical) opposed this theme.		
Engineering Discipline		
Mechanical/Electrical Engineers - HoF	Very Positive	Both Heads of Faculty agreed or strongly agreed
Mechanical/Electrical Engineers - HoD	Positive	Two of the three HoD's agreed or strongly agreed and one was neutral
Mechanical/Electrical Engineers - Staff	Mixed	Two of the three academic staff agreed and one disagreed
Civil Engineering - Heads of Faculty/School	Positive	Both Heads of Faculty agreed
Civil Engineering - Heads of Department	Very Positive	All three HoD's agreed or strongly agreed
Civil Engineering - Academic Staff	Positive	All three academic staff agreed or strongly agreed
Six of the eight Mechanical/Electrical engineers agreed or strongly agreed with this theme, one disagreed and one was neutral.		
All eight Civil Engineers agreed or strongly agreed with this theme and two were neutral. The civil engineers fully supported this theme but the mech/elec engineers were supportive but had one disagreeing and one neutral.		
Five academic staff were in favour of this theme and one opposed it.		
Nine of the ten Heads of Faculty/Department agreed or strongly agreed with this theme and one was neutral.		

Round 2 Questionnaire - Analysis by Group Type and Engineering Discipline - Narrative Summary

This question resulted in considerable differences in opinion regarding whether a single or aligned process should be used and whether validation and accreditation outcomes should be separate. This needs to be investigated further in Round 3. Overall, the responses were generally positive but the relatively high number of negative and neutral responses suggests that the questions may have been confusing. No particpant strongly disagreed with any of the sub-questions.

24 participants answered this question.

Group Type - Question 11

Sub-Questions	A & SA (%)	N A/D (%)	D &SD (%)	Overall Impression	Registrars	Professional Bodies	Heads of Faculty	Heads of Department	Staff	Management
It is appropriate to have both VAL and ACC	58.33	33.34	8.33							
Combined process leading to a single outcome	66.67	4.17	29.17							
One process but two outcomes - VAL & ACC	54.17	20.83	25.00							
Aligned process - two independent outcomes	54.17	25.00	20.83							

	Very Positive perspective
	Positive perspective
	Mixed perspectives
	Negative perspective
	Very Negative perspective
	Neither agreed or disagreed (Neutral)

Registrars = Registrars in IoT's

Professional Bodies = Registrar/Head of Education in EI/SCSI

Heads of Faculty = Heads of Faculty/School in IoT's

Heads of Department = Heads of Department in IoT's

Staff = Academic staff in IoT's

Management = Combined views of Registrars, HoF's and HoD's

A & SA = agree and strongly agree

N A/D = neither agree or disagree

D & SD = disagree and strongly disagree

Engineering Discipline - Question 11

Sub-Questions	A & SA	N A/D	D &SD	Mechanical/Electrical Engineeri			Civil Engineering		
	(%)	(%)	(%)	HoF	HoD	Staff	HoF	HoD	Staff
It is appropriat to have both VAL and ACC	58.33	33.34	8.33						
Combined process leading to a singly outcome	66.67	4.17	29.17						
One process but two outcomes - VAL & ACC	54.17	20.83	25.00						
Aligned process - two indepeendent outcomes	54.17	25.00	20.83						

Question 11 - Responses Outside the Normal

Sub-Question	Negative Responses	
	Number	Respondent
It is appropriate to have both VAL and ACC	2	α, β
Combined process leading to a single outcome	7	ϳ, ϐ, ς, Ɔ, ϕ, τ, ν
One process but two outcomes - VAL & ACC	6	α, δ, ρ, ϕ, Ⱪ, Ɔ
Aligned process - two independent outcomes	5	α, β, ε, ϐ, χ

Only two participants, both Registrars, did not agree that it is appropriate to have two quality assurance outcomes (validation and accreditation). Seven participants (1 PB respresentative, I HoF, 2 HoD and 3 Staff) did not agree that there could be a single combined process leading to a single outcome where the programme is reviewed academically and professionally at the same time. Six participants (3 Registrars, I HoD and 2 Staff) did not agree that there could be one process but two outcomes where programme validation automatically leads to accreditation. Five participants (3 Registrars and 2 Staff) did not agree that there could be two process outcomes independently from an aligned process where Engineers Ireland Accreditation is voluntary.

Narrative

It is Appropriate to Have Two Quality Assurance Outcomes - Validation and Accreditation

Fourteen of the twenty four round 2 participants agreed or strongly agreed that it is appropriate to have 2 quality assurance outcomes (validation & accreditation).

Two participants, both Registrars, disagreed and eight participants selected the neutral option. No participant strongly disagreed. All group types had members who agreed with this theme which was generally supported (over 58%).

Group Type

Registrars	Mixed	Two of the 6 Registrars agreed, two disagreed and two were neutral
Professional Body	Positive	Both Professional body representatives agreed
Heads of Faculty	Positive	Three of the 4 Heads of Faculty agreed or strongly agreed and one was neutral
Heads of Department	Positive	Three of the six HoD's agreed or strongly agreed and three were neutral
Staff	Positive	Four out of six staff agreed or strongly agreed and two were neutral
Management	Positive	8 management staff agreed or strongly agreed, 2 disagreed and 6 were neutral

The Management (Registrars, Heads of Faculty/School and Heads of Department) supported this theme with two disagreeing and six neutral.

The professional body representatives also supported the theme.

Academic staff supported the thene but two staff were neutral.

Engineering Discipline

Mechanical/Electrical Engineers - HoF	Positive	One Head of Faculty strongly agreed and one was neutral
Mechanical/Electrical Engineers - HoD	Positive	Two Heads of Department agreed or strongly agreed and one was neutral
Mechanical/Electrical Engineers - Staff	Positive	Two of the three academic staff agreed and one was neutral
Civil Engineering - Heads of Faculty/School	Very Positive	Both Heads of Faculty agreed or strongly agreed
Civil Engineering - Heads of Department	Positive	One of the three Heads of Department agreed and two were neutral
Civil Engineering - Academic Staff	Positive	Two of the three academic staff agreed or strongly agreed and one was neutral

Five of the eight Mechanical/Electrical engineers agreed or strongly agreed with the theme and three were neutral.

Five of the eight Civil Engineers agreed or strongly agreed with this theme and three were neutral. There is a reasonably even distribution of responses between the engineering disciplines.

Four of the six academic staff agreed or strongly agreed with this theme and two were neutral. An even split between the engineering disciplines.

Six of the ten Heads of Faculty/Department agreed or strongly agreed with this theme and four selected the neutral option.

There could be a Single Process (Combined) Leading to a Single Outcome. The Programme is Reviewed Academically and Professionally		
Sixteen of the twenty four round 2 participants agreed or strongly agreed that there could be a single combined process leading to a single outcome where the programme is reviewed academically and professionally at the same time. Members from all group types suppported this theme with seven participants opposing it. One participant selected the neutral option and no participant strongly disagreed with the theme.		
Group Type		
Registrars	Positive	5 out of 6 Registrars agreed or strongly agreed and one was neutral
Professional Body	Mixed	One Professional Body representative agreed and one disagreed
Heads of Faculty	Positive	Three of the four Heads of Faculty agreed or strongly agreed and one disagreed
Heads of Department	Mixed	Four HoD's agreed or strongly agreed and two disagreed
Staff	Mixed	Three academic staff agreed or strongly agreed and three disagreed
Management	Positive	12 management staff agreed or strongly agreed, three disagreed and one was neutral
Twelve of the Managers (Registrars, Heads of Faculty/School and Heads of Department) agreed or strongly agreed with this theme, three disagreed and one was neutral. One Professional Body representative supported this theme and one opposed it. Academic staff were divided on this theme with three supporting it and three opposing it.		
Engineering Discipline		
Mechanical/Electrical Engineers - HoF	Mixed	One Head of Faculty strongly agreed and one disagreed
Mechanical/Electrical Engineers - HoD	Mixed	Two of the Heads of Department agreed or strongly agreed and one disagreed
Mechanical/Electrical Engineers - Staff	Mixed	One of the three academic staff agreed and two disagreed
Civil Engineering - Heads of Faculty/School	Positive	Both Heads of Faculty agreed
Civil Engineering - Heads of Department	Mixed	Two of the Heads of Department agreed and one disagreed
Civil Engineering - Academic Staff	Mixed	Two of the academic staff agreed or strongly agreed and one disagreed
Four of the eight Mechanical/Electrical engineers agreed or strongly agreed with the theme and four disagreed. Six of the eight Civil Engineers agreed or strongly agreed with this theme and two disagreed. More civil engineers supported this theme than mechanical/electrical engineers. Seven of the ten Heads of Faculty/Department agreed or strongly agreed this theme and three disagreed. Academic staff had mixed views on this theme with more civil engineers supporting the theme.		

There could be One Process but Two Outcomes. Validation automatically leads to Accreditation		
Thirteen of the twenty four round 2 participants agreed or strongly agreed that there could be one process but two outcomes of validation leading to accreditation.		
Members from all group types suppported this theme with the Heads of Faculty and professional body representatives the most supportive groups. Five participants		
selected the neutral option and six participants disagreed with the theme (3 Registrars. 1 HoD and 2 mech/elec Staff). No participant strongly disagreed.		
Group Type		
Registrars	Mixed	3 out of 6 Registrars agreed or strongly agreed, three disagreed
Professional Body	Positive	Both Professional Body representatives agreed
Heads of Faculty	Positive	Three of the four Heads of Faculty agreed and one was neutral
Heads of Department	Mixed	Two HoD's agreed, one disagreed & three were neutral
Staff	Mixed	Three academic staff agreed or strongly agreed, two disagreed and one was neutral
Management	Mixed	Eight out of 16 management staff agreed or strongly agreed
Eight of the Management (Registrars, Heads of Faculty/School and Heads of Department) agreed or strongly agreed with the theme, four disagreed and four were		
neutral. The Professional Body representatives supported this theme.		
Academic staff had mxied views on this theme with three supportive, two opposing and one neutral.		
Engineering Discipline		
Mechanical/Electrical Engineers - HoF	Positive	Both Heads of Faculty agreed
Mechanical/Electrical Engineers - HoD	Positive	One of the three HoD's agreed and two were neutral
Mechanical/Electrical Engineers - Staff	Negative	Two of the three academic staff disagreed and one was neutral
Civil Engineering - Heads of Faculty/School	Positive	One Head of Faculty agreed and one was neutral
Civil Engineering - Heads of Department	Mixed	One of the three Heads of Department agreed, one disagreed and one was neutral
Civil Engineering - Academic Staff	Positive	All three academic staff agreed or strongly agreed
Three of the eight Mechanical/Electrical engineers agreed or strongly agreed with the theme, two disagreed and three were neutral.		
Five of the eight Civil Engineers agreed or strongly agreed with this theme, one disagreed and two were neutral. More civil engineers than mechanical/electrical		
engineers supported this theme with the greatest difference in the staff group.		
The civil engineering staff supported the theme and the mechanical/electrical staff opposed it.		
Five of the ten Heads of Faculty/Department agreed or strongly agreed this theme, one disagreed and four were neutral.		

There could be Two Process Outcomes Independently from an Aligned Process where Engnineers Ireland Accreditation is Voluntary		
Thirteen of the twenty four round 2 participants agreed or strongly agreed that there could be two process outcomes independently from an aligned process where Engineers Ireland accreditation is voluntary. Members from all group types suppported this theme with the Heads of Faculty, Heads of Department and professional body representatives the most supportive. Five participants did not agree with this theme (3 Registrars and 2 Staff) and six particpants chose the neutral option.		
No participant strongly disagreed.		
Group Type		
Registrars	Mixed	Two out of 6 Registrars agreed, three disagreed and one was neutral
Professional Body	Positive	Both Professional Body representatives agreed
Heads of Faculty	Positive	Three of the four Heads of Faculty agreed or strongly agreed and one was neutral
Heads of Department	Positive	Three HoD's agreed or strongly agreed and three were neutral
Staff	Mixed	Three of the six academic staff agreed, two disagreed and one was neutral
Management	Positive	8 of 16 management staff agreed or strongly agreed
Eight of the Managers (Registrars, Heads of Faculty/School and Heads of Department) supported this theme, three opposed it (3 Registrars) and five were neutral.		
The Professional Body representatives supported this theme.		
Academic staff held mixed views on this theme with three supporting it, two opposing it and one selected the neutral option.		
Engineering Discipline		
Mechanical/Electrical Engineers - HoF	Positive	One Head of Faculty agreed and one was neutral
Mechanical/Electrical Engineers - HoD	Positive	Two of the three HoD's agreed and one was neutral
Mechanical/Electrical Engineers - Staff	Mixed	One of the three academic staff agreed, one disagreed and one was neutral
Civil Engineering - Heads of Faculty/School	Very Positive	Both Heads of Faculty agreed or strongly agreed
Civil Engineering - Heads of Department	Positive	One of the three HoD's agreed and two were neutral
Civil Engineering - Academic Staff	Mixed	Two of the three academic staff agreed and one disagreed
Four of the eight Mechanical/Electrical engineers agreed or strongly agreed with this theme, one disagreed and three were neutral.		
Five of the eight Civil Engineers agreed or strongly agreed with this theme, one disagreed and two were neutral. There was a reasonably even split between the responses from the engineering disciplines.		
Academic staff have mixed views across both disciplines for this theme.		
Six of the ten Heads of Faculty/Department agreed or strongly agreed with this theme and four were neutral.		

Round 2 Questionnaire - Analysis by Group Type and Engineering Discipline - Narrative Summary

A very mixed response was gathered for all five sub-questions in Question 15 which agrees with the Round 1 findings. A single combined process seems to be emerging as the most favoured option with a slot in the programmatic review process for the evidence review, etc. Using this 'slot' for multiple professional bodies seems to be supported. More investigation of this theme is required for round 3. Twenty four participants answered all sub-questions except one participant skipped question 15a. For the purposes of this research, the researcher has interpreted this omission as a 'Neither Agree or Disagree' response.

Group Type - Question 15

Sub-Questions	A & SA (%)	N A/D (%)	D &SD (%)	Overall Impression	Registrars	Professional Bodies	Heads of Faculty	Heads of Department	Staff	Management
Aligned - EI ACC into PR process	41.67	12.50	45.83							
Aligned - PR into EI ACC process	37.50	20.83	41.67							
Combined - integrate both into one process	66.67	20.83	12.50							
Incorporate unique parts of EI ACC into PR	70.83	20.83	8.33							
Other PBs could use EI ACC slot	62.50	20.83	16.67							

Very Positive perspective	Registrars = Registrars in IoT's
Positive perspective	Professional Bodies = Registrar/Head of Education in EI/SCSI
Mixed perspectives	Heads of Faculty = Heads of Faculty/School in IoT's
Negative perspective	Heads of Department = Heads of Department in IoT's
Very Negative perspective	Staff = Academic staff in IoT's
Neither agreed or disagreed (Neutral)	Management = Combined views of Registrars, HoF's and HoD's

A & SA = agree and strongly agree
N A/D = neither agree or disagree
D & SD = disagree and strongly disagree

Engineering Discipline - Question 15

Sub-Questions	A & SA	N A/D	D &SD	Mechanical/Electrical Engineering			Civil Engineering		
	(%)	(%)	(%)	HoF	HoD	Staff	HoF	HoD	Staff
Aligned - EI ACC into PR process	41.67	12.50	45.83						
Aligned - PR into EI ACC process	37.50	20.83	41.67						
Combined - Integrate both into one process	66.67	20.83	12.50						
Incorporate unique parts of EI ACC into PR	70.83	20.83	8.33						
Other PBs could use EI ACC slot	62.50	20.83	16.67						

Question 15 - Responses Outside the Normal

Sub-Question	Negative Responses	
	Number	Respondent
Aligned - EI ACC into PR process	11	β, θ, κ, ν, μ, π, ϐ, ξ, τ, η, ω
Aligned - PR into EI ACC process	10	β, ε, ρ, ƭ, μ, π, τ, ϕ, ϐ, Ƶ
Combined - Integrate both into one process	3	Ɔ, ϐ, ρ
Incorporate unique parts of EI ACC into PR	2	ϐ, ω
Other PBs could use EI ACC slot	4	ε, τ, χ, η

Eleven participants (1 Registrar, 1PB representative, 3HoFs, 4 HoDs and 2 staff) opposed the concept that the Engineers Ireland Accreditation process is embedded into the programmatic review process. Ten participants (3Registrars, 1PB representative, 1HoF, 3HoDs and 2 staff) opposed the concept that the programmatic review process be embeded into the Engineers Ireland accreditation process. Three participants (1 Registrar and 2 staff) disagreed that both processes could be merged into a single process. Only two participants (2 staff) disagreed that the unique parts of the Engineers Ireland accreditation process could be incorporated into the programmatic review process. Four participants (1Registrar, 2 HoDs and 1 staff) disagreed that multiple professional bodies could attend in the Engineers Ireland accreditation slot of the programmatic review process.

Narrative

Aligned Process - Engineers Ireland Accreditation Process is embedded in the Programmatic Review Process

There is a very mixed response to the view that the Engineers Ireland accreditation process could be embedded into the programmatic review process with ten participants supportive, eleven opposed and three selecting the neutral option. Heads of Faculty and Heads of Department were most opposed and Registrars the most supportive.

Group Type

Registrars	Positive	Five of 6 Registrars agreed or strongly agreed and one strongly disagreed
Professional Body	Mixed	One Professional Body representative agreed and one disagreed
Heads of Faculty	Negative	One of the four Heads of Faculty strongly agreed and three disagreed
Heads of Department	Negative	Two Heads of Department agreed or strongly agreed and four disagreed
Staff	Mixed	One academic staff agreed, two disagreed or strongly disagreed & three were neutral
Management	Mixed	8 management staff agreed or strongly agreed and eight disagreed or strongly disagreed

The Management (Registrars, Heads of Faculty/School and Heads of Department) were evenly split on this theme with eight supportive and eight opposed.

The professional body representatives has mixed views.

Academic staff held mixed views with one supportive, two opposed and three neutral.

Engineering Discipline

Mechanical/Electrical Engineers - HoF	Negative	Both Heads of Faculty disagreed
Mechanical/Electrical Engineers - HoD	Negative	All three Heads of Department disagreed
Mechanical/Electrical Engineers - Staff	Mixed	One of the three staff agreed, one strongly disagreed and one was neutral
Civil Engineering - Heads of Faculty/School	Mixed	One Head of Faculty strongly agreed and one disagreed
Civil Engineering - Heads of Department	Mixed	Two of the three Heads of Department agreed or strongly agreed and one disagreed
Civil Engineering - Academic Staff	Negative	One of the three academic staff disagreed and two were neutral

One of the eight mechanical/electrical engineers agreed, six disagreed or strongly disagreed with this theme and one was neutral.

Three of the eight Civil engineers agreed or strongly agreed with this theme, three disagreed and two were neutral. More civil engineers than mechanical/electrical engineers supported this theme. Three of the ten Heads of Faculty/Department agreed or strongly agreed with this theme and seven opposed it.

More civil engineering staff opposed this theme than mechanical/electrical staff.

Aligned Process - Programmatic Review Process is embedded in the Engineers Ireland Accreditation Process		
Nine of the twenty four round 2 participants agreed or strongly agreed that the programmatic review process should be embedded into the Engineers Ireland accreditation process. Eleven participants disagreed or strongly disagreed and five participants selected the neutral option. This theme had polarised opinions within each group type.		
Group Type		
Registrars	Mixed	Two of the 6 Registrars agreed, three disagreed or strongly disagreed & one was neutral
Professional Body	Negative	One Professional body representative disagreed and one was neutral
Heads of Faculty	Mixed	Two of the 4 Heads of Faculty agreed, one disagreed and one was neutral
Heads of Department	Mixed	Three of the six HoD's agreed or strongly agreed and three disagreed
Staff	Mixed	Two staff agreed/strongly agreed, two disagreed/strongly disagreed & two were neutral
Management	Mixed	7 management agreed/strongly agreed, 7 disagreed/strongly disagreed & 2 were neutral
The Management (Registrars, Heads of Faculty/School and Heads of Department) held evenly split views on this theme with seven supportive and seven opposed. The professional body representatives also opposed the theme. Academic staff also held evenly mixed views.		
Engineering Discipline		
Mechanical/Electrical Engineers - HoF	Positive	Both Heads of Faculty agreed
Mechanical/Electrical Engineers - HoD	Mixed	One Head of Department strongly agreed and two disagreed
Mechanical/Electrical Engineers - Staff	Mixed	One of the three academic staff agreed and two disagreed or strongly disagreed
Civil Engineering - Heads of Faculty/School	Negative	One of the Heads of Faculty disagreed and one was neutral
Civil Engineering - Heads of Department	Mixed	Two of the three Heads of Department agreed or strongly agreed and one disagreed
Civil Engineering - Academic Staff	Positive	One of the three academic staff strongly agreed and two were neutral
Four of the eight Mechanical/Electrical engineers agreed or strongly agreed with the theme and four disagreed or strongly disagreed. Three of the eight Civil Engineers agreed with this theme, two disagreed and three selected the neutral option. More mechanical/electrical engineers supported this theme and more mechanical/electical engineers opposed it also. There is more mechanical/electrical engineering support at Head of Faculty level. More mechanical/electrical staff disagreed with this theme. Five of the ten Heads of Faculty/Department agreed or strongly agreed with this theme, four opposed it and one neither agreeing or disagreeing.		

Combined Process - Integrate Both Processes into a Single Process

Sixteen of the twenty four round 2 participants agreed or strongly agreed that both processes should be integrated into a single process. Members from all group types suppported this theme but three participants (1 Registrar and 2 Staff) opposed the theme. Five participants, mostly HoDs, selected the neutral option. Only one participant strongly disagreed with this theme.

Group Type

Registrars	Positive	5 out of 6 Registrars agreed or strongly agreed and one disagreed
Professional Body	Positive	Both Professional Body representatives agreed
Heads of Faculty	Positive	Three of the four Heads of Faculty agreed and one was neutral
Heads of Department	Positive	Two HoD's agreed or strongly agreed and four were neutral
Staff	Mixed	Four academic staff agreed or strongly agreed and two disagreed or strongly disagreed
Management	Positive	10 management staff agreed or strongly agreed, one disagreed and five were neutral

Ten of the Managers (Registrars, Heads of Faculty/School and Heads of Department) agreed or strongly agreed with this theme and only one oppposed it. The Professional Body representatives supported this theme. Academic staff were in favour of this theme and two were opposed to it.

Engineering Discipline

Mechanical/Electrical Engineers - HoF	Positive	Both Heads of Faculty agreed
Mechanical/Electrical Engineers - HoD	Neither A/D	All 3 Heads of Department selected the neutral option
Mechanical/Electrical Engineers - Staff	Mixed	One of the three academic staff strongly agreed and two disagreed or strongly disagreed
Civil Engineering - Heads of Faculty/School	Positive	One of the two Heads of Faculty agreed and one was neutral
Civil Engineering - Heads of Department	Positive	Two of the Heads of Department agreed or strongly agreed and one was neutral
Civil Engineering - Academic Staff	Positive	All three academic staff agreed or strongly agreed

Three of the eight Mechanical/Electrical engineers agreed or strongly agreed with the theme, two disagreed or strongly disagreed and three HoDs were neutral. Six of the eight Civil Engineers agreed or strongly agreed with this theme and two were neutral. More civil engineers supported this theme than mech/elec engineers especially the academic staff. Four academic staff supported this theme (three of which were civil engineers) and two mechanical/electrical staff opposed it. Five of the ten Heads of Faculty/Department agreed or strongly agreed this theme and five were neutral.

Programme Going For EI Accreditation, Incorporate the Essential Unique Parts (Evidence Review, Mapping) into the Programmatic Review Process		
Seventeen of the twenty four round 2 participants agreed or strongly agreed that the essential parts of the Engineers Ireland accreditation process should be added to the programmatic review process. Members from all group types suppported this theme with the Registrars and professional body representatives the most supportive groups. Only one participant (1 staff) strongly disagreed with this theme and only one particpant (1 staff) disagreed with it. Five participants (2 HoFs and 3 HoDs) selected the neutral option.		
Group Type		
Registrars	Positive	All 6 Registrars agreed or strongly agreed
Professional Body	Very Positive	Both Professional Body representatives agreed or strongly agreed
Heads of Faculty	Positive	Two of the four Heads of Faculty agreed or strongly agreed and two were neutral
Heads of Department	Positive	Three HoD's agreed or strongly agreed and three were neutral
Staff	Mixed	Four academic staff agreed or strongly agreed and two disagreed or strongly disagreed
Management	Positive	11 out of 16 management staff agreed or strongly agreed and five were neutral
Eleven of the Managers (Registrars, Heads of Faculty/School and Heads of Department) supported this theme and five were neutral.		
The Professional Body representatives supported this theme.		
Academic staff were in favour of this theme but two opposed it.		
Engineering Discipline		
Mechanical/Electrical Engineers - HoF	Very Positive	Both Heads of Faculty agreed or strongly agreed
Mechanical/Electrical Engineers - HoD	Positive	One of the three HoD's agreed and two were neutral
Mechanical/Electrical Engineers - Staff	Mixed	Two of the three academic staff agreed or strongly agreed and one strongly disagreed
Civil Engineering - Heads of Faculty/School	Neither A/D	Both Heads of Faculty neither agreed nor disagreed
Civil Engineering - Heads of Department	Positive	Two of the three Heads of Department agreed or strongly agreed and one was neutral
Civil Engineering - Academic Staff	Mixed	Two of the three academic staff agreed and one disagreed
Five of the eight Mechanical/Electrical engineers agreed or strongly agreed with the theme, one strongly disagreed and two were neutral.		
Four of the eight Civil Engineers agreed or strongly agreed with this theme, one disagreed and four were neutral. Similar numbers supported and opposed this theme across the engineering disciplines but more mechanical/electrical Heads of Faculty supporting it.		
Most academic staff across both engineering disciplines are in favour of this theme with one member disagreeing from each engineering discipline area.		
Five of the ten Heads of Faculty/Department agreed or strongly agreed this theme and five selected the neutral option.		

Multiple Professional Bodies Could Attend in the Engineers Ireland Accreditation slot of the Programmatic Review Process		
Fifteen of the twenty four round 2 participants agreed or strongly agreed that multiple professional bodies could attend in the Engineers Ireland accreditation slot of the programmatic review process. Members from all group types suppported this theme with the Registrars, Professional body representatives and Heads of Faculty the most supportive. Three participants (1 Registrar, 1 HoD and 1 Staff) disagreed with this theme and one participant (1 HoD) strongly disagreed. Five participants (2 HoFs and 3 Staff) selected the neutral option.		
Group Type		
Registrars	Positive	5 out of 6 Registrars agreed or strongly agreed and one disagreed
Professional Body	Positive	Both Professional Body representatives agreed
Heads of Faculty	Positive	Two of the four Heads of Faculty agreed and two were neutral
Heads of Department	Mixed	Four HoD's agreed or strongly agreed and two disagreed or strongly disagreed
Staff	Positive	Two of the six academic staff agreed, one disagreed and three were neutral
Management	Positive	11 management agreed/strongly agreed, 3 disagreed/strongly disagreed & 2 neutral
The Management (Registrars, Heads of Faculty/School and Heads of Department) mainly supported this theme but three managers opposed it.		
The Professional Body representatives supported this theme.		
Academic staff had mixed views of this theme.		
Engineering Discipline		
Mechanical/Electrical Engineers - HoF	Positive	Both Heads of Faculty agreed
Mechanical/Electrical Engineers - HoD	Mixed	Two of the three HoD's agreed or strongly agreed and one strongly disagreed
Mechanical/Electrical Engineers - Staff	Positive	One of the three academic staff agreed and two were neutral
Civil Engineering - Heads of Faculty/School	Neither A/D	Both Heads of Faculty selected the neither agree nor disagree option
Civil Engineering - Heads of Department	Mixed	Two of the three HoD's agreed and one disagreed
Civil Engineering - Academic Staff	Mixed	One of the three academic staff agreed, one disagreed and one was neutral
Five of the eight Mechanical/Electrical engineers agreed or strongly agreed with this theme, one strongly disagreed and two were neutral.		
Three of the eight Civil Engineers agreed or strongly agreed with this theme, two disagreed and three were neutral. More mechanical/electrical engineers supported this theme than civil engineers especially at Head of Faculty level.		
More mechanical/electrical academic staff supported this theme.		
Six of the ten Heads of Faculty/Department agreed or strongly agreed with this theme, two disagreed or strongly disagreed and two were neutral.		

Round 2 Questionnaire - Analysis by Group Type and Engineering Discipline - Narrative Summary

A very positive response was gathered for four of the five sub-questions in Question 18 (especially when you remove the undecided answers) which agrees with the Round 1 findings. The management of the separate reports through the Engineers Ireland Accreditation Board and Programmatic Review process garnered different views. This needs to be further explored in Round 3. Perhaps a full outline of options, rather than individual pieces of options (included in various questions) would provide a better comprehension of what the researcher is proposing and could give greater clarity of what would be the preferred option.

24 participants answered this question.

Group Type - Question 18

Sub-Questions	A & SA (%)	N A/D (%)	D &SD (%)	Overall Impression	Registrars	Professional Bodies	Heads of Faculty	Heads of Department	Staff	Management
Liaison managed by Heads of Faculty/Dept.	83.33	12.50	4,17							
All communication and sharing to be agreed	91.67	4.17	4.17							
Combine - single report in three sections	75.00	16.67	8.33							
Align - Two separate reports in the same time	58.33	20.83	20.83							
EI ACC reports to be published?	75.00	20.83	4.17							

	Very Positive perspective
	Positive perspective
	Mixed perspectives
	Negative perspective
	Very Negative perspective
	Neither agreed or disagreed (Neutral)

Registrars = Registrars in IoT's

Professional Bodies = Registrar/Head of Education in EI/SCSI

Heads of Faculty = Heads of Faculty/School in IoT's

Heads of Department = Heads of Department in IoT's

Staff = Academic staff in IoT's

Management = Combined views of Registrars, HoF's and HoD's

A & SA = agree and strongly agree

N A/D = neither agree or disagree

D & SD = disagree and strongly disagree

Engineering Discipline - Question 18

Sub-Questions	A & SA	N A/D	D &SD	Mechanical/Electrical Engineeri			Civil Engineering		
	(%)	(%)	(%)	HoF	HoD	Staff	HoF	HoD	Staff
Liaison managed by Heads of Faculty/Dept.	83.33	12.50	4.17						
All communication and sharing to be agreed	91.67	4.17	4.17						
Combine - Single report in three sections	75.00	16.67	8.33						
Align - Two separate reports in the same time	58.33	20.83	20.83						
EI ACC reports to be published?	75.00	20.83	4.17						

Question 18 - Responses Outside the Normal

Sub-Question	Negative Responses	
	Number	Respondent
Liaison managed by Heads of Faculty/Dept.	1	ϐ
All communication and sharing to be agreed	1	ϐ
Combine - Single report in three sections	2	ϐ, δ
Align - Two separate reports in the same time	5	α, β, ε, ξ, ϐ
EI ACC reports to be published?	1	τ

Only one participant (1 Staff) opposed the view that liaison between organisations should be managed by the Heads of Faculty and Department in consultation with the Registrars and all communication, including report generation and sign-off, needs to be agreed between the HEIs, QQI and Engineers Ireland. Only two participants (1 Registrar and 1 Staff) disagreed that a single report in three sections would be appropriate for the combined scenario. Five participants (3 Registrars, 1 HoD and 1 Staff) disagreed that two separate reports within the same timeframe could be appropriate for the aligned scenario. Only one participant (1 HoD) disagreed that the Engineers Ireland accreditations reports should be published on the HEI's website.

Narrative

Liaison between Organisations to be Management by the HoF and HoD in consultation with the HEI Registrar and EI Registrar

There is very strong agreement (20 participants) that liaison between organisations should be managed by the Heads of Faculty/Department in consultation with the HEI and EI Registrars. All group types supported this theme but one participant (1 Staff) opposed it. Three participants (2 HoFs and 1 Staff) selected the neutral option. None of the participants strongly disagreed with this theme.

Group Type

Registrars	Positive	All 6 Registrars agreed or strongly agreed
Professional Body	Positive	Both Professional Body representatives agreed
Heads of Faculty	Positive	Two of the 4 Heads of Faculty/School strongly agreed and two were neutral
Heads of Department	Positive	All 6 Heads of Department agreed or strongly agreed
Staff	Positive	Four out of six staff agreed or strongly agreed, one disagreed and one was neutral
Management	Very Positive	14 of 16 management staff agreed or strongly agreed and two were neutral

The Management (Registrars, Heads of Faculty/School and Heads of Department) strongly supported this theme.
Both professional body representatives are also supportive of this view.
Academic staff were supportive of this theme with only one staff member disagreeing with it.

Engineering Discipline

Mechanical/Electrical Engineers - HoF	Very Positive	Both Heads of Faculty strongly agreed
Mechanical/Electrical Engineers - HoD	Positive	All three Heads of Department agreed or strongly agreed
Mechanical/Electrical Engineers - Staff	Mixed	One of the three staff strongly agreed, one disagreed and one was neutral
Civil Engineering - Heads of Faculty/School	Neither A/D	Both Heads of Faculty neither agreed nor disagreed
Civil Engineering - Heads of Department	Positive	All three Heads of Department agreed or strongly agreed
Civil Engineering - Academic Staff	Positive	All of the three academic staff agreed or strongly agreed

Six of the eight mechanical/electrical engineers agreed or strongly agreed with this theme, one disagreed and one was neutral.
Six civil engineers agreed or strongly agreed with this theme and twp HoFs were neutral. There is a reasonably even distribution between the engineering disciplines.
Eight of the ten Heads of Faculty/Department agreed or strongly agreed with this theme and two were neutral.
Only one mechanical/electrical engineering staff member disagreed with this theme.

All Communication Needs to be Agreed Between the HEIs, QQI and Engineers Ireland		
Twenty two of the twenty four round 2 participants agreed or strongly agreed that all communication, including report generation, sign-off and sharing needs to be agreed between HEI's, QQI and EI. Only one participant (one academic staff) disagreed and one participant (Staff) selected the neutral option. None of the participants strongly disagreed.		
Group Type		
Registrars	Very Positive	All 6 Registrars agreed or strongly agreed
Professional Body	Positive	Both Professional body representatives agreed
Heads of Faculty	Very Positive	All 4 Heads of Faculty/School agreed or strongly agreed
Heads of Department	Positive	Five of the six HoD's agreed or strongly agreed and one was neutral
Staff	Positive	Five out of six staff agreed or strongly agreed and one disagreed
Management	Very Positive	15 out of 16 management staff agreed or strongly agreed and one was neutral
The Management (Registrars, Heads of Faculty/School and Heads of Department) strongly supported this theme.		
The professional body representatives supported the theme.		
Academic staff supported the theme but one staff disagreed.		
Engineering Discipline		
Mechanical/Electrical Engineers - HoF	Very Positive	Both Heads of Faculty agreed or strongly agreed
Mechanical/Electrical Engineers - HoD	Positive	Two Heads of Department agreed or strongly agreed and one was neutral
Mechanical/Electrical Engineers - Staff	Mixed	Two of the three academic staff agreed or strongly agreed and one disagreed
Civil Engineering - Heads of Faculty/School	Very Positive	Both Heads of Faculty agreed or strongly agreed
Civil Engineering - Heads of Department	Positive	All three Heads of Department agreed or strongly agreed
Civil Engineering - Academic Staff	Very Positive	All of the three academic staff agreed or strongly agreed
Six of the eight Mechanical/Electrical engineers agreed or strongly agreed with the theme, one disagreed and one was neutral.		
All eight Civil Engineers agreed with this theme. There is a small difference between the civil engineers views and those of the mechanical/electrical engineers for the staff group type.		
Five of the six academic staff agreed or strongly agreed with this theme (three of which were civil engineers) and one academic staff member disagreed.		
Nine of the ten Heads of Faculty/Department agreed or strongly agreed with this theme and one selected the neutral option.		

For the Combined Scenario, One Single Report Could be Produced with Section 1 Common Issues, Section 2 Programmatic R. Outcome, Section 3 EI Accreditation Outcome		
Eighteen of the twenty four round 2 participants agreed or strongly agreed that one single report in three sections should be produced for the combined scenario.		
Members from all group types suppported this theme with two participants (1 Registrar and 1 Staff) opposing it. Four participants (1 Registrar, 1 HoF, 1 HoD and		
1 Staff) selected the neutral option. None of the participants strongly disagreed with this theme.		
Group Type		
Registrars	Positive	4 out of 6 Registrars agreed or strongly agreed, one disagreed and one was neutral
Professional Body	Positive	Both Professional Body representatives agreed
Heads of Faculty	Positive	Three of the four Heads of Faculty agreed or strongly agreed and one was neutral
Heads of Department	Positive	Five HoD's agreed or strongly agreed and one was neutral
Staff	Positive	Four academic staff agreed or strongly agreed, one disagreed and one was neutral
Management	Positive	12 management staff agreed or strongly agreed, one disagreed and three were neutral
Twelve of the Managers (Registrars, Heads of Faculty/School and Heads of Department) supported this theme and one opposed it.		
The Professional Body representatives supported this theme.		
Academic staff were in favour of this theme but one staff member opposed it.		
Engineering Discipline		
Mechanical/Electrical Engineers - HoF	Positive	One Head of Faculty agreed and one was neutral
Mechanical/Electrical Engineers - HoD	Positive	Two of the Heads of Department agreed or strongly agreed and one was neutral
Mechanical/Electrical Engineers - Staff	Mixed	Two of the three academic staff agreed or strongly agreed and one disagreed
Civil Engineering - Heads of Faculty/School	Positive	Both Heads of Faculty agreed
Civil Engineering - Heads of Department	Positive	All three Heads of Department agreed
Civil Engineering - Academic Staff	Positive	Two of the academic staff agreed and one was neutral
Five of the eight Mechanical/Electrical engineers agreed or strongly agreed with the theme, one disagreed and one was neutral.		
Seven of the eight Civil Engineers agreed or strongly agreed with this theme and one was neutral. More civil engineers supported this theme than		
mechanical/electrical engineers.		
Academic staff had mixed views on this theme from supportive (4 staff) to opposing (1 staff).		
Eight of the ten Heads of Faculty/Department agreed or strongly agreed this theme and two were neutral.		

For the Aligned Scenario - Two Separate Reports, Within the Same Timeframe, Could be Agreed

Fourteen of the twenty four round 2 participants agreed or strongly agreed that two separate reports, within the same timeframe, should be produced for the aligned scenario. Members from all group types suppported this theme with five participants (3 Registrars, 1 HoD and 1 Staff) opposing it and five participants (2 HoFs, 2 HoDs and one Staff) selecting the neutral option. Only one participant strongly agreed and one strongly disagreed with this theme.

Group Type

Registrars	Mixed	3 out of 6 Registrars agreed and three disagreed
Professional Body	Positive	Both Professional Body representatives agreed
Heads of Faculty	Positive	Two of the four Heads of Faculty agreed and two were neutral
Heads of Department	Positive	Three HoD's agreed, one strongly disagreed and two were neutral
Staff	Positive	Four academic staff agreed or strongly agreed, one disagreed and one was neutral
Management	Positive	8 managers agreed / strongly agreed, 4 disagreed / strongly disagreed & 4 were neutral

Eight of the Management (Registrars, Heads of Faculty/School and Heads of Department) agreed or strongly agreed with the theme, four disagreed or strongly disagreed and four were neutral. The Professional Body representatives supported this theme.

Academic staff were in favour of this theme with one member disagreeing and one was neutral.

Engineering Discipline

Mechanical/Electrical Engineers - HoF	Positive	One of the two Heads of Faculty agreed and one was neutral
Mechanical/Electrical Engineers - HoD	Mixed	One of the three HoD's agreed, one strongly disagreed and one was neutral
Mechanical/Electrical Engineers - Staff	Mixed	One of the three academic staff agreed, one disagreed and one was neutral
Civil Engineering - Heads of Faculty/School	Positive	One of the Heads of Faculty agreed and one was neutral
Civil Engineering - Heads of Department	Positive	Two of the three Heads of Department agreed and one was neutral
Civil Engineering - Academic Staff	Positive	All three academic staff agreed or strongly agreed

Three of the eight Mechanical/Electrical engineers agreed or strongly agreed with the theme, two disagreed or strongly disagreed and three were neutral.

Six of the eight Civil Engineers agreed or strongly agreed with this theme and two were neutral. More civil engineers than mechanical/electrical engineers supported this theme.

The civil engineering academic staff are mostly in favour of this theme with one mechanical/electrical engineer opposing it.

Five of the ten Heads of Faculty/Department agreed or strongly agreed this theme, one strongly disagreed and four were neutral.

Should the Engineers Ireland Accreditation Reports be Published in the New Process?

Eighteen of the twenty four round 2 participants agreed or strongly agreed that the Engineers Ireland accreditation reoports should be published. Members from all group types suppported this theme but one participant (1 HoD) opposed it. Five participants (1 PB representative, 1 HoF, 1 HoD and 2 Staff) selected the neutral option. None of the participants strongly disagreed with this theme.

Group Type

Registrars	Positive	All 6 Registrars agreed or strongly agreed
Professional Body	Positive	One Professional Body representative agreed and one was neutral
Heads of Faculty	Positive	Three of the four Heads of Faculty agreed and one was neutral
Heads of Department	Positive	Four HoD's agreed or strongly agreed, one disagreed and one was neutral
Staff	Positive	Four of the six academic staff agreed or strongly agreed and two were neutral
Management	Very Positive	13 management staff agreed or strongly agreed, one disagreed and two were neutral

The Management (Registrars, Heads of Faculty/School and Heads of Department) supported this theme but one opposed it.
The Professional Body representatives supported this theme.
Academic staff were in favour of this theme.

Engineering Discipline

Mechanical/Electrical Engineers - HoF	Positive	Both Heads of Faculty agreed
Mechanical/Electrical Engineers - HoD	Mixed	Two of the three HoD's agreed and one disagreed
Mechanical/Electrical Engineers - Staff	Positive	One of the three academic staff strongly agreed and two were neutral
Civil Engineering - Heads of Faculty/School	Positive	One Head of Faculty agreed and one was neutral
Civil Engineering - Heads of Department	Positive	Two of the three HoD's agreed and one was neutral
Civil Engineering - Academic Staff	Positive	All three academic staff agreed

Five of the eight Mechanical/Electrical engineers agreed or strongly agreed with this theme, one disagreed and two were neutral.
Six of the eight Civil Engineers agreed or strongly agreed with this theme and two were neutral. There was a reasonably even split in responses between the engineering disciplines except for the Head of Department group.
Academic staff across both engineering disciplines are in favour of this theme (three of whom are civil engineers) with two staff expressing a neutral view.
Seven of the ten Heads of Faculty/Department agreed or strongly agreed with this theme, one disagreed and two were neutral.

Round 2 Analysis - Narrative Summary of Themes including Group Type and Engineering Discipline

Question	Emergent Theme	Incidence (%)	Narrative Summary
2	PR process is a necessary part of the engineering programme development cycle	87.50	21 of the 24 Round 2 particpants agreed or strongly agreed that the programmatic review process is a necessary part of an engineering programme development cycle. Members of all group types strongly supported this theme but one participant (1 HoD) strongly disagreed. Two participants selected the neutral option. None of the participants disagreed with this theme but one strongly disagreed. More civil engineers than mechanical/electrical engineers supported this theme.
	EI ACC process is a necessary part of the engineering programme development cycle	87.50	21 of the 24 Round 2 participants agreed or strongly agreed that the Engineers Ireland accreditation process is a necessary part of an engineering programme development cycle. Members of all group types strongly supported this theme with three participants selecting the neutral option. None of the particpants disagreed or strongly disagreed with this theme. More civil engineers than mechanical/electrical engineers supported this theme.
	HEI checking the validity, currency and relevance of engineering programmes	87.50	21 of the 24 Round 2 participants agreed or strongly agreed that the HEI/Faculty is checking the validity, currency and relevance of their engineering programmes. Members of all group types strongly supported this theme but one participant (1 Staff) disagreed and one participant (1 HoD) strongly disagreed. One participant selected the neutral option. There is a reasonably even distribution of responses across the engineering disciplines. Only one civil engineering staff member disagreed with this theme.
	Engineering programmes to hold up internationally where the student qualifications are recognised abroad	95.83	23 of the 24 Round 2 participants agreed or strongly agreed that the engineering programmes should hold up internationally where the student qualifications are recognised abroad. Members of all group types strongly supported this theme and only one participant selected the neutral option. None of the particpants disagreed or strongly disagreed with this theme. There is a reasonably even distribution of responses across the engineering disciplines.
	Both processes have different drivers, motivations and stakeholders	70.83	17 of the 24 Round 2 participants agreed or strongly agreed that the programmatic review and Engineers Ireland accreditation processes have different motivations, drivers and stakeholders. Members of all group types supported this theme but three participants (1 Reg, 1 HoD and 1 staff member) opposed it. Four participants selected the neutral option. None of the participants strongly disagreed with this theme. There is varied distribution across the engineering disciplines with civil engineering staff more supportive than the other disciplines.

Question	Emergent Theme	Incidence (%)	Narrative Summary
2 (Continued)	Processes ensure reflection on engineering programme content and how it is being delivered	91.66	22 of the 24 Round 2 participants agreed or strongly agreed that the processes ensure reflection on engineering programme content and how it is being delivered. Members of all group types strongly suppported this theme but one participant (1 HoD) disagreed and one academic staff member selected the neutral option. No participant strongly disagreed. There is a reasonably even distribution of responses across the disciplines except the HoD group type.
	The programmatic review process is strategic direction focused with emphasis on the student experience and the HEI profile	70.83	17 of the 24 Round 2 participants agreed or strongly agreed that the programmatic review process is strategic direction focused with emphasis on the student experience and the HEI profile. Members of all group types supported this theme but three participants (1PB rep., 1HoD and 1 Staff) opposed it. Four participants selected the neutral option. None of the participants strongly disagreed with this theme. More civil engineers supported this theme than mechanical/electrical engineers.
	The Engineers Ireland accreditation process focuses on maintaining professional standards.	87.50	21 of the 24 Round 2 participants agreed or strongly agreed that the EI ACC process focuses on maintaining professional standards. Members of all group types strongly supported this theme with three participants selecting the neutral option. None of the participants disagreed or strongly disagreed with this theme. The civil engineers fully supported this theme but the mechanical/electrical engineers has two members who selected the neutral option.
	The depth of analysis is broader for the programmatic review process whereas the Engineers Ireland accreditation process is audit based with detailed checking of evidence	87.50	21 of the 24 Round 2 participants agreed or strongly agreed that the depth of analysis is broader for the programmatic review process whereas the Engineers Ireland accreditation process is audit based with detailed checking of evidence. Members of all group types strongly supported this theme with one participant (1 Staff) who disagreed. Two participants selected the neutral option. None of the participants strongly disagreed with this theme. There is a reasonably even distribution of responses across the engineering disciplines except for the academic staff group.
	The programmatic review panel reviews the self-evaluation statistics and the Engineers Ireland accreditation panel reviews the evidence behind the statistics	62.50	15 of the 24 Round 2 participants agreed or strongly agreed that the programmatic review panel reviews the self-evaluation statistics and the Engineers Ireland accreditation panel reviews the evidence behind the statistics. Members of all group types supported this theme but two participants (1 Reg and 1 Staff) disagreed. Seven participants selected the neutral option. None of the participants strongly disagreed with this theme. The civil engineers fully supported this theme but the mechanical/electrical engineers were less supportive.

Question	Emergent Theme	Incidence (%)	Narrative Summary
3	Accreditation of enginering programmes should remain voluntary	58.33	14 of the 24 Round 2 participants agreed or strongly agreed that the seeking of accreditation for engineering programmes should remain voluntary. Members of each group type supported this theme but seven participants (1Reg, 1 HoF, 1HoD, 4 Staff) disagreed or strongly disagreed. Three participants selected the neutral option. More mechanical/electrical engineers supported this theme than civil engineers. All the civil engineering academic staff members disagreed or strongly disagreed with this theme.
	A mandatory Engineers Ireland accreditation process would remove confusion as to which engineering programmes are accreditated.	50.00	12 of the 24 Round 2 participants agreed or strongly agreed that a mandatory Engineers Ireland accreditation process would remove confusion as to which engineering programmes are accredited by Engineers Ireland. Members of all group types supported this theme and opposed it. Seven participants (2Reg, 1PB rep., 1HoF, 1HoD, 2Staff) disagreed or strongly disagreed with the theme and five participants selected the neutral option. Only one Registrar strongly disagreed. Civil engineers were fully supportive but the mechanical/electrical engineers were mainly opposed to this theme.
	Combining the two processes into a single process would make the Engineers Ireland accreditation process mandatory for all engineering programmes	75.00	18 of the 24 Round 2 participants agreed or strongly agreed that combining the two processes into a single process would make the EI accreditation process mandatory for all engineering programmes. Members of all group types supported this theme but four participants (1 Reg, 1HoF and 2 HoDs) opposed it. Two participants selected the neutral option. Only one HoD strongly disagreed with this theme. There is a reasonably even distribution of responses across the engineering disciplines.
4	The programmatic review is a prospective process with emphasis on programme forward planning for the next five years	91.67	22 of the 24 Round 2 participants agreed or strongly agreed this theme. Members of all group types strongly supported it but one staff member opposed this theme. One Head of Department selected the neutral option. None of the participants strongly disagreed with this theme. There is a reasonably even distribution of responses across the engineering disciplines.
	The Engineers Ireland accreditation process is mainly a retrospective programme assessment based on evidence from the previous five years	83.33	20 of the 24 Round 2 participants agreed or strongly agreed this theme. Members of all group types strongly supported it with four participants selecting the neutral option. None of the participants disagreed or strongly disagreed. There is a reasonably even distribution of responses across the engineering disciplines.
	Aligning/combining the two processes could provide a strong link between past performance and future plans	91.67	22 of the 24 Round 2 participants agreed or strongly agreed this theme. Members of all group types strongly supported this theme with two participants selecting the neutral option. None of the participants disagreed or strongly disagreed. The responses from the engineering disciplines are consistently supportive with only 2 mech/elec engineers taking the neutral view.

Question	Emergent Theme	Incidence (%)	Narrative Summary
5	Synchronising of the review cycles can be achieved where the review period for both processes are in phase	95.83	23 of the 24 participants agreed or strongly agreed to this theme. Members of all group types strongly supported it with one staff member selecting the neutral option. None of the participants disagreed or strongly disagreed with this theme. There is a reasonably even distribution of responses between the engineering disciplines.
	There should be one combined comprehensive review (aligned or combined) including professional accreditation every five years	83.33	20 of the 24 participants agreed or strongly agreed to this theme. Members of all group types supported this theme but three participants (1 Reg, 1 HoD and 1 staff) disagreed or strongly disagreed. One participant selected the neutral option. There is a clear difference between the civil engineer's views and those of the mechanical/electrical engineers for the Heads of Department and Staff group types.
	An interim sub-review may be needed for some technology areas as the five year review period may be too long.	62.50	15 of the 24 participants agreed or strongly agreed this theme. Members of all group types supported the theme but five participants (1 Reg, 2 HoD and 2 Staff) disagreed or strongly disagreed. Four participants selected the neutral option. Only one participant strongly disagreed. More mechanical/electrical engineers supported this theme than civil engineers. Academic staff had mixed views from strongly supportive to opposing this theme.
	Aligning/Combining the quality assurance reviews for engineering education depends on the review period being five or 6 years	62.50	15 of the 24 participants agreed or strongly agreed this theme. Members of all group types supported this theme but four participants (1 Reg, 2 HoDs and 1 Staff) opposed it. Five participants selected the neutral option. Only one participant strongly disagreed with this theme. More civil engineers than mechanical/electrical engineers supported this theme.
	An aligned/combined process should require less frequent staff & stakeholder buy-in.	75.00	18 of the 24 participants agreed or strongly agreed this theme. Members of all group types supported it (except for the PB representatives) but one Head of Department strongly disagreed. Five participants selected the neutral option. Only one participant strongly disagreed. There is a reasonably even split in responses across the engineering disciplines.
6	There is a lot of cross-over between what is covered in the two processes	91.67	22 of the 24 participants agreed or strongly agreed this theme. Members of all group types strongly supported this theme with two participants selecting the neutral option. None of the participants disageed or strongly disagreed with this theme. There is a reasonably even distribution of responses across the engineering disciplines.
	There is a huge workload for staff to complete these processes which take an inordinate amount of time and effort	87.50	21 of the 24 participants agreed or strongly agreed this theme. Members of all group types strongly supported this theme with three participants selecting the neutral option. None of the participants disagreed or strongly disagreed with this theme. There is a reasonably even distribution of responses across the engineering disciplines.

Question	Emergent Theme	Incidence (%)	Narrative Summary
7	The programmatic review and Engineers Ireland accreditation requirements were created in isolation from each other and do not coincide at present	70.83	17 of the 24 participants agreed or strongly agreed this theme. Members of all group types supported this theme but three participants (1 PB rep, 1 HoF and 1 Staff) opposed it. Four participants selected the neutral option. None of the participants strongly disagreed with this theme. There is a reasonably even distribution of responses acrosss the engineering disciplines.
	Similar objectives between the two processes generates considerable overlaps in the execution of the processes	91.67	22 of the 24 participants agreed or strongly agreed this theme. Members of all group types strongly support it but one PB representative opposed the theme and one participant selected the neutral option. One of the participatns strongly disagreed with the theme. There is a reasonably even distribution of responses across the engineering disciplines.
	The QQI Engineering Award Standards and the Engineers Ireland Accreditation Criteria needs to be aligned	75.00	18 of the 24 participants agreed or strongly agreed this theme. Members of all group types supported this theme (except PB representatives) and one Head of Department opposed it. Five participants selected the neutral option. None of the participants strongly disagreed with this theme. More civil engineers supported this theme than mechanical/electrical engineers. The Head of Department views differed across the engineering disciplines.
	One collaborative aligned or combined process needs to be agreed between QQI, EI & the Higher Education Institutions.	75.00	18 of the 24 participants agreed or strongly agreed this theme. Members of all group types supported this theme but three participants (1HoF and 2 Staff) opposed it. Three participants selected the neutral option. Only one participant strongly disagreed with this theme. More civil engineers than mechanical/electrical engineers supported this theme. Academic staff have mixed views, especially the mechanical/electrical engineers.
8	Not all programmes go forward for accreditation as the Engineers Ireland accreditation process does not reflect the range of programmes in Schools of Eng.	83.33	20 of the 24 participants agreed or strongly agreed this theme. Members of all group types strongly supported it but one Head of Faculty opposed this theme. Three participants selected the neutral option. None of the participants strongly disagreed with this theme. There is a reasonably even distribution of responses across the engineering disciplines.
	Some engineering/construction programmes are not Engineers Ireland accredited but are accredited by other professional bodies	87.50	21 of the 24 participants agreed or strongly agreed this theme. Members of all group types strongly supported this theme with three participants selecting the neutral option. None of the participants disagreed or strongly disagreed with this theme. The civil engineers supported this theme more than the mechanical/electrical engineers.
	New programmes must wait three to four years to have sufficient graduates to go for accreditation	91.67	22 of the 24 participants agreed or strongly agreed this theme. Members of all group types strongly supported this theme but one Head of Faculty opposed it and one participant selected the neutral option. None of the participants strongly disagreed with this theme. The responses were similar across the engineering disciplines except for the Head of Faculty group.

Question	Emergent Theme	Incidence (%)	Narrative Summary
8 (Contd.)	Non-standard entry to programmes can limit programme accreditation	58.33	14 of the 24 participants agreed or strongly agreed this theme. Members of all group types supported and opposed this theme. Seven participants (1 Reg, 1PB rep, 1HoF, 2 HoD and 2 Staff) opposed the theme and three participants selected the neutral option. None of the participants strongly disagreed with the theme. More mechanical/electrical engineers than civil engineers supported this theme. Academic staff held mixed views of the theme.
	There are different categories of accreditation recognition. A programme may be validated to one NFQ level and accredited to one of 3 professional titles	87.50	21 of the 24 participants agreed or strongly agreed this theme. Members of all group types strongly supported this theme with three participants selecting the neutral option. None of the participants disagreed or strongly disagreed with this theme. There is a reasonably even distribution of responses across the engineering disciplines.
9	Consistency in panel member competency could be improved with training	87.50	21 of the 24 participants agreed or strongly agreed this theme. Members of all group types strongly supported it but one registrar opposed the theme and two participants selected the neutral option. None of the participants strongly disagreed with this theme. There is a reasonably even distribution of responses across the engineering disciplines.
	The programmatic review panel (in a revised process) should be constituted to meet the needs of the two processes	95.83	23 of the 24 participants agreed or strongly agreed this theme. Members of all group types strongly supported this theme with one participant selecting the neutral option. None of the participants disageed or strongly disagreed with this theme. There is a reasonably even distribution of responses across the engineering disciplines.
	Some panel members would be needed for both processes. Some could just do the evidence review.	58.33	14 of the 24 participants agreed or strongly agreed this theme. Members of all group types supported it but two participants (1 Reg and 1 Staff) opposed or strongly opposed this theme. Eight participants selected the neutral option. Only one participant strongly disagreed with this theme. The responses from the engineering disciplines were generally supportive of the theme and broadly in line with each other. Academic staff held mixed views on this theme.
10	A revised (aligned/combined) process will provide greater compatibility between professional and academic engineering education	83.33	20 of the 24 participants agreed or strongly agreed this theme. Members of all group types strongly supported this theme with four participants selecting the neutral option. None of the participants disagreed or strongly disagreed with this theme. More civil engineers than mechanical/electrical engineers supported this theme.
	A process should be agreed between the Higher Education Institutions, QQI and EI where the HEI drives the incorporation of the EI accreditation needs	75.00	18 of the 24 participants agreed or strongly agreed this theme. Members of all group types supported this theme but two mechanical/electrical staff opposed it and four participants selected the neutral option. None of the participants strongly disagreed with this theme. More civil engineers supported this theme than mechanical/electrical engineers.

Question	Emergent Theme	Incidence (%)	Narrative Summary
10 (Contd.)	The evidence review should be included in the revised process	83.33	20 of the 24 participants agreed or strongly agreed this theme. Members of all group types strongly supported this theme with four participants selecting the neutral option. None of the participants disagreed or strongly disagreed with this theme. More civil engineers than mechanical/electrical engineers supported this theme.
	Significant parts of one process can be transferred into the other process where the change reflects both processes	91.67	22 of the 24 participants agreed or strongly agreed this theme. Members of all group types strongly supported this theme with two participants selecting the neutral option. None of the participants disagreed or strongly disagreed with this theme. There is a fairly even distribution of responses across the engineering disciplines.
	Run processes simultaneously and keep them separate. One panel reviews future plans while the other sub-panels are conducting the evidence reviews	50.00	12 of the 24 participants agreed or strongly agreed this theme. Members of all group types supported this theme but seven participants (3 Reg, 2HoDs and 2 Staff) opposed it and five participants selected the neutral option. None of the participants strongly disagreed with this theme. More civil engineers than mechanical/electrical engineers supported this theme, especially the academic staff.
	The revised processes could reduce the quantity of work the Engineers Ireland accreditation panel has to undertake	66.67	16 of the 24 participants agreed or strongly agreed this theme. Members of all group types supported this theme but two participants (1 Reg and 1 Staff) opposed it and six participants selected the neutral option. None of the participants strongly disagreed with this theme. More civil engineers supported this theme than mechanical/electrical engineers especially the academic staff.
	The Chairpersons of individual Engineers Ireland accreditation panels could sit on the programmatic review panel and present their findings to the EI ACC Board	87.50	21 of the 24 participants agreed or strongly agreed this theme. Members of all group types strongly supported the theme but one registrar opposed it and one participant selected the neutral option. None of the participants strongly disagreed with this theme. More civil engineers supported this theme than mechanical/electrical engineers.
11	It is appropriate to have two quality assurance outcomes - validation and accreditation.	58.33	14 of the 24 participants agreed or strongly agreed this theme. Members of all group types supported this theme but two registrars opposed it and eight participants selected the neutral option. None of the participants strongly disagreed with this theme. There is a reasonably even distribution of responses across the engineering disciplines.
	There could be a single process (combined) leading to a single outcome. The programme is reviewed academically and professionally	66.67	16 of the 24 participants agreed or strongly agreed this theme. Members of all group types supported this theme but seven participants (1 HoF, 1PB rep, 2HoDs and 3 Staff) opposed it and one participant selected the neutral option. None of the participants strongly disagreed with this theme. More civil engineers than mechanical/electrical engineers supported this theme.

Question	Emergent Theme	Incidence (%)	Narrative Summary
11 (Contd.)	There could be one process but two outcomes. Validation automatically leads to accreditation	54.17	13 of the 24 participants agreed or strongly agreed this theme. Members of all group types supported this theme but six participants (3 Reg, 1HoD and 2 Staff) opposed it and five participants selected the neutral option. None of the participants strongly disagreed with this theme. More civil engineers supported this theme than mechanical/electrical engineers with the greatest difference in the academic staff group.
	There could be two process outcomes independently from an aligned process where EI accreditation is voluntary. Aligning and having separate outcomes	54.17	13 of the 24 participants agreed or strongly agreed this theme. Members of all group types supported this theme but five participants (3 Reg and 2 Staff) opposed it and six participants selected the neutral option. None of the participants strongly disagreed with this theme. There is a reasonably even distribution of responses across the engineering disciplines.
12 Reverse Q	There are no disadvantages to aligning/ combining the two processes.	0.00	***This question should be read in reverse*** . 23 of the 24 participants disagreed or strongly disagreed this theme. Members of all group types stongly opposed this theme with one participant selecting the neutral option. None of the participants agreed or strongly agreed with this theme. There is a reasonably even split of responses across the eng. disciplines.
	Aligning/combining the processes could reduce the significant body of review activity.	91.67	22 of the 24 participants agreed or strongly agreed this theme. Members of all group types supported this theme but one professional body representative opposed it and one participant selected the neutral option. None of the participants strongly disagreed with this theme. There is a reasonably even distribution of responses across the engineering disciplines.
	Aligning/combining the processes could achieve efficiency in time, effort, documentation and workload.	95.83	23 of the 24 participants agreed or strongly agreed this theme. Members of all group types strongly supported this theme but one professional body representative opposed it. None of the participants selected the neutral option or strongly disagreed with this theme. There is a reasonably even distribution of responses across the engineering disciplines.
	The revised process(es) could examine programmes at the same point in time.	83.33	20 of the 24 participants agreed or strongly agreed this theme. Members of all group types strongly supported this theme but three participants (1 PB rep, 1 HoD and 1 Staff) opposed it and one participant selected the neutral option. None of the participants strongly disagreed with this theme. More civil engineers than mech/elec engineers supported this theme.
	The revised process(es) could unlock more time for staff to focus on other initiatives	87.50	21 of the 24 participants agreed or strongly agreed this theme. Members of all group types strongly supported this theme but two participants (1 Reg and 1 PB rep.) opposed it and one participant selected the neutral option. None of the participants strongly disagreed with this theme. There is a reasonably even distribution of responses across the engineering disciplines.

Question	Emergent Theme	Incidence (%)	Narrative Summary
13 Reverse Q	There are no disadvantages to aligning/ combining the two processes.	33.33	***This questions should be read in reverse.*** Eight of the 24 participants agreed or strongly agreed this theme. Members of all group types supported and opposed this theme. Nine participants disagreed or strongly disagreed with the theme (2Reg, 1HoF, 4 HoD and 2 Staff) and seven participants selected the neutral option. There is a reasonably even distribution of responses acrosss the engineering disciplines.
	Ensuring an agreement between QQI and Engineers Ireland on a collaborative process is important as they have different objectives	91.67	22 of the 24 participants agreed or strongly agreed this theme. Members of all group types strongly supported this theme with two participants selecting the neutral option. None of the participants disagreed or strongly disagreed with the theme. There is a reasonably even distribution of responses across the engineering disciplines.
	Engineers Ireland have statutory entitlement to have their own accreditation process and must illustrate their independence to their international partners	58.33	14 of the 24 participants agreed or strongly agreed this theme. Members of all group types supported this theme but three participants (1HoD and 2 Staff) opposed it and seven participants selected the neutral option. None of the participants strongly disagreed with this theme. More civil engineers than mechanical/electrical engineers supprted this theme.
	The revised process(es) may not be suitable for other professional bodies and their partnerships	50.00	12 of the 24 participants agreed or strongly agreed this theme. Members of all group types supported this theme but four participants (2 Regs, I HoD and 1 Staff) opposed it and eight participants selected the nuetral option. None of the participants strongly disagreed with this theme. More mechanical/electrical engineers than civil engineers supprted this theme.
	The possibility of losing the benefits of the EI accreditation evidence review if it is scaled back to suit the PR process	54.17	13 of the 24 participants agreed or strongly agreed this theme. Members of all group types supported this theme but six participants (1Reg, 1 HoF and 4 Staff) opposed it and five participants selected the neutral option. There is a reasonably even distribution of responses across the engineering disciplines.
	Answering to two masters in one process may require significant panel member guidance	70.83	17 of the 24 participants agreed or strongly agreed this theme. Members of all group types supported this theme but three participants (2 Reg and 1 PB rep) opposed it and four participants selected the neutral option. None of the participants strongly disagreed with this theme. There is a reasonably even distribution of responses across the engineering disciplines.

Question	Emergent Theme	Incidence (%)	Narrative Summary
14 Reverse Q	There are no barriers to aligning/ combining the two processes	8.33	***This question should be read in reverse.*** 20 of the 24 participants disagreed or strongly disagreed this theme. Members of all group types opposed this theme but two registrars supported it and two participants selected the neutral option. There is a reasonably even distribution of responses across the engineering disciplines.
	Some changes are needed to both processes to accommodate the other process	95.83	23 of the 24 participants agreed or strongly agreed this theme. Members of all group types strongly supported this theme with one academic staff member selecting the neutral option. None of the participants disagreed or strongly disagreed with this theme. There is a reasonably even distribution of responses across the engineering disciplines.
	The evidence based approach is not currently compatible with the programmatic review process	37.50	Nine of the 24 participants agreed or strongly agreed this theme. Members of all group types had mixed views on this theme. Six participants (3 Reg, 2HoF and 1 HoD) opposed this theme and nine participants selected the neutral option. None of the participants strongly agreed this theme. More civil engineers than mechanical/electrical engineers supported this theme.
	An agreed protocol is needed at a high level to provide clarity on the timing and documentation of the evidence review	95.83	23 of the 24 participants agreed or strongly agreed this theme. Members of all group types strongly supported this theme with one academic staff member selecting the neutral option. None of the participants disagreed or strongly disagreed with this theme. There is a reasonably even distribution of responses across the engineering disciplines.
	Interviews with employers / graduates is programme specific in the Engineers Ireland accreditation process	83.33	20 of the 24 participants agreed or strongly agreed this theme. Members of all group types strongly supported this theme but two participants (2 HoDs) opposed it and two participants selected the neutral option. Only one participant strongly disagreed with this theme. There is a reasonably even distribution of responses across the engineering disciplines.
	Some engineering programmes accredit to more than one professional body. Mapping of engineering programmes to many sets of standards	66.67	16 of the 24 participants agreed or strongly agreed this theme. Members of all group types supported it but one academic staff member opposed it and seven participants selected the neutral option. None of the participants strongly disagreed with this theme. More civil engineers than mechanical/electrical engineers supported this theme.
15	Aligned Process - Engineers Ireland accreditation process is embedded in the programmatic review process	41.67	10 of the 24 participants agreed or strongly agreed this theme. Members of all group types both supported the theme and opposed it. Eleven of the participants (1Reg, 1 PB rep, 3HoFs, 4 HoDs and 2 Staff) disagreed or strongly disagreed and three participants selected the neutral option. More civil engineers supported this theme than mechanical/electrical engineers.

Question	Emergent Theme	Incidence (%)	Narrative Summary
15 (Contd).	Aligned Process - programmatic review process is embedded into the Engineers Ireland accreditation process	37.50	Nine of the 24 participants agreed or strongly agreed this theme. Members of all group types both supported the theme and opposed it. Ten participants (3Reg, 1PB rep, 1 HoF, 3HoD and 2 Staff) opposed the theme with four participants selecting the neutral option. More mechanical/electrical engineers supported this theme than civil engineers.
	Combined process - Integrate both processes into a single process	66.67	16 of the 24 participants agreed or strongly agreed this theme. Members of all group types supported this theme but 3 participants (1Reg and 2 Staff) opposed it and five participants selected the neutral option. Only one participant strongly disagreed with this theme. More civil engineers than mechanical/electrical engineers supported this theme especially the staff.
	Programme going for EI accreditation, incorporate the essential, unique parts into the programmatic review process. Create a time slot in the PR process for the evidence review	70.83	17 of the 24 participants agreed or strongly agreed this theme. Members of all group types strongly supported this theme but two academic staff opposed it and five participants selected the neutral option. Only one participant strongly disageed with this theme. There is a reasonably even distribution of responses across the engineering disciplines but more mechanical/electrical Heads of Faculty opposed the theme.
	Multiple professional bodies could attend in the Engineers Ireland accreditation slot of the programmatic review process	62.50	15 of the 24 participants agreed or strongly agreed this theme. Members of all group types supported this theme but four participants (1Reg, 2HoD's and 1 Staff) opposed it and five participants selected the neutral option. Only one participant strongly disagreed with this theme. More mechanical engineers than civil engineers supported this theme especially the Head of Faculty group.
16	The agenda for the programmatic review is set by the Higher Education Institute's Academic Council	79.17	19 of the 24 participants agreed or strongly agreed this theme. Members of all group types supported this theme but two academic staff members opposed it and three participants selected the neutral option. None of the participants strongly disagreed with this theme. There is a reasonably even distribution of responses across the engineering disciplines.
	The agenda for the Engineers Ireland accreditation process is set by the Engineers Ireland Accreditation Board	95.83	23 of the 24 participants agreed or strongly agreed this theme. Members of all group types strongly supported this theme with one participant selecting the neutral option. None of the participants disagreed or strongly disagreed with this theme. There is a reasonably even distribution of responses across the engineering disciplines.
	Sequence the site visit agenda(s) to suit the objectives of the programmatic review and accreditation processes	87.50	21 of the 24 participants agreed or strongly agreed this theme. Members of all group types strongly supported this theme but one Head of Department opposed it and two Staff selected the neutral option. None of the participants strongly disagreed with this theme. More civil engineers than mechanical/elelctrical engineers supported this theme, especially the Heads of Department.

Question	Emergent Theme	Incidence (%)	Narrative Summary
16 (Contd.)	The aligned process follows a process of self-evaluation, mapping to QQI standards and EI accreditation criteria, evidence gathering and site visit	87.50	21 of the 24 participants agreed or strongly agreed this theme. Members of all group types strongly supported this theme with three participants selecting the neutral option. None of the participants disagreed or strongly disagreed with this theme. More civil engineers than mechanical/electrical engineers supported this theme, especially the academic staff.
	Additional time may be required to include all the requirements for the programmatic review and EI accreditation processes	79.17	19 of the 24 participants agreed or strongly agreed this theme. Members of all group types supported this theme but one Head of Department opposed it and four participants selected the neutral option. None of the participants strongly disagreed with this theme. More civil engineers than mechanical/electrical engineers supported this theme, especially the staff.
17	Responsibility for the PR process is through the HEI's Academic Council and Registrar. The Academic Council signs off the PR process and approves programmes on the programme register	87.50	21 of the 24 participants agreed or strongly agreed this theme. Members of all group types strongly supported this theme with three participants selecting the neutral option. None of the participants disagreed or strongly disagreed with this theme. There is a reasonably even distribution of responses across the engineering disciplines.
	Responsibility for the EI accreditation process is through the EI accreditation Boards and the EI Registrar. Engineers Ireland approves accredited programmes on their professional engineering register	95.83	23 of the 24 participants agreed or strongly agreed this theme. Members of all group types strongly supported this theme with one participant selecting the neutral option. None of the participants disagreed or strongly disagreed with this theme. There is a reasonably even distribution of responses across the engineering disciplines except for the civil engineering academic staff.
	There should be shared responsibility between the HEI registrar and EI registrar as neither party can cede responsibility to the other party	70.83	17 of the 24 participants agreed or strongly agreed this theme. Members of all group types supported this theme but two participants (1PB rep and 1HoD) opposed it with five participants selecting the neutral option. One participant strongly disagreed with this theme. More civil engineers than mechanical/electrical engineers supported this theme.
	Agree the revised process between the HEIs, QQI and EI. Clear protocols for responsibility and approval to be stated. Embed in HEI QA framework	83.33	20 of the 24 participants agreed or strongly agreed this theme. Members of all group types strongly supported this theme but one academic staff member opposed it and three participants selected the neutral option. None of the participants strongly disagreed with this theme. More civil engineers than mechanical/electrical engineers supported this theme.
	The revised process needs a Joint Overseeing Group for changes and decisions	83.33	20 of the 24 participants agreed or strongly agreed this theme. Members of all group types strongly supported this theme but one academic staff member opposed it and three participants selected the neutral option. None of the participants strongly disagreed with this theme. There is a reasonably even distribution of responses across the engineering disciplines except for the academic staff group.

Question	Emergent Theme	Incidence (%)	Narrative Summary
18	Liaison between organisations to be managed by the Faculty Head in consultation with HoDs, HEI Registrar & EI Registrar	83.33	20 of the 24 participants agreed or strongly agreed this theme. Members of all group types strongly supported this theme but one academic staff member opposed it and three participants selected the neutral option. None of the participants strongly disagreed with this theme. There is a reasonably even distribution of responses across the engineering disciplines.
	All communication, including liaison, report generation, sign-off and sharing needs to be agreed between HEIs, QQI and Engineers Ireland.	91.67	22 of the 24 participants agreed or strongly agreed this theme. Members of all group types strongly supported this theme but one academic staff member opposed it and one participant selected the neutral option. None of the participants strongly disagreed with this theme. There is a reasonably even distribution of responses across the engineering disciplines except the academic staff group.
	For the combined scenario, one single report with section 1 common issues, section 2 - PR process and section 3 - EI accreditation process	75.00	18 of the 24 participants agreed or strongly agreed this theme. Members of all group types supported this theme but two participants (1Reg and 1 Staff) opposed it and four participants selected the neutral option. None of the participants strongly disagreed with this theme. More civil engineers than mech/elec engineers supported this theme except the staff group.
	For the aligned scenario, two separate reports, within the same timeframe could be agreed. The accreditation report to be signed off by Engineers Ireland and then added to the PR report	58.33	14 of the 24 partricipants agreed or strongly agreed this theme. Members of all group types supported this theme but five participants (3 Reg, 1 HoD and 1 Staff) opposed it and five participants selected the neutral option. Only one of the participants strongly disagreed with this theme. More civil engineers than mechanical/electrical engineers supported this theme.
	The programmatic review reports are published and widely available. The EI accreditation reports to be published in the revised process(es)	75.00	18 of the 24 participants agreed or strongly agreed this theme. Members of all group types supported this theme but one Head of Department oppposed it and five participants selected the neutral option. None of the participants strongly disagreed with this theme. There is a reasonably even distribution of responses across the engineering disciplines except for the Head of Department group.

Appendix V

Round Two Consensus Determination

Round 2 Sub-questions - Interquartile Range, Deviation, Median and Percentage Positive Responses

Sub-Q	Interquartile Range	Interquartile Deviation	Median Response	A & SA %	A & SA % - No Neutral	Consensus
2a	1.00	0.50	Agree	87.50	95.45	Yes
2b	1.00	0.50	Strongly Agree	87.50	100.00	Yes
2c	1.00	0.50	Strongly Agree	87.50	91.30	Yes
2d	0.00	0.00	Strongly Agree	95.83	100.00	Yes
2e	1.00	0.50	Agree	70.83	85.00	Yes
2f	0.75	0.38	Agree	91.66	95.65	Yes
2g	2.00	1.00	Agree	70.83	85.00	Yes
2h	1.00	0.50	Agree	87.50	100.00	Yes
2i	1.00	0.50	Agree	87.50	95.45	Yes
2j	2.00	1.00	Agree	62.50	88.25	Yes
3a	2.75	1.38	Agree	58.33	66.67	No
3b	3.00	1.50	Agree	50.00	63.16	No
3c	1.75	0.87	Agree	75.00	81.82	Yes
4a	1.00	0.50	Agree	91.66	95.65	Yes
4b	1.00	0.50	Agree	87.50	100.00	Yes
4c	1.00	0.50	Strongly Agree	91.66	100.00	Yes
5a	1.00	0.50	Agree	95.86	100.00	Yes
5b	1.00	0.50	Strongly Agree	83.33	86.96	Yes
5c	1.50	0.75	Agree	62.50	75.00	No
5d	1.00	0.50	Agree	62.50	78.95	No
5e	0.75	0.38	Agree	75.00	94.74	Yes
6a	1.00	0.50	Agree	91.66	100.00	Yes
6b	1.00	0.50	Strongly Agree	87.50	100.00	Yes
7a	0.75	0.38	Agree	70.83	85.00	Yes
7b	1.00	0.50	Agree	91.66	95.65	Yes
7c	1.75	0.87	Agree	75.00	94.74	Yes
7d	1.75	0.87	Agree	75.00	85.71	Yes
8a	1.00	0.50	Agree	83.33	95.24	Yes
8b	1.00	0.50	Agree	87.50	100.00	Yes
8c	1.00	0.50	Strongly Agree	91.66	95.65	Yes
8d	2.00	1.00	Agree	58.33	66.67	No
8e	0.00	0.00	Agree	87.50	100.00	Yes
9a	1.00	0.50	Agree	87.50	95.45	Yes
9b	1.00	0.50	Agree	95.83	100.00	Yes
9c	2.00	1.00	Agree	58.33	87.50	Yes
10a	1.00	0.50	Agree	83.33	100.00	Yes
10b	1.50	0.75	Agree	75.00	90.00	Yes
10c	1.00	0.50	Strongly Agree	83.33	100.00	Yes
10d	1.00	0.50	Agree	91.66	100.00	Yes
10e	2.00	1.00	Agree	50.00	63.16	No
10f	2.00	1.00	Agree	66.67	88.89	Yes
10g	1.00	0.50	Agree	87.50	95.45	Yes

Sub-Q	Interquartile Range	Interquartile Deviation	Median Response	A & SA %	A & SA % - No Neutral Data	Consensus
11a	1.00	0.50	Agree	58.33	87.50	Yes
11b	2.75	1.38	Agree	66.67	69.56	No
11c	1.75	0.87	Agree	54.17	68.43	No
11d	1.00	0.50	Agree	54.17	72.22	No
12a	1.00	0.50	Strongly Disagree	0.00	0.00	Yes - Rev. Q
12b	1.00	0.50	Agree	91.66	95.65	Yes
12c	1.00	0.50	Strongly Agree	95.83	95.83	Yes
12d	1.00	0.50	Agree	83.33	86.96	Yes
12e	1.00	0.50	Agree	87.50	91.30	Yes
13a	2.00	1.00	Neutral	33.33	47.06	No - Rev Q
13b	1.00	0.50	Agree	91.67	100.00	Yes
13c	1.00	0.50	Agree	58.33	82.35	Yes
13d	1.00	0.50	Neutral	50.00	75.00	No
13e	1.75	0.87	Agree	54.17	68.42	No
13f	1.75	0.87	Agree	70.83	85.00	Yes
14a	0.00	0.00	Disagree	8.33	9.09	Yes - Rev. Q
14b	1.00	0.50	Agree	95.83	100	Yes
14c	1.75	0.87	Neutral	37.50	60.00	No
14d	1.00	0.50	Agree	95.83	100	Yes
14e	0.00	0.00	Agree	83.33	90.91	Yes
14f	1.00	0.50	Agree	66.67	94.12	Yes
15a	2.00	1.00	Neutral	41.67	47.62	No
15b	2.00	1.00	Neutral	37.50	47.37	No
15c	1.75	0.87	Agree	66.67	84.21	Yes
15d	1.00	0.50	Agree	70.83	89.47	Yes
15e	1.00	0.50	Agree	62.50	78.95	No
16a	0.75	0.38	Agree	79.17	90.48	Yes
16b	1.00	0.50	Agree	95.83	100.00	Yes
16c	1.00	0.50	Agree	87.50	95.45	Yes
16d	1.00	0.50	Agree	87.50	100.00	Yes
16e	0.00	0.00	Agree	79.17	95.00	Yes
17a	1.00	0.50	Agree	87.50	100.00	Yes
17b	1.00	0.50	Agree	95.83	100.00	Yes
17c	1.00	0.50	Agree	70.83	89.47	Yes
17d	1.00	0.50	Agree	83.33	95.24	Yes
17e	1.00	0.50	Agree	83.33	95.24	Yes
18a	1.00	0.50	Agree	83.33	95.24	Yes
18b	1.00	0.50	Agree	91.66	95.65	Yes
18c	0.75	0.38	Agree	75.00	90.00	Yes
18d	1.00	0.50	Agree	58.33	73.68	No
18e	0.75	0.38	Agree	75.00	94.74	Yes

Appendix W

Round Three Selection of Participant's Responses by Question

PhD Round 3 Interviews - Analysis by Question - Question 4c

Participant Code	Is it Practical to have Two Independent Process Outcomes - Validation and Accreditation from this Combined Process?
α	Should be one outcome - Validation and Accreditation or neither. Do you need two outcomes?
β	Yes - PR prospective for the next 5 years. ACC on-going for the next 5 years
δ	Yes
ε	Two outcomes - one or the other may not be given
ζ	Yes as long as the process was fully mapped and participants were clear on the objectives of each section
π	Yes but what happens when one is given and the other is not given.
	Combine to just one QQI or EI Outcome?
θ	Yes. A bigger panel but they need to be aware of their two roles
ϯ	Yes - Aims may be divergent leading to different conditions and recommendations
	Need to acknowledge the different aims and objectives
κ	Should only have one validation and accreditation outcome for programmes using the B.Eng award
λ	Can be achieved. More likely the two processes linked together. Individual Institutions would need to agree same
μ	Yes possible but differences exist in the processes. The new process would need to be well designed with a robust approach. It should
	be piloted well at a number of HEI's before implemented across the sector and nationally
ν	Yes
ξ	Yes
ρ	Yes currently outcomes for PR and EI accreditation processes. Possibility of getting validation but not accreditation.
η	Challenge with PR prospective and EI ACC retrospective. Yes, not complicated and makes things easier. Close timeline.
	In CIT we complete the PR and then EI accreditation
σ	Yes
τ	In theory Yes. In Practise, some situation is bound to arise where different conclusions are reached and how these scenarios would be
	reconciled will be interesting
ϕ	Two outcomes possible and needed. Could achieve one outcome and not the other outcome
χ	Yes. One process retrospective and one process prospective
ω	Yes but needs to be designed well. There has to be movement from both sides
	The PR process may have to be adjusted for engineering as opposed to other disciplines
ς	Yes but clarify during the process what feeds into validation and accreditation
϶	Yes accreditation implies validation but validation does not give accreditation
ϰ	Yes the two outcomes are separate. Both independent processes - Part a EI ACC, Part b PR, Part c Common

PhD Round 3 Interviews - Analysis by Question - Question 4f

Participant Code	Is it Practical to have one set of Documentation that Captures the Relevant Information for the Combined Processes?
α	Yes but Planning of the design of the process needed
β	Yes but needs commitment and imagination by EI and QQI
δ	Yes doable
ε	Yes - fundamental to this combination of processes
ζ	Yes if it was structurally correct
π	Yes but QQI and EI need to agree
θ	Yes - on-line submission of material would work
ɟ	Yes - Some information not relevant to one party but all can be included in one document
κ	Yes - I have seen it done before
λ	One document could cover the majority of what is needed for both processes
μ	Yes - common informaiton in documents
	Two mappings may be needed to be included in the document as well as separate appendices
ν	One set of documents sufficient for both processes
ξ	Yes - Document ocoherent not two separate documents written by two different people
ρ	Yes possibly - Same general information in both documents. EI may demand their own document
η	Processes in same timeline, then one document would work
σ	Yes - fundamental to the design of this revised process
τ	Potentially but the retrospective and prospective issues need consideration
ϕ	Ideal - one set of documents - one preparation is sufficient
χ	Yes. PR - A lot of emphasis on KPI's where the focus should be on the programmes
ω	Yes but needs careful design
ς	Yes. Needs to be agreed between EI and QQI
ɔ	No. They have a different focus. Validation without accreditation is possible
ɤ	One set of documents which are clearly segrated/defined.
	Informing each other (Academic Council and EI Accreditation Board) of what is proposed in EI Accreditation and Programmatic Review

PhD Round 3 Interviews - Analysis by Question - Question 7

Participant Code	Any Other Questions, Concerns or Comments?
α	Absolute rationale and opportunity to have this conversation. Academic and Profession should be sympathetic to each others criteria
	and meet each others perspectives
β	None
δ	None
ε	None
ζ	None
π	Serving more than two Masters - Bologna (European), EI (IEA), QQI, International Drivers
	Who is actually dictating our standards? - What is our degree of control over these processes? Are we following the latest fads?
θ	For EI Accreditation the major items are that the programme outcomes are covered, evidence explored, independent report written.
	EI need to be able to demonstrate these elements of the process to international partners
ϳ	None
κ	Disadvantages/Advantages - Pressure on staff to get EI Accreditation
	EI Accreditation Barriers to movement - HEI, PB, Trust, Personal, Effect on Job
	Build trust over time with Gatekeepers - Separate into two steps - align and then combine the processes - two outcomes
λ	Accreditation Board mood - EI open to change process at any time
	EI Process could be improved and is opened to allow the PR process within
	Could use the HEI's Annual Reporting template
	EI has difficulties with L8 Accreditation and L9 alignment with NFQ levels which is complicated. Levels 6 and 7 are ok
μ	We discussed this matter and welcome this alignment/combination. It has a lot of potential and benefits for HEI's, staff and PB's.
	It will be challenging to achieve this outcome. Do not underestimate the degree of challenge involved
ν	Imput from Industry is more important - Broader view with more voices. Panels should have more industry representation, a minimum
	of 3 or 4 across the engineering discipline with a mix of SME's and Multi-nationals
ξ	None
ρ	At the Exam Boards create a one page report agreeing evidence presented
	It is important to the process to keep the two timelines the same. Some PR processes are in two stages with a time difference between
	Possible solution: PR Vol 1 - general visit with common issues, PR Vol 2 - EI Accreditation visit - only 6 months timeine between visits

Participant Code	Any Other Questions, Concerns or Comments?
η	Weakness of EI Accreditation process is the consistency of the Panel membership and Chairs
	Every visit has a member from a pool of 10 experienced/trained people who are the chairs - replace every 3 - 4 years
σ	A bigger Panel would be needed as EI Accreditation would be included
	Everybody would be very keen for this combination of processes to occur
τ	Thank you for taking the time to try to make all our lives better by exploring an approach where workload due to potential
	(unnecessary?) replication can be reduced. Given the pervasive nature of PR in the Institute, I feel EI has to adapt to PR rather than the
	other way around. My sense too is EI is missing an opportunity and I think my proposed auditing approach would free up the panels
	to have more meaningful dialogue with the programme teams. However, I am not sure how this process would reflect in the University
	sector where the QA process could differ on an Institutional basis. I also want to acknowledge that the EI process does bring a lot of
	value to the relevant programmes and the key benefit to my mind from having them decoupled was it allowed reflection from the EI
	process to better inform PR process occurring in a subsequent year.
ϕ	Level 8 Fire Engineering - No maths entry requirement - Outcomes based assessment only
χ	None
ω	None
ς	Mapping PO's / LO's to modules in PR
	Heat Maps' are easier to create the second time around (AKARI IT system can handle this)
	QQI does not look for this mapping
	Depth of EI Attributes. Details EI / QQI are seeking - We need clear Protocols
	QQI PO's versus EI PO's
ϽΘ	Validation process is under review in TUD - no longer QQI
Ϫ	Membership of Panel - consistency of the Panel members, training, competency
	One overall panel and sub-panels for the evidence reviews. Chairs of individual panels on the overall panel.
	Same timeframe for the processes to occur is hughly important

Appendix X

Round Three Selection of Emergent Themes by Question

Emerging Themes

Should the EI ACC Process Remain Voluntary		Instances
(a) Remain voluntary - cannot be imposed	*	56%
(b) Mandatory for pure engineering awards	*	26%
(c) Mandatory would set our programmes apart		17%
(d) HEI's should decide whether to apply for EI ACC		17%
	* Denotes significant	

It is Engineers Ireland's process so academics should not dictate whether it is voluntary or mandatory
HEI's are able to manage their own affairs
Mandatory would allow professional bodies too much power
No other professional body has mandatory accreditation
In a combined process, it would be difficult for the accreditation to remain voluntary
Engineering programmes should aspire to be accredited
HEI's use B.Eng. awards which are sometimes not accredited by Engineers Ireland
All students and employers expect accreditation (mandatory)
Mandatory would allow the programmes to be benchmarked against standards
Lacks the statutory framework to make it mandatory
Discretion may be needed for Computer Science, Electronic Engineering or Software Engineering progs.

Q4(f) Emergent Themes

Is it Practical to Have One Set of Documentation Only?		Instances
(a) Yes	*	96%
(b) No - Different focus. Val without ACC is possible		4%
(c) Planning of the process design is needed - common information		21%
(d) Needs commitment and imagination from EI and QQI		13%

* Denotes significant

Fundamental to this combination of processes
On-line submission of material would work
Some information not relevant to one party but all can be included in one document
Two mappings may be needed to be included as well as separate appendices
One coherent document written by one team
Engineers Ireland may demand their own document
One document requires the processes to be in the one timeframe
Retrospective and prospective issues need to be considered
One set of documents which are clearly segregated/defined
Communication between Academic Council and the EI Accreditation Board on what is proposed

Q4(g) Emeregent Themes

Combined Process to be the Template for other Professional Bodies?		Instances
	(a) Yes	* 79%
	(b) No - requirements of other Prof. Bodies radically different	8%
	(c) Unsure - not familiar with other prof. body requirements	13%
	(d) Adapt to suit other Prof Body requirements	13%
	* Denotes significant	

Gives increased confidence in the QA process
Appropriate within the Engineering and Construction sphere
Depends on the professional body - may end up with slightly different processes
Work placement could affect how this works
Investigate against other professional body requirements
leaner process needed to reduce overlaps
More commonality across profesional bodies created but must recognise that they may cover the same territory - commercial interest
Give 3-5 years to see how it works and then adjust for other professional bodies
Other professional bodies would not be as onerous as EI ACC which may be the most advanced in the sector
The processes need to be independently reviewed.

Q5 Emergent Themes

Another Method of Alignment/Combination may be more Appropriate?		Instances
(a) Yes - EI ACC into the PR process or integrated process	*	26%
(b) No - Adopt PR to fit EI ACC	*	39%
(c) Unsure	*	35%
* Denotes significant		

Both parties should work to arrive at a process that meets the needs of all stakeholders
Discussion and collaboration needed between HEI's, QQI and EI
Change needed for both processes - integrated process
Combined and a new process/format devised
Be mindful of how it would be presented to staff and stakeholders
Closer alignment most appropriate and needed by the HEI's
Easier for EI ACC process to embed the PR process rather than the other way around
Professional bodies to maintain their own version of accreditation so alignment is the most workable
Continual audit - two independent trained auditors avoids vagaries and prejudices of untrained panel members - cost cuts also
Not fully aligned - establish the common ground and separate visits

Appendix Y

Round Three Common Themes Across Questions

Round 3 Analysis by Theme (All Questions)

Common Themes Across Questions	Incidence (%)
Accreditation should remain voluntary - not be imposed	56
Accreditation should be mandatory for pure engineering awards (B.Eng.) - Engineering programmes should aspire to be accredited	26
HEI's should decide whether or not they wish to apply for accreditation	17
A combined process review cycle of 5 years is appropriate	91
Five years would overlap with the Programmatic Review cycle and international best practice	26
Annual reporting would be worthwhile as Industry is moving quickly - continual auditing using interim in-house reports	30
On-going communication, commitment, discussion and collaboration between HEI's, QQI and EI is needed - AC to ACC Boards	26
It is possible to include PR unique parts in the EI Accreditation process	87
Integrate both processes into a new process - movement on both sides	34
Some imagination needed in the design of the new process. Mapping and a robust approach. Pilot at a number of HEI's.	39
PR is prospective, EI ACC is retrospective	30
A lot of common material/processes	8
The entire evidence review should be part of the combined process	83
The evidence review is a fundamental part of the EI ACC process	21
The evidence review is a strength of the EI ACC process but is missing from the PR process	8
It is practical to have two independent process outcomes - validation and accreditation	91
Either validation or accreditation may not be awarded to a programme	26
A bigger review panel would be needed and it would have two roles and two reports to prepare	13
Implement both processes in the same timeframe	4
The site visit report could be in two/three sections - common strategy/issues, PR, EI ACC	34
One outcome for B.Eng awards/programmes - validation and accreditation or neither	13
One site visit collaborative report - combined and one process	60
Two separate reports - aligned processes - different reporting areas, criteria and emphasis	40
One report ensures consistency in conditions and recommendations	4
What is the role of Professional Bodies in the programmatic review process?	4

Common Themes Across Questions	Incidence (%)
The duration of the site visit should be extended for the combined process	87
Limit the duration to 2 days as there are a lot of overlaps	47
Limit the duration to 2.5 days	17
Limit the duration to 3 or 4 days - PR (1 day) + EI ACC (2 days) - worthwhile process to give ample time	13
Depends on process needs - logistical issue	21
Transactions around evaluations causes fatigue and daunting for all involved	4
There are difficulties getting panel members for more than 2 days	4
Lengthen stage 2 of the PR process to include EI ACC where the PR is in two stages and there is a time gap between the stages	8
It is practical to have one set of documents from HEI's covering the needs of both processes	96
Online submission of material would work	4
The combined process could be the template for other Prof. Bodies in the Engineering and Construction sphere	79
Requirements of other Professional Bodies radically different	8
Adapt the process to suit the other Professional Body requirements	30
Method of Alignment/Combination - EI ACC into PR process	26
Method of Alignment/Combination - PR into EI ACC	39
Method of Alignment/Combination - unsure - integration of both processes	35
Method of Alignment/Combination - Continual Audit with trained reviewers	4
Non-standard entry to programmes should not affect accreditation	91
Outcomes based assessment and the student achievement of learning outcomes should be the only judgement	52
Make RPL more engineering focused, relevant and robust	43
Programme accreditation, not individual accreditation	4
It is an academic decision	13
Absolute rationale and opportunity to have this conversation. Potential benefit to HEI's, EI and QQI. Challenging to achieve	17
Serving more than two masters international drivers - degree of control?	4
For EI ACC, the major items are PO covered, evidence explored, independent written report - demonstrate to international partners	8
Build trust over time with gatekeepters - align and then combine?	4
Consistency in panel membership, their training and competency. One overall panel and sub-panels for the evidence reviews.	13
Validation process no longer QQI - mapping PO's to HEI's standards	4

Appendix Z

Round Three Analysis by Group Type and Engineering Discipline

(i) A Selection of Analysis by Group Type and Engineering Discipline Charts
(ii) A Selection of Outcomes of Group Type and Engineering Discipline Analyses

Round 3 - Analysis by Theme - Questions 2, 3 & 4a - Analysis by Group Type and Engineering Discipline

Question	Participant																					
Main Themes	**α**	**β**	**δ**	**ε**	**ζ**	**ρ**	**θ**	**ɟ**	**κ**	**ν**	**μ**	**λ**	**π**	**ξ**	**τ**	**σ**	**η**	**ϕ**	**ϫ**	**ϑ**	**ς**	**ω**	**χ**
ACC remain Voluntary																							
ACC mandatory for B.Eng's																							
HEI's decision to apply for ACC																							
Review cycle of 5 years																							
5 years aligns with PR																							
Continual annual auditing																							
HEI's, QQI & EI collaborate																							
PR unique parts into ACC																							
Integrate into a new process																							
Robust new design of process																							
PR prospective, EI retrospect.																							
Lots of common overlaps																							

	=	Registrar
	=	Professional Body
	=	Head of Faculty/School with Mech & Elec Engineering
	=	Head of Faculty/School with Civil Engineering
	=	Head of Dapartment with Mech & Elec Engineering
	=	Head of Department with Civil Engineering
	=	Staff member with Mech & Elec Engineering
	=	Staff member with Civil Engineering

Round 3 - Analysis by Theme - Questions 4b, 4c & 4d - Analysis by Group Type and Engineering Discipline

Question	Participant																					
Main Themes	**α**	**β**	**δ**	**ε**	**ζ**	**ρ**	**θ**	**ɟ**	**κ**	**ν**	**μ**	**λ**	**π**	**ξ**	**τ**	**σ**	**η**	**φ**	**ϫ**	**ϑ**	**ς**	**ω**	**χ**
Evidence review in new process																							
Evid Review fundamental to ACC																							
Evid Review strength of ACC																							
Can have two indep. outcomes																							
Prog. may not get ACC or VAL																							
Need bigger review panel																							
Both process in same timeframe																							
Site visit report in 2/3 sections																							
B.Eng awards - val and acc or not																							
One site visit report - combined																							
Two separate reports - aligned																							
One report - cond & recomm																							
Role of Prof Body in PR?																							

	=	Registrar
	=	Professional Body
	=	Head of Faculty/School with Mech & Elec Engineering
	=	Head of Faculty/School with Civil Engineering
	=	Head of Dapartment with Mech & Elec Engineering
	=	Head of Department with Civil Engineering
	=	Staff member with Mech & Elec Engineering
	=	Staff member with Civil Engineering

R3 - Analysis by Theme - Question 2 - Outcomes of Group Type and Engineering Discipline Analysis

Overall Impression per Sub-Question

Sub-Question		Impression
2(i)	ACC remain voluntary	
2(ii)	ACC mandatory for Beng's	
2(iii)	HEI's decoson to apply for ACC	

Legend	
Exceptionally Positive	
Very Positive	
Positive	
Mixed	
Negative	
Neutral	

Analysis by Full Groups per Sub-Question

Sub-Question	Full Groups				
	Registrars	Prof. Bodies	Heads of Faculty	Heads of Department	Staff
2(i)					
2(ii)					
2(iii)					

Analysis by Sub-Groups per Sub-Question & Engineering Discipline Division

Sub-question	Sub-Groups					
	HoF - Mech & Elec	HoD - Mech & Elec	Staff - Mech & Elec	HoF - Civil Eng	HoD - Civil Eng	Staff - Civil Eng
2(i)						
2(ii)						
2(iii)						

Management Versus Staff View per Sub-Question

Sub-Question	Management	Staff
2(i)		
2(ii)		
2(iii)		

Responses outside the Normal

As per the 'Analysis by Question/Theme' individual responses

R3 - Analysis by Theme - Question 3 - Outcomes of Group Type and Engineering Discipline Analysis

Overall Impression per Sub-Question

Sub-Question		Impression
3(i)	Review Cycle of 5 years	
3(ii)	5 years aligns with PR	
3(iii)	Continual Annual Auditing	
3(iv)	HEI's, QQI & EI collaborate	

Legend	
Exceptionally Positive	
Very Positive	
Positive	
Mixed	
Negative	
Neutral	

Analysis by Full Groups per Sub-Question

Sub-Question	Full Groups				
	Registrars	Prof. Bodies	Heads of Faculty	Heads of Department	Staff
3(i)					
3(ii)					
3(iii)					
3(iv)					

Analysis by Sub-Groups per Sub-Question & Engineering Discipline Division

Sub-question	Sub-Groups					
	HoF - Mech & Elec	HoD - Mech & Elec	Staff - Mech & Elec	HoF - Civil Eng	HoD - Civil Eng	Staff - Civil Eng
3(i)						
3(ii)						
3(iii)						
3(iv)						

Management Versus Staff View per Sub-Question

Sub-Question	Management	Staff
3(i)		
3(ii)		
3(iii)		
3(iv)		

Responses outside the Normal

As per the 'Analysis by Question/Theme' individual responses

R3 - Analysis by Theme - Question 4a - Outcomes of Group Type and Engineering Discipline Analysis

Overall Impression per Sub-Question

Sub-Question		Impression
4a (i)	PR Unique parts into ACC	
4a (ii)	Integrate into a new process	
4a (iii)	Robust new design of process	
4a (iv)	PR prospective, ACC retrospective	
4a (v)	Lots of common overlaps	

Legend	
Exceptionally Positive	
Very Positive	
Positive	
Mixed	
Negative	
Neutral/No opinion	

Analysis by Full Groups per Sub-Question

Sub-Question	Full Groups				
	Registrars	Prof. Bodies	Heads of Faculty	Heads of Department	Staff
4a (i)					
4a (ii)					
4a (iii)					
4a (iv)					
4a (v)					

Analysis by Sub-Groups per Sub-Question & Engineering Discipline Division

Sub-question	Sub-Groups					
	HoF - Mech & Elec	HoD - Mech & Elec	Staff - Mech & Elec	HoF - Civil Eng	HoD - Civil Eng	Staff - Civil Eng
4a (i)						
4a (ii)						
4a (iii)						
4a (iv)						
4a (v)						

Management Versus Staff View per Sub-Question

Sub-Question	Management	Staff
4a (i)		
4a (ii)		
4a (iii)		
4a (iv)		
4a (v)		

Responses outside the Normal

As per the 'Analysis by Question/Theme' individual responses

Appendix AA

Round Three Narrative Summaries

(i) Round Three Selection of Narrative Summaries by Question

(ii) Round Three Narrative Summary by Theme

Round 3 Interviews - Analysis by Group Type and Engineering Discipline - Narrative Summary

Group Type - Question 3

Emergent Themes	Incidences of Occurrence (%)	Overall Impression	Registrars	Professional Bodies	Heads of Faculty	Heads of Department	Staff	Management
Review cycle of five years	96							
Five years aligns with programmatic review	26							
Continual Annual Auditing option instead	30							
HEI's, QQI and EI should collaborate on this	26							

Exceptionally/Very Positive perspective	Registrars = Registrars in IoT's
Positive perspective	Professional Bodies = Registrar/Head of Education in EI/SCSI
Mixed perspectives	Heads of Faculty = Heads of Faculty/School in IoT's
No perspective expressed	Heads of Department = Heads of Department in IoT's
	Staff = Academic staff in IoT's
	Management = Combined views of Registrars, HoF's and HoD

Engineering Discipline - Question 3

Emergent Themes	Incidences of Occurrence (%)	Mechanical/Electrical Engineering			Civil Engineering		
		HoF	HoD	Staff	HoF	HoD	Staff
Review cycle of five years	96						
Five years aligns with programmatic review	26						
Continual Annual Auditing option instead	30						
HEI's, QQI and EI should collaborate on this	26						

Question 3 - Responses Outside of the Emergent Themes		
Quality Assurance should be a longer frame or otherwise leads to fatigue of all stakeholders		
The rate of engineering development suggests it should not be more than five years. Six years is too long and three years is too short		
Five years would seem to be in line with international best practice		
The Washington Accord allows a shorter cycle than five years by external examiner input but this is not easily implemented		
Annual reporting would be worthwhile. A continual auditing based approach may be meaningful		
Engineers Ireland ensures that all processes are examined		
On-going communications between QQI, EI and HEI's needed to identify trends		
We are used to the five year review cycle		
Interim in-house annual or bi-annual reporting occurs		
Narrative		
Review Cycle of Five Years		
There is very strong agreement that a combined process review cycle of five years is appropriate as 96% of the research		
participants / interviewees specifically mentioned it during their interview. Only one Head of Faculty suggested annual reporting would be a beter		
option.		
Group Type		
Registrars	Very Positive	All 6 Registrars mentioned that five years is appropriate as the review cycle
Professional Body	Very Positive	Both Prof. Body representatives mentioned it
Heads of Faculty	Positive	3 out of 4 Heads of Faculty/School mentioned it
Heads of Department	Very Positive	All 6 Heads of Department mentioned it
Staff	Very Positive	All five academic staff mentioned it
Management	Very Positive	15 out of 16 management staff mentioned it
The Management (Registrars, Heads of Faculty/School and Heads of Department) would like a review period of 5 years.		
The Professional Bodies are also supportive of this view but would also support 6 years.		
Academic staff also recommended a five year review period.		

Engineering Discipline		
Mechanical/Electrical Engineers - HoF	Mixed	One of the two HoF's mentioned that 5 years is an appropriate review period
Mechanical/Electrical Engineers - HoD	Very Positive	All of the three Heads of Department mentioned it
Mechanical/Electrical Engineers - Staff	Very Positive	Both academic staff mentioned it
Civil Engineering - Heads of Faculty/School	Very Positive	Both Heads of Faculty mentioned it
Civil Engineering - Heads of Department	Very Positive	All of the three Heads of Department mentioned it
Civil Engineering - Academic Staff	Very Positive	All of the three academic staff mentioned it
Six of the seven Mechanical/Electrical engineers mentioned that 5 years is an appropriate review period which is over 85%.		
All eight Civil engineers have mentioned that five years is an appropriate review period. If you remove the single Head of Faculty who		
suggested that annual reporting may be more suitable, then all participants approved the 5 year review period.		
Nine of the ten Heads of Faculty/Department mentioned that they would like the review period to be 5 years which is very high.		
All of the academic staff supported a five year review period.		
Five years Aligns with Programmatic Review		
Six of the twenty three round 3 participants mentioned that a review period of five years aligns with the programmatic review process which is		
26% of the participants interviewed. This was a concern for some categories of staff more than others.		
Group Type		
Registrars	Very Positive	4 of the 6 Registrars mentioned that a review period of 5 years aligns with the PR proce
Professional Body	Mixed	One out of two Prof. Body representatives mentioned it
Heads of Faculty	No View Expressed	None of the 4 Heads of Faculty/School mentioned it
Heads of Department	No View Expressed	None of the 6 Heads of Department mentioned it
Staff	Mixed	One of the five academic staff mentioned it
Management	Mixed	Four out of 16 management staff mentioned it
The Registrars were advocating that a 5 year review period would align with the programmatic review process. No HoF/HoD mentioned it.		
The Professional Bodies are also supportive of this view		
Only one of the academic staff mentioned it.		

Engineering Discipline		
Mechanical/Electrical Engineers - HoF	No View Expressed	None of the HoF's mentioned that a review period of 5 years aligns with PR
Mechanical/Electrical Engineers - HoD	No View Expressed	No Head of Department mentioned it
Mechanical/Electrical Engineers - Staff	No View Expressed	None of the academic staff mentioned it
Civil Engineering - Heads of Faculty/School	No View Expressed	No Head of Faculty mentioned it
Civil Engineering - Heads of Department	No View Expressed	No Head of Department mentioned it
Civil Engineering - Academic Staff	Mixed	One of the three academic staff mentioned it
None of the seven Mechanical/Electrical engineers mentioned that a review period of five years aligns with the programmatic review process.		
Only one of the seven Civil engineers have mentioned it. If you remove the civil engineering managers, then only one lecturing staff mentioned it.		
One of the five academic staff specifically mentioned that a review period of 5 years would align with the programmatic review process which is low.		
None of the ten Heads of Faculty/Department mentioned that the 5 years would align with the programmatic review process.		
Continual Annual Auditing Option		
Seven of the twenty three round 3 participants mentioned that annual reporting would be worthwhile as Industry is moving quickly which is 30% of the participants interviewed. The suggested mechanism for this should be a continual (annual) audit using interim in-house reports (annual reports to Academic Council). This is a concern for some categories more than others.		
Group Type		
Registrars	Mixed	1 out of 6 Registrars mentioned that Continual Annual Auditing should be used for accreditation
Professional Body	Very Positive	Both of the Prof. Body representatives mentioned it
Heads of Faculty	Positive	Two of the four Heads of Faculty/School mentioned it
Heads of Department	Mixed	One of the 6 Heads of Department mentioned it
Staff	Mixed	One of the five academic staff mentioned it
Management	Mixed	Four out of 16 management staff mentioned it
Four of The Managers (Registrars, Heads of Faculty/School and Heads of Department), expressed the view that continual annual auditing could be used for accreditation purposes using existing quality assurance processes (annual reporting to AC and external examiner reports).		
Both professional body representatives mentioned this theme as an alternative as did one of the academic staff.		

Engineering Discipline		
Mechanical/Electrical Engineers - HoF	Mixed	One of the two HoF suggested continual annual auditing as an alternative to accreditation
Mechanical/Electrical Engineers - HoD	Mixed	One of the three Heads of Department mentioned it
Mechanical/Electrical Engineers - Staff	Mixed	One of the two academic staff mentioned it
Civil Engineering - Heads of Faculty/School	Mixed	One of the two Heads of Faculty mentioned it
Civil Engineering - Heads of Department	No View Expressed	None of the three Heads of Department mentioned it
Civil Engineering - Academic Staff	No View Expressed	None of the three academic staff mentioned it
Three of the seven Mechanical/Electrical engineers have mentioned continual annual auditing as an alternative to the accreditation process.		
One of the seven Civil engineers have mentioned it and that was a Head of Faculty/School.		
Three of the ten Heads of Faculty/Department mentioned it which is a consideration and should be noted.		
Only one of the academic staff mentioned it.		
This theme resonated at all levels but only by a small percentage of participants.		
HEI's, QQI and EI need to Communicate and Collaborate		
Six of the twenty three round 3 participants mentioned that on-going communication, commitment, discussion and collaboration between HEI's, QQI and EI is needed which is 26% of the participants interviewed. Communication between Academic Councils and Accreditation Boards was mentioned.		
Group Type		
Registrars	Mixed	2 out of 6 Registrars mentioned that the HEI's, QQI and EI should communicate and collaborate
Professional Body	No View Expressed	None of the Prof. Body representatives mentioned it
Heads of Faculty	Mixed	One of the four Heads of Faculty/School mentioned it
Heads of Department	Mixed	One of the 6 Heads of Department mentioned it
Staff	Mixed	Two of the five academic staff mentioned it
Management	Mixed	Four out of 16 management staff mentioned it
Four of the managers (Registrars, Heads of Faculty/School and Heads of Department), suggested that the HEI's, QQI and EI should communicate and collaborate.		
The Professional Bodies did not mention this theme.		
Two of the academic staff mentioned this theme which is 40%.		

Engineering Discipline		
Mechanical/Electrical Engineers - HoF	Mixed	One of 2 HoF's mentioned that HEI's, QQI and EI should communicate and collaborate
Mechanical/Electrical Engineers - HoD	Mixed	One of the three Heads of Department mentioned it
Mechanical/Electrical Engineers - Staff	Mixed	One of the two academic staff mentioned it
Civil Engineering - Heads of Faculty/School	No View Expressed	One of the two Heads of Faculty mentioned it
Civil Engineering - Heads of Department	No View Expressed	None of the three Heads of Department mentioned it
Civil Engineering - Academic Staff	Mixed	One of the three academic staff mentioned it
Three of the seven Mechanical/Electrical engineers have mentioned that HEI's, QQI and EI should communicate and collaborate, one from each category of staff.		
One of the seven Civil engineers have mentioned it and that was a member of the lecturing staff.		
Two of the ten Heads of Faculty/Department mentioned it.		
Two of the academic lecturing staff mentioned it.		
This Theme resonated at all levels.		
Outliers		
The general view is that quality assurance should be of a longer frame so that all stakeholders are not fatigued by it and would therefore not value it as much as it ought. However, the rate of engineering development suggests that it should not be more than 5 years. Six years would be viewed as too long and three years as too short. In addition, five to six years seems to align with programmatic review and is in line with international best practice. The Washington Accord has allowed for shorter cycle accreditations, less than five years, with the use of external examiner input mentioned but the professional body representative was of the view that it would not be easily implemented. All the stakeholders are familiar with the five year cycle for programmatic review and accreditation. It should be noted that in-house annual or bi-annual reporting occurs though Academic Council.		

Round 3 Interviews - Analysis by Group Type and Engineering Discipline - Narrative Summary

Group Type - Question 4d

Emergent Themes	Incidences of Occurrence (%)	Overall Impression	Registrars	Professional Bodies	Heads of Faculty	Heads of Department	Staff	Management
One collaborative report - combined one process	60							
Two separate reports - aligned processes	40							

Exceptionally/Very Positive perspective	Registrars = Registrars in IoT's
Positive perspective	Professional Bodies = Registrar/Head of Education in EI/SCSI
Mixed perspectives	Heads of Faculty = Heads of Faculty/School in IoT's
No perspective expressed	Heads of Department = Heads of Department in IoT's
	Staff = Lecturing staff in IoT's
	Management = Combined views of Registrars, HoF's and HoD's

Engineering Discipline - Question 4d

Emergent Themes	Incidences of Occurrence (%)	Mechanical/Electrical Engineering			Civil Engineering		
		HoF	HoD	Staff	HoF	HoD	Staff
One collaborative report - combined one process	60						
Two separate reports - algined processes	40						

Question 4d - Responses Outside of the Emergent Themes		
If one process, there should be one report - lessens repitition		
One report is enough for the Faculty/School/Department to deal with		
One report ensures consistency in conditions and recommendations which would then not conflict with each other		
Two outcomes as they go to different reporting areas		
HEI's should make this decision as these reports are in the public domain		
How will the new apprenticeship programmes be handled?		
No role for profesional bodies in the programmatic review process currently		
Two reports make more work for the panel members		
Some programmes are offered but then discontinued before accreditation could be sought for them.		
Narrative		
One Site Visit Collaborative Report - One Process Combined Scenario		
There is strong agreement that for the one process combined scenario, a single site visit collaborative report will be appropriate as 60% of the research		
participants held this view. Another 40% of the research participants were of the opinion that there should be two separate reports in the aligned/combined process		
as the reports go in different directions to different reporting areas, have different validation/accreditation criteria and different emphasis. All the participants		
selected one or the other of these two options. Hence, the 60/40 split in the percentages.		
Group Type		
Registrars	Very Positive	5 out of 6 Registrars mentioned that there should be one collaborative site visit report
Professional Body	No View Expressed	Neither of the Prof. Body representatives mentioned it
Heads of Faculty	Very Positive	Three of the four Heads of Faculty/School agreed
Heads of Department	Positive	Three out of six Heads of Department agreed
Staff	Positive	Three out of five academic staff mentioned it
Management	Positive	11 out of 16 management staff mentioned it
The Management (Registrars, Heads of Faculty/School and Heads of Department) are generally of the view that there should be one collaborative report for the		
combined process scenario. Neither of the Professional Body representatives supported this view.		
The majority of the academic staff were in favour of a single collaborative segregated report for the combined process scenario.		

Engineering Discipline		
Mechanical/Electrical Engineers - HoF	Mixed	One of two Heads of Faculty agreed that there should be one report for the combined process
Mechanical/Electrical Engineers - HoD	Mixed	One of the three Heads of Department agreed it
Mechanical/Electrical Engineers - Staff	Mixed	One of the two academic staff mentioned it
Civil Engineering - Heads of Faculty/School	Very Positive	Both Heads of Faculty mentioned it
Civil Engineering - Heads of Department	Positive	Two of the three Heads of Department mentioned it
Civil Engineering - Academic Staff	Positive	Two of the three academic staff mentioned it
Three of the seven Mechanical/Electrical engineers agreed that one report should be produced for the combined scenario, one from each group type.		
Six of the eight Civil engineers also agreed which is 75%. One Head of Department and one academic staff member did not agree with this theme.		
There is a distinct difference here between the perspectives of the civil engineers and their mechanical/electrical colleagues.		
Six of the ten Heads of Faculty/Department agreed with this theme which is a good consistency.		
Academic staff are supportive of this theme.		
Two Separate Reports - Align Processes - Different Reporting Areas, Criteria and Emphasis		
Nine of the twenty three round 3 participants mentioned that there should be two separate reports for the new process whether aligned or combined which is 40%		
of the research participants interviewed. A number of staff from each group expressed this view. The reports go in different directions to different reporting areas,		
have different validation/accreditation criteria and different emphasis in process implemetation.		
Both of the Professional Body representative supportive this view which is highly significant in this instance.		
Group Type		
Registrars	Mixed	One out of six Registrars mentioned that there should be two separate reports
Professional Body	Very Positive	Both Prof. Body representatives mentioned it
Heads of Faculty	Mixed	One out of 4 Heads of Faculty/School mentioned it
Heads of Department	Positive	Three out of six Heads of Department mentioned it
Staff	Mixed	Two out of five academic staff mentioned it
Management	Mixed	Five out of 16 management staff mentioned it
Five of the Management (Registrars, Heads of Faculty/School and Heads of Department) were of the view that there should be two separate site visit reports.		
Both of the Professional Body representative supportive this view which is highly significant in this instance.		
Two academic staff members mentioned this theme.		

Engineering Discipline		
Mechanical/Electrical Engineers - HoF	Mixed	One of the two HoF's mentioned that there should be two separate reports in the new process
Mechanical/Electrical Engineers - HoD	Positive	Two of the three Heads of Department mentioned it
Mechanical/Electrical Engineers - Staff	Mixed	One of the two academic staff mentioned it
Civil Engineering - Heads of Faculty/School	No View Expressed	None of the two Head of Faculty mentioned it
Civil Engineering - Heads of Department	Mixed	One of the three Heads of Department mentioned it
Civil Engineering - Academic Staff	Mixed	One of the three academic staff mentioned it
Four of the seven Mechanical/Electrical engineers have mentioned that there should be two separate reports in the revised process.		
Two of the eight Civil Engineers have mentioned it across the HoD and academic staff group types only.		
Two of the five academic staff mentioned this theme - one civil engineer and one mechanical/electrical engineer.		
Four of the ten Heads of Faculty/Department mentioned this theme, mostly mechanical/electrical engineers		
This theme resonated across all the group types and engineering discipline areas.		
Outliers		
There were opposing viewpoints on this theme - either one report for a combined process or two separate reports for an aligned/combined process. All the participants selected one or other of these views. It was mentioned that one report is enough for the faculty/school/department to deal with where there would be no conflicting conditions and recommendations which would ensure consistency and lessen repitition. Two report would make more work for panel members as they would have two roles and two reports to prepare. Having three sections, clearly segregrated, was also mentioned in the responses to this question. One participant was of the view that HEI's should make the decision on this as these reports are in the public domain.		
Apprenticeship programmes and how they fit into this system should be considered. In addition some programmes are offered and then discontinued before accreditation can be sought for them. Curently, there is no role for professional bodies in the programmatic review process.		

Round 3 Interviews - Analysis by Group Type and Engineering Discipline - Narrative Summary

Group Type - Question 4e

Emergent Themes	Incidences of Occurrence (%)	Overall Impression	Registrars	Professional Bodies	Heads of Faculty	Heads of Department	Staff	Management
Extend the site visit duration	87							
Limit the duration to 2 - 2.5 days - overlaps	65							
Duration depends on the process needs	34							

	Exceptionally/Very Positive perspective
	Positive perspective
	Mixed perspectives
	No perspective expressed

Registrars = Registrars in IoT's

Professional Bodies = Registrar/Head of Education in EI/SCSI

Heads of Faculty = Heads of Faculty/School in IoT's

Heads of Department = Heads of Department in IoT's

Staff = Lecturing staff in IoT's

Management = Combined views of Registrars, HoF's and HoD

Engineering Discipline - Question 4e

Emergent Themes	Incidences of Occurrence (%)	Mechanical/Electrical Engineering			Civil Engineering		
		HoF	HoD	Staff	HoF	HoD	Staff
Extend the site visit duration	87						
Limit the duration to 2-2.5 days - overlaps	65						
Duration depends on the process needs	34						

Question 4e - Responses Outside of the Emergent Themes		
Transactions around evaluations causes fatigue and is daunting for all involved		
Staff need time to discuss changes to programmes which is a very worthwhile process		
Parts of the process could be completed in advance		
There are difficulties getting panel members for 2 days or longer		
Programmatic review is broader. EI Accreditation remains programme based		
Lengthen stage 2 of the PR process to include EI ACC. PR can be in 2 stages with a time gap in between		
Facilities should be reviewed at the start of the review visit		
Separate panels may be needed		
Narrative		
Extend the Site Visit Duration		
There is very strong agreement that the site visit should be extended for the combined process as over 87% of the research participants agreed this at the interview.		
None of the participants disagreed with this theme. All group types strongly supported this theme.		
Group Type		
Registrars	Very Positive	4 out of 6 Registrars mentioned that the site visit duration should be extended
Professional Body	Very Positive	Both Prof. Body representatives mentioned it
Heads of Faculty	Very Positive	All 4 Heads of Faculty/School mentioned it
Heads of Department	Very Positive	4 out of 6 Heads of Department mentioned it
Staff	Very Positive	All five academic staff mentioned it
Management	Very Positive	13 out of 16 management staff mentioned it
The Management (Registrars, Heads of Faculty/School and Heads of Department) agree that the site visit duration should be extended for the combined process.		
The Professional Body representatives and academic staff are also fully supportive of this theme.		

Engineering Discipline		
Mechanical/Electrical Engineers - HoF	Very Positive	Both Heads of Faculty mentioned that the duration of the site visit should be extended
Mechanical/Electrical Engineers - HoD	Positive	Two of the three Heads of Department mentioned it
Mechanical/Electrical Engineers - Staff	Very Positive	Both academic staff mentioned it
Civil Engineering - Heads of Faculty/School	Very Positive	Both Heads of Faculty mentioned it
Civil Engineering - Heads of Department	Positive	Two of the three Heads of Department mentioned it
Civil Engineering - Academic Staff	Very Positive	All three academic staff mentioned it
Six of the seven Mechanical/Electrical engineers agreed that the duration of the site visit should be extended for the combined process which is over 85%.		
Seven of the eight Civil engineers agreed with the theme which is also over 85%. One Head of Department from civil engineering and one Head of Department from		
mechanical/electrical engineering had a different perspective. The trend between the engineering disciplines is the same in this theme.		
Eight of the ten Heads of Faculty/Department agreed that the site visit duration should be extended for the combined scenario which is consistent across these		
management groups. Academic staff are fully supportive of the theme across the discipline areas.		
Limit the Duration to 2 - 2.5 Days as there are a Lot of Overlaps		
Fifteen of the twenty three round 3 participants mentioned that the duration of the site visit should be limited to between 2 - 2.5 days, which is 65% of the		
participants interviewed. There was general agreement for this theme from all group types, except the Registrars.		
Group Type		
Registrars	Mixed	One of the Six Registrars mentioned that the duration should be limited to 2 - 2.5 days
Professional Body	Very Positive	Both Prof. Body representatives mentioned it
Heads of Faculty	Very Positive	Three out of 4 Heads of Faculty/School mentioned it
Heads of Department	Very Positive	Four out of six Heads of Department mentioned it
Staff	Very Positive	Four out of five academic staff mentioned it
Management	Positive	Nine out of 16 management staff mentioned it
Nine of the managers (Registrars, Heads of Faculty/School and Heads of Department) agreed that the site visit duration should be limited to between 2 - 2.5 days.		
The Professional Body representatives fully supported this view as they mentioned how difficult is can be to get panel members for 2 days or more.		
Academic staff were strongly in favour limiting the duration of the site visit to between 2 - 2.5 days.		

Engineering Discipline		
Mechanical/Electrical Engineers - HoF	Very Positive	Both HoF's mentioned that the site visit should be limited to 2 - 2.5 days
Mechanical/Electrical Engineers - HoD	Positive	Two of the three Head of Department mentioned it
Mechanical/Electrical Engineers - Staff	Very Positive	Both academic staff mentioned it
Civil Engineering - Heads of Faculty/School	Mixed	One of the two Head of Faculty mentioned it
Civil Engineering - Heads of Department	Very Positive	All three Heads of Department mentioned it
Civil Engineering - Academic Staff	Positive	Two of the three academic staff mentioned it
Six of the seven Mechanical/Electrical engineers were in favour of limiting the site visit duration to between 2 - 2.5 days, which is over 85% of participants.		
Six of the eight Civil Engineers also agreed to limit the duration of the site visit to between 2 - 2.5 days, which is 75% of participants. A high proportion of civil and		
mechanical/electrical engineers supported this theme.		
Four of the five academic staff agreed with this theme which was consistent across the engineering discipline areas.		
Eight of the ten Heads of Faculty/Department agree this theme which shows a high degree of consistency across the engineering discipline areas.		
This theme did not resonate with the Registrar group.		
Duration Depends on the Process Needs - Logistical Issue		
Eight of the twenty three round 3 participants mentioned that the duration of the site visit will be determined by the process needs and that it is a logistical issue,		
which is 34% of the participants interviewed. This was a concern for the Registrars more than others group types.		
Group Type		
Registrars	Very Positive	4 out of 6 Registrars mentioned that the site visit duration will depend on the process needs
Professional Body	No View Expressed	None of the Prof. Body representatives mentioned it
Heads of Faculty	Mixed	One of the four Heads of Faculty/School mentioned it
Heads of Department	Mixed	Two of the six Heads of Department mentioned it
Staff	Mixed	One of the five academic staff mentioned it
Management	Positive	Seven out of 16 management staff mentioned it
Seven of the Managers (Registrars, Heads of Faculty/School and Heads of Department), particularly the Registrars, were of the view that the site visit duration will		
depend on the process needs and agenda and is ultimately a logistical issue. The Professional Body representatives did not mention this theme.		
Only one of the five Academic mentioned this theme.		

Engineering Discipline		
Mechanical/Electrical Engineers - HoF	No View Expressed	No HoF mentioned that the site visit duration should depend on the process needs and agenda
Mechanical/Electrical Engineers - HoD	Positive	Two of the three Heads of Department mentioned it
Mechanical/Electrical Engineers - Staff	No View Expressed	None of the two academic staff mentioned it
Civil Engineering - Heads of Faculty/School	Mixed	One of the two Heads of Faculty mentioned it
Civil Engineering - Heads of Department	No View Expressed	None of the three Heads of Department mentioned it
Civil Engineering - Lecturing Staff	Mixed	One of the three academic staff mentioned it
Two of the seven Mechanical/Electrical engineers (both Heads of Department) mentioned that the duration of the site visit should depend on the process needs.		
Two of the eight Civil Engineers have mentioned it and that was a Head of School and an academic staff member.		
Three of the ten Heads of Faculty/Department mentioned it which is a low proportion.		
Only one civil engineering academic staff member mentioned this theme.		
Outliers		
In the analysis above, the duration of the site visit depends on the process needs also included participants who stated that the duration of the site visit could extend to 3 days or more. The difficulty of getting panel members for two or more days was raised. All transactions around evaluations causes fatigue because of the extent of the processes and can be daunting for all involved. However, when staff are given sufficient time to discuss and implement changes to programmes, it can be a very worthwhile quality assurance process. It should also be noted that the programmatic review process has a broader lens and the Engineers Ireland accreditiation process has a much narrower focus on a single programme at a time. Separate panels may be needed as well as the main programmatic review panel to ensure the full evidence review can be undertaken. Facilities can be viewed at the start of the process as this can set the context of the review. Parts of the process can be undertaken in advance of the main event. In some HEI's programmatic review can be a two stage event. In these circumstances, it could be possible to lengthen stage two of the programmatic review process to include the Engineers Ireland accreditation.		

Round 3 Interviews - Analysis by Group Type and Engineering Discipline - Narrative Summary

Group Type - Question 5

Emergent Themes	Incidences of Occurrence (%)	Overall Impression	Registrars	Professional Bodies	Heads of Faculty	Heads of Department	Staff	Management
Embed EI ACC process into PR process	26							
Embed PR process into EI ACC process	39							
Unsure - Integrate both processes	34							

Exceptionally/Very Positive perspective	Registrars = Registrars in IoT's
Positive perspective	Professional Bodies = Registrar/Head of Education in EI/SCSI
Mixed perspectives	Heads of Faculty = Heads of Faculty/School in IoT's
No perspective expressed	Heads of Department = Heads of Department in IoT's
	Staff = Lecturing staff in IoT's
	Management = Combined views of Registrars, HoF's and HoD

Engineering Discipline - Question 5

Emergent Themes	Incidences of Occurrence (%)	Mechanical/Electrical Engineering			Civil Engineering		
		HoF	HoD	Staff	HoF	HoD	Staff
Embed EI ACC process into PR process	26						
Embed PR process into EI ACC process	39						
Unsure - Integrate both processes	34						

Question 5 - Responses Outside of the Emergent Themes		
Both parties should work to arrive at a process that meets the needs of all stakeholders		
Discussion and collaboration needed between HEI's QQI and EI		
Integrated process - change needed for both processes combined into a new process format/design		
Be mindful of how it is presented to staff and stakeholders		
Closer alignment most appropriate and needed by the HEI's		
Easier for EI ACC process to embed the PR process rather than the other way around		
Professional bodies to maintain their own version of accreditation so alignment is the most workable		
Continual Audit - two independent trained auditors avoids the vagaries and prejudices of untrained panel members and reduces costs		
Not fully aligned - establish the common ground and separate visits.		
Narrative		
Embed the Engineers Ireland Accreditation Process into the Programmatic Review Process		
Six of the twenty three round 3 research participants were of the opinion that the method of alignment/combination should be embedding the relevant parts of the Engineers Ireland accreditation process into the programmatic review process which is 26% of the participants interviewed. At least one participant from each group type mentioned this theme.		
Group Type		
Registrars	Mixed	1 out of 6 Registrars mentioned that the EI ACC process should be embedded into the PR process
Professional Body	Mixed	One out of the two Prof. Body representatives mentioned it
Heads of Faculty	Mixed	1 out of 4 Heads of Faculty/School mentioned it
Heads of Department	Mixed	2 out of 6 Heads of Department mentioned it
Staff	Mixed	One out of five academic staff mentioned it
Management	Mixed	Four out of 16 management staff mentioned it
Four of the Managers (Registrars, Heads of Faculty/School and Heads of Department) suggested that the EI ACC process should be embedded into the PR process.		
One of the Professional Body representative are supportive of this view.		
Only one academic staff member supported this theme.		

Engineering Discipline		
Mechanical/Electrical Engineers - HoF	Mixed	One of the two Heads of Faculty mentioned that EI ACC should embed into PR
Mechanical/Electrical Engineers - HoD	Mixed	One of the three Heads of Department mentioned it
Mechanical/Electrical Engineers - Staff	Mixed	One of the two academic staff mentioned it
Civil Engineering - Heads of Faculty/School	No View Expressed	Neither Head of Faculty agreed
Civil Engineering - Heads of Department	Mixed	One of the three Heads of Department mentioned it
Civil Engineering - Academic Staff	No View Expressed	None of the three academic staff mentioned it
Three of the seven Mechanical/Electrical engineers, evely split across the three levels, suggested that the EI ACC process be embedded into the PR process.		
Only one of the eight Civil engineers agreed with this theme and it was a Head of Department. This theme was more popular with the mechanical/electrical engineers than the civil engineers.		
Three of the ten Heads of Faculty/Department mentioned this theme, two are Heads of Department, one per engineering discipline.		
It is less of a concern for academic staff.		
Embed the Programmatic Review Process in the Engineers Ireland Accreditation Process		
Nine of the twenty three round 3 participants suggested that the programmatic review process should be embedded into the Engineers Ireland Accreditation process which is 39% of the participants interviewed. This was a concern for some categories of staff more than others, mainly the Registrars and Heads of Department.		
Group Type		
Registrars	Positive	3 out of 6 Registrars suggested that the PR process should be embedded into the EI ACC process
Professional Body	No View Expressed	Neither of the two Prof. Body representatives mentioned it
Heads of Faculty	Mixed	One out of 4 Heads of Faculty/School mentioned it
Heads of Department	Very Positive	Four of the six Heads of Department mentioned it
Staff	Mixed	One out of five academic staff mentioned it
Management	Positive	8 out of 16 management staff mentioned it
Half the management group (Registrars, Heads of Faculty/School and Heads of Department) advocated for the programmatic review to be embedded into the EI ACC process, mainly the Heads of Department and Registrars. The Professional Body representatives did not support this theme which is significant!		
Only one academic staff member mentioned this theme.		

Engineering Discipline		
Mechanical/Electrical Engineers - HoF	Mixed	One of the two HoF's suggested that the PR process be embedded into the EI ACC process
Mechanical/Electrical Engineers - HoD	Positive	Two of the three Heads of Department mentioned it
Mechanical/Electrical Engineers - Staff	No View Expressed	None of the academic staff mentioned it
Civil Engineering - Heads of Faculty/School	No View Expressed	Neither Head of Faculty mentioned it
Civil Engineering - Heads of Department	Positive	Two of the three Head of Department mentioned it
Civil Engineering - Academic Staff	Mixed	One of the three academic staff mentioned it
Three of the seven Mechanical/Electrical engineers, mainly HoD's, suggested that the PR process should be embedded into the EI ACC process.		
Three of the eight Civil Engineers agreed, mainly Heads of Department. Across both engineering discipline areas, the Heads of Department are the strongest		
advocators for this theme. Other than the professional body representatives, all other group types had a member who supported this theme.		
Only one of the five academic staff mentioned this theme who was a civil engineer.		
Five of the ten Heads of Faculty/Department mentioned this theme, four of whom were Heads of Department, evenly split across the engineering disciplines.		
Integrate Both Processes		
Eight of the twenty three round 3 participants suggested that both processes need to be integrated in some way which is 30% of the participants interviewed.		
This theme had members from all group types except the Heads of Department.		
Group Type		
Registrars	Mixed	2 out of 6 Registrars mentioned that both processes should be integrated in some way
Professional Body	Mixed	One of the Prof. Body representatives mentioned it
Heads of Faculty	Positive	Two of the four Heads of Faculty/School mentioned it
Heads of Department	No View Expressed	None of the Heads of Department mentioned it
Staff	Positive	Three of the five academic staff mentioned it
Management	Mixed	Four out of 16 management staff mentioned it
Four of the Management (Registrars, Heads of Faculty/School and Heads of Department), two registrars and two heads of faculty, suggested that both processes		
should be integrated in some way. The Engineers Ireland representative agreed.		
The majority of Academic staff supported this theme.		

Engineering Discipline		
Mechanical/Electrical Engineers - HoF	No View Expressed	No HoF mentioned that both processes should be integrated
Mechanical/Electrical Engineers - HoD	No View Expressed	None of the three Heads of Department mentioned it
Mechanical/Electrical Engineers - Staff	Mixed	One of the two academic staff mentioned it
Civil Engineering - Heads of Faculty/School	Very Positive	Both Heads of Faculty mentioned it
Civil Engineering - Heads of Department	No View Expressed	None of the three Heads of Department mentioned it
Civil Engineering - Lecturing Staff	Positive	Two of the three academic staff mentioned it
Only one of the seven Mechanical/Electrical engineers, academic staff member, suggested that both processes should be integrated.		
Four of the eight Civil Engineers have mentioned it and that was the Heads of School and academic staff. This theme resonated more with the civil engineers.		
Two of the ten Heads of Faculty/Department mentioned the theme, both civil engineering Heads of Faculty.		
The majority of the academic staff supported this theme from both engineering disciplines.		
Outliers		
The method of alignment/combination of the processes has caused the most division amongst the research participants throughout the three stages of the research		
and this is reflected here also. Both the HEI and the professional bodies should work to arrive at a process that meets the needs of all stakeholders. Therefore,		
discussion and collaboration is needed between the HEI's, QQI and the professional bodies (EI). Closer alignment is most appropriate and needed by the HEI's. Be		
mindful of how it would be presented to staff and other stakeholders.		
Many participants suggested change was needed for both processes into some form of combined integrated process. Some suggested that it is easier for the EI ACC		
process to embed the PR process rather than the other way around. However, professional bodies will wish to maintain their own version of accreditation so		
alignment is the most workable and if not full aligned, then establish the common ground and separate visits. Another suggestion by one participant was for a		
system of continual audit, on an annual basis, where two independent trained auditors would assess the programmes. This would avoid the vagaries and prejudices		
of untrained panel members and reduce costs.		

Round 3 Analysis - Narrative Summary of Themes including Group Type and Engineering Discipline

Question	Emergent Theme	Incidence (%)	Narrative Summary
2	Accreditation should remain voluntary	56	There is very strong agreement that the seeking of accreditation for engineering programmes should remain voluntary. In particular, the Registrars, Heads of Faculty and Heads of Department expressed this view. Not as much a concern for academic staff.
	Accreditation should be mandatory for programmes with B.Eng. awards	26	Six of the participants mentioned that accreditation should be mandatory for programmes with B.Eng. awards. Academic staff are strongly in favour of this theme but only one in ten Heads of Faculty/Heads of Department mentions it.
	HEI's decision whether to apply for accreditation	17	Four of the participants mentioned that it is the HEI's decision whether to apply for accreditation or not. This theme is not mentioned by Heads of Department, academic staff or the professional body representatives but resonated only at Registrar and Head of Faculty management level.
3	A review cycle of five years is appropriate	96	There is almost complete agreement that an aligned/combined process review cycle of five years is appropriate. One Head of Faculty suggested annual reporting would be a better option. This theme is fully supported by all group types and engineering disciplines.
	A review cycle of five years aligns with programmatic review	26	Six of the participants mentioned that a review period of five years aligns well with the programmatic review process. This theme resonated with the Registrars but not with the Heads of Faculty or Heads of Department.
	Continual Annual Reporting Option	30	Seven of the participants mentioned (some when responding to other questions) that annual reporting would be worthwhile as Industry is moving quickly. The suggested mechanism for this should be a continual (annual) audit using interim in-house reports (annual reports to Academic Council). This theme resonated with the Heads of Faculty and one of the professional body representatives mainly but all group types were represented. The theme was more popular with mechanical/electrical engineers than civil engineers.
	HEI's, QQI, and EI need to communicate and collaborate	26	Six of the participants mentioned that on-going communication, commitment, discussion and collaboration between HEI's, QQI and EI is necessary to make this work. Communication between Academic Councils and professional body Accreditation Boards was also mentioned. This theme was mentioned by all group types except professional bodies but by a small percentage of participants in each group type. This theme was more popular with mechanical/electrical engineers than civil engineers.

Question	Emergent Theme	Incidence (%)	Narrative Summary
4a	It is practical to have the unique parts of the programmatic review process included in the EI ACC process	87	There is very strong agreement that the unique parts of the programmatic review process could be incorporated into the EI accreditation process. Only one Head of Department and two academic staff did not support this theme which resonated strongly across all group types and engineering disciplines, especially at Head of Faculty/Heads of Department levels.
	Integrate both processes into a new process	34	Eight of the participants mentioned that both processes should be integrated into a new process. This theme resonated mainly with the Registrars but one member of each group type supported it and the theme was evenly distributed across the engineering disciplines.
	Design a robust new process with careful mapping	39	Nine of the participants suggested that a robust new design of an aligned/combined process is needed. Some imagination would be required in the design of the new process and careful mapping would be necessary. It was proposed that the revised process should be piloted in a few HEI's initially. This theme resonated mainly with Registrars and staff and was supported by more civil engineers than mechanical/electrical engineers.
	Programmatic review is prospective and the Engineers Ireland Accreditation process is retrospective	30	Seven of the participants mentioned that the programmatic review process is prospective (forward facing for the next five years) and that the Engineers Ireland accreditation process is retrospective (using evidence from the previous five years). Aligning/combining the processes may bring both lenses together (forward facing and backward looking) but this will need careful consideration. A small number of each group type, except the professional body representatives, supported this theme and it was more popular with the civil engineers than the mechanical/electrical engineers.
	Lots of overlaps and common material	8	Two of the participants mentioned that there is a lot of overlaps between the processes and considerable amounts of common material/information sought. This was mentioned by both the professional body representatives only but is significant because of that!
4b	The entire evidence review should be part of the combined process	83	There is strong agreement that the entire evidence review should be part of the combined process. All group types had members who expressed this view, especially the managers and staff. This theme was supported evenly between the engineering disciplines.
	The evidence review is a fundamental part and strength of the Engineers Ireland accreditation process	26	Six of the participants mentioned that the evidence review is a fundamental part and strength of the Engineers Ireland accreditation process and is missing from the programmatic review process. A small number from each group type expressed this view. This theme was popular with the civil engineers but was not mentioned by the mechanical/ electrical engineers.

Question	Emergent Theme	Incidence (%)	Narrative Summary
4c	Can have two independent process outcomes - validation and accreditation	91	There is almost complete agreement that there can be two independent process outcomes (validation and accreditation) from an aligned/combined process. Only one Registrar and one Head of Faculty did not express this view. Evenly balanced across the engineering disciplines.
	Either validation or accreditation may not be awarded to a programme	26	Six of the participants mentioned that validation or accreditation may not be awarded to a programme. This was mentioned by the Registrars and Heads of Department but not by the professional body representatives or Heads of Faculty. This theme resonated more with the mechanical/electrical engineers than the civil engineers.
	The site visit report could be in two or three sections	34	Eight of the participants suggested that the site visit report could be clearly segregated into two or three sections. The first section could hold the issues of common interest, the second section could house the programmatic review specific objectives and the third section could house the Engineers Ireland accreditation review and report. This theme resonated for all group types with the exception of the profesisonal body representatives and for all engineering disciplines. Academic staff are in favour of this theme.
4d	One site visit collaborative report - one process combined scenario	60	There is general agreement (14 participants) that, for the combined process scenario, a single site visit collaborative report would be appropriate. The Registrars, Heads of Faculty and academic staff were more strongly in favour of this theme but the professional body representatives did not support it. Civil engineers also more in favour of this theme than the mechanical/electrical engineers.
	Two separate reports - aligned or combined - different reporting areas, criteria and emphasis	40	Nine of the participants mentioned there should be two separate reports whether aligned or combined as the reports go in different directions to different reporting areas, have different validation/accreditation criteria and different emphasis in process implementation. All the participants selected one or other of the two options. Hence the 60/40 split. A number of staff from each group type and engineering discipline expressed this view. Both professional body representatives supported this theme which is highly significant in this instance.
4e	Extend the site visit duration	87	There is very strong agreement that the site visit could be extended for an aligned/ combined process. None of the participants disagreed with this theme and all group types supported it. This theme was evenly distributed across the engineering disciplines.

Question	Emergent Theme	Incidence (%)	Narrative Summary
4e Continued	Limit the duration to between 2 - 2.5 days as there are a lot of overlaps	65	Fifteen of the participants suggested that the duration of the site visit should be limited to between 2-2.5 days. There was general agreement across all group types except for the Registrars. This theme was evenly supported by all the engineering disciplines.
	The site visit duration depends on the process objectives and needs which is a logistical issue	34	Eight of the participants mentioned that the duration of the site visit will be determined by the process needs and objectives which is a logistical issue. This was mentioned by more Registrars that other group types but not mentioned by the professional body representatives. Support for this theme varied across the engineering disciplines but were in small numbers.
4f	One set of documents for the aligned / combined process	96	There is almost complete agreement across all the participants (22 out of 23) that the Higher Education Institutions should produce only one set of documents which would cater for both processes. Only one member of the mechanical/electrical academic staff did not support this theme.
4g	The aligned/combined process could be a template for other professional bodies in the engineering and construction sphere	80	There is very strong agreement (18 participants) that the aligned/combined process could be a template for other professional bodies in the engineering and construction sphere. All group types had members who agreed with this theme although Heads of Department were less supportive. This theme resonated more with the civil engineers than the mechanical/electrical engineers. Academic staff fully supported this theme.
	Adapt the process to suit the professional body requirements	39	Nine of the participants mentioned that the new process could be adapted to suit other professional body requirements. A small number of staff from each group expresssed this view with a slightly higher proportion of Heads of Department and Registrars supporting this theme which is reasonably evenly supported across the engineering disciplines.
5	Embed the Engineers Ireland accreditation process into the programmatic review process	26	Six of the participants were of the opinion that the method of alignment/combination should involve embedding the relevant parts of the Engineers Ireland accreditation process into the programmatic review process. At least one participant from each group type mentioned this theme which was more strongly supported by mechanical/electrical engineers than civil engineers.
	Embed the programmatic review process into the Engineers Ireland accreditation process	39	Nine of the participants suggested that the method of alignment/combination should involve embedding the relevant parts of the programmatic review process into the Engineers Ireland accreditation process (mainly the Heads of Department and Registrars). The professional body representatives did not support this theme which is significant. Across the engineering disciplines, the Heads of Department are the strongest advocators.

Question	Emergent Theme	Incidence (%)	Narrative Summary
5	Integrate both processes	34	Eight of the participants suggested that both processes need to be integrated in some way.
Continued			This theme had participants from all group types except Heads of Department. One
			professional body representative also supported it. This theme resonated more with the
			civil engineers, especially the civil engineering academic staff and Heads of Faculty.
6	Non-standard entry to programmes	91	There is almost complete agreement amongst the participants that non-standard enty to
	should not affect accreditation		programmes should not affect their ability to gain professional body accreditation. Only
			two Heads of Department did not mention this theme, one from each of the engineering
			disciplines
	Judgement should only be on the basis	52	Twelve of the participants mentioned that the studnt achievement of learning outcomes
	of student achievement of learning		should be the only judgement in allowing advanced entry to programmes. The Registrars
	outcomes		and Heads of Department were particularly supportive of this theme but the professional
			body representatives did not mention it. There was similar support distribution across the
			engineering disciplines for this theme.
	Make the Recognition of Prior Learning	43	Ten of the participants mentioned that the recognition of prior learning process could be
	(RPL) more engineering focused,		more engineering focused and robust. At least one member from each group type
	relevant and robust		supported this theme especially the academic staff and Registrars. This theme resonated
			more with the mechanical/electrical engineers than the civil engineers.
7	Absolute rationale to have this	17	
	conversation		
	Consistency in Panel training and	13	
	competency		
	Engineers Ireland Accreditation process	8	
	major items are the evidence review,		
	programme outcome achievement and		
	an independent panel report		
	Processes to occur in the same	8	
	timeframe is critical for success		
	The validation process is no longer QQI	4	
	but now is a HEI process		

Appendix AB

Round Three Research Outcomes

PhD - Round 3 Outcomes

Theme	General Agreement	Unresolved Issues
QA Process Overview	Both PR and EI ACC are necessary parts of an engineering	
	programme development cycle	
	HEI checking the validity, currency and relevance of programmes	
	Student qualifications should be recognised abroad	
	Both processes have different drivers, motivations & stakeholders	
	Ensure reflection on programme content and how it is delivered	
	PR process is strategic direction focused	
	EI ACC process focuses on maintaining professional standards	
	Depth of analysis is broader in the PR process	
Mandatory or Voluntary		The EI ACC process should remain voluntary (not imposed)
EI Accreditation	A mandatory EI ACC process would remove confusion as to which	
	programmes are accredited by EI	
	Combining into a single process would make EI ACC mandatory	
Prospective and	PR is a prospective process with emphasis on programme forward	
Retrospective	planning for the next five years	
	EI ACC is a retrospective programme asssessment process based on	
	evidence from the previous five years	
	Aligning/Combining the two processes could provide a strong link	
	between past performance and future plans	
QA Review Cycles	Synchronising of the review cycles can be achieved - same review	
	period for both processes	
	One combined comprehensive review (aligned or combined)	
	including professional accreditation every 5 years	
	An interim sub-review may ne needed for some technology areas	
	Aligning/Combining depends on the review period being 5 / 6 years	
	An aligned/combined process should require less frequent staff	
	and stakeholder buy-in	

Theme	General Agreement	Unresolved Issues
Similarities and its Affect on Workload	There is a lot of cross-over between the two processes	
	Hugh workload which takes an inordinate amount of time and effort	
Validation and Accreditation Objectives	Objectives do not coincide at present for the two processes	
	Similar objectives generates considerable overlaps in execution of the processes	
	QQI Engineering Award Standards and EI Accreditaiton Criteria need to be aligned	
	One collaborative process needs to be agreed between QQI, EI & HEI	
Programmes not Accredited by Engineers Ireland	Not all programmes in Schools of Engineering go forward for EI ACC	
	Some engineering/construction programmes are accredited by other professional bodies	
	New programmes must wait 3/4 years to have sufficient graduates	
	Non-standard entry to programmes can limit programme accreditation	
	Different categories of ACC recognition. A programme may be validated to one NFQ level and accredited to 1 of 3 prof. titles	
Panel Membership	Consistency in member competency could be improved with training	
	Revised process - panel constitute to meet needs of both processes	
	Some panel members would be needed for both processes but some could just do the evidence review	
Revised Process - Align or Combine?	Revised process - greater compatility between professional and academic engineering education	
	A process should be agreed between the HEI's, QQI and EI	
	The evidence review should be included in the revised process	
	Significant parts of one process can be transferred into the other	
		Run processes simultaneously and keep them separate - one panel reviews future plans and other panels conduct the evidence reviews
	Revised process - reduce quantity of work for EI ACC panel	
	Chairs of EI ACC panels could sit on the PR panel	

Theme	General Agreement	Unresolved Issues
Revised Process -	Appropriate to have two QA outcomes - Validation & Accreditation	
Independence of the QA	Single process leading to a single outcome. The programme to be	
Outcomes (Validation &	reviewed academically and professionally	
Accreditation) theme	One process but two outcomes. Validation automatically leads to	
	accreditation	
	Two process outcomes independent - aligning the two processes	
	while maintaining separate outcomes	
Advantages to Aligning/	There are advantages to aligning/combining the two processes	
Combining the two QA	Aligning/Combining could reduce the amount of review activity	
processes	Aligning/Combining could achieve efficiency in time, effort,	
	documentation and workload	
	Revised process could examine programmes at the same time	
	Revised process could unlock more time for staff	
Disadvantages to	There are disadvantages to aligning/combining the two processes	
Aligning/Combining the	Agreement between QQI and EI is important	
two QA Processes	Engineers Ireland have entitlement to their own ACC process and	
	must demonstrate independence to their international partners	
	Revised process not suitable for other professional bodies and their	
	partnerships	
	Possibility of losing the benefits of the evidence review if it is scaled	
	back to suit the PR process	
	Answering to two masters may require Panel member guidance	
Barriers to Aligning/	There are barriers to combining/aligning the two processes	
Combining the two QA	Some changes are needed to both processes	
processes	Evidence review not currently compatible with the PR process	
	Agreed Protocols on the documents & timing of the evidence review	
	Interviews with employers is programme specific in EI ACC process	
	Some programmes accredit to more than one professional body	

Theme	General Agreement	Unresolved Issues
Method of Alignment/		Aligned - EI ACC process embedded in the PR process
Combination of the two		Aligned - PR process is embedded in the EI ACC process
QA processes	Combined - Integrate both processes into a single process	
	Incorporate the unique parts of the EI ACC process into the PR	
	process. Create a time slot for the evidence review and interviews	
	Multiple professional bodies could attend in the EI ACC time slot	
Revised Process - Agenda	Agenda for PR set by the HEI's Academic Council	
	Agenda for EI ACC process set by the EI Accreditation Board	
	Sequence the site visit agenda to suit the objectives of the processes	
	Aligned process includes self-evaluation, mapping to QQI and EI	
	standards and criteria, evidence gathering and site visit	
	Additional time may be required to include the needs of both	
	processes	
Responsibilities of	PR - HEI Academic Council and Registrar's office	
Stakeholders in the	EI ACC - EI ACC Board and EI Registrar's office	
Revised Process	Shared responsibility between the HEI Registrar and EI Registrar	
	Agree clear protocols for responsibility and approval. Embed in QA	
	Framework	
	Revised process - Joint Overseeing Group needed for changes and	
	decisions	
Revised Process -	Liaison between organisations managed by Head of Faculty/School	
Communication	Clear protocols on liaison, report generation, report sign-off and	
Management	confidential issues	
	Combined scenario - one single report could be produced	
		Aligned scenario - two separate reports within the same timeframe
		EI ACC report when signed off added to the PR report for approval
	Revised process - EI ACC reports would be published	