CRITERION 1: PROGRAMME EDUCATIONAL OBJECTIVES

Q: We have received comments on PEO which sounds similar to PO in the past EAC visit. However, after checking with our counterpart in other Engineering programme whom sharing similar PEO and PO there were no similar comments for their accreditation. Thus, even after some proposal to revise the PEO the other engineering programmes propose to retain the same PEO since they do not get any comments. It's a little confusing especially with the current EAC Standard 2020. So is it possible for us to retain the PEO and just revise the performance indicators?

A: Programme shall address issues highlighted for their programme independently from any other programme. However, IHL may highlight inconsistencies between EAC panels' comments during the rebuttal process. It is true that PEOs shall be differentiated from POs. PEOs are specific goals consistent with the mission and vision of the IHL, are responsive to the expressed interest of programme stakeholders, and describe the expected achievements of graduates in their career and professional life a few (3 to 5) years after graduation. On the other hand, POs describe what students are expected to know and be able to perform or attain by the time of graduation. These relate to the skills, knowledge, and behaviour that students acquire through the programme. It is imperative that IHLs are clear on the difference between POs and PEOs such that the PEOs are not repeating the POs.

CRITERION 2: PROGRAMME OUTCOMES

Q: PO1 is a 'CPS' type of PO, but specifically states the need to cover WK1 to WK4, while according to the attributes listed by the IEA, CPS encompasses WP1 + (WP2-WP7). WP1 covers WK3, WK4, WK5, WK6, WK8. Can the panels kindly share their thoughts on this?

A: While PO1 is expected to be covered by courses that fall under WK1-WK4, the focus of WPS shall be for courses under WK3 and WK4, since WP1 which is a compulsory characteristic of CPS is linked to WK3, WK4, WK5, WK6 or WK8.

Q: For the "minimum 30 SLT credit units shall be allocated for practice-oriented components in the technical and specialist area.", our SAR should have a detailed table to show the number of SLT credit units contributed by each related subject to this minimum total 30 SLU CU, right?

A: The ETAC Standard for Engineering Technician Education stipulated 'Minimum 90 SLT* credit units. At least 60 SLT credit units shall be engineering or engineering technology courses, of which a minimum 30 SLT credit units shall be allocated for

No mention of WK1 and WK2 is made. Courses under WK1 and WK2 are however still relevant for PO1 even though that may not be used to solve CPS.	practice-oriented components in the technical and specialist area'. The programme, therefore, needs to ensure that it has covered a minimum of 30 SLT for practice-oriented components in the technical and specialist area. The Student Learning Time (SLT) is contributed by the dependent and independent learning related to the relevant courses and shall be detailed out accordingly in whatever suitable format or presentation.
Q: There is concern that with EAC Standard 2020, more focus is given on complex engineering problem & complex engineering activities in the programme. Will it be any standard guide on this that we need to have any specific/minimum percentage of subjects in the programme must cater for these? A: It is not true that only EAC Standard 2020 emphasised CPS and CEA. CPS and CEA have always been emphasised in the earlier EAC Manuals. Regarding specific/minimum percentage of subjects in the programme must cater for these, the answer is that EAC is not prescriptive about this. It is up to the programme to come up with own implementation model, as long as the students can develop the ability to solve CPS and be involved in CEA during their overall learning experience in the programme. Logically, CPS and CEA should be emphasised especially to the senior year students.	

Q: My department is expecting accreditation visit in March 2020, however it was postponed due to MCO, we would expect the visit in 2021, should we follow 2017 Manual or 2020 Standard for such a case? A: When a new or revised version of the Standard is introduced and set for implementation at a specific date by the EAC, all programmes are subject to the new or revised criteria. It is, however understandable that IHLs may require some time to close the gaps that arise from the changes made. In general, a reasonable transition period can be considered. Regarding the accreditation visit and criteria set for the evaluation, here is the explanation: a. For a new programme or new-cycle accreditation, the Standard implemented at the time of the accreditation visit is applicable, with the understanding that IHLs require a reasonable transition period to fully adapt to the new Standard. The programme shall, however, prepare a gap analysis and closing the gap action plan with proper timelines. b. For interim or continuing accreditation, the extension of the accreditation period will be based on the closing of the earlier identified concerns (minor or major). The panel may also highlight new observations that may include any departures from the old or current Standard. If the programme has violated any of the clauses of the imposed EAC Manual during the last accreditation visit, e.g. failure to meet any of the Qualifying Requirements	

which had earlier on been satisfied, the EAC will not extend or cease the current accreditation.	
Q: WP3 can only be achieved if OE lab sheet are multiple. But if only one lab sheet can WP3 still achieved? A: WP3 (no obvious solution and require abstract thinking, originality in analysis to formulate suitable) is not correlated to the number of lab sheet. Problem with variable parameters can be the basis of the assessment for OEL conduct.	

CRITERION 3: ACADEMIC CURRICULUM	
Q: Regarding to open ended lab (OEL), can the students work on small projects which required critical review rather than lab work? A: OEL is laboratory related work or exercises to be experienced by students, and they serve a specific purpose. Projects without laboratory works cannot merely replace laboratory works even though OEL may have the same final goals of developing critical thinking and other related outcomes in students. Small projects may be used to introduce OEL to students.	Q: Can a 3-year degree programme applied for ETAC? A: The minimum study duration for Bachelor in Engineering Technology is 4 years. Thus, a 3-year degree programme is not acceptable.

Q: Is there any minimum SLT requirement for specialisation subjects? A: Like any other courses, the EAC Standard does not prescribe any specific SLT requirement for specialisation subjects or elective courses.	Q: The minimum no of years for the Technician programme is 2.5years-ETeA.There is a requirement for submission for information on lecturers/ student distribution for the last 3 years-shouldn't it be 2.5 years(min) also? A: The information on number of lecturers for the past 3 years has nothing to do with the duration of study. What ETeAC want to know is the IHL has enough lecturers to conduct the programme consistently.
Q: For internship during this pandemic COVID-19, what is the stand from EAC in term of online internship implementation. Will they be allowed to work from home or not physically present at the company? Will it be considered meeting the requirement of Industrial Training in an 'Engineering Practicing Environment'? A: Guiding Principle 3.2 - All students who are currently undergoing IT during term holiday with one (1) semester prior to graduation; and halted due to the Movement Control Order (MCO), can continue the remaining IT exposure after the completion of the said final semester. This is only applicable to the existing cohort who is affected by COVID-19. Should the IHL finds difficulty in placing students for internship, the students may delay their internship accordingly. Proper documentation and internal QMS must be evident and will be shared in the subsequent SAR for upcoming NC/C accreditation visit.	Q: Academic Curriculum, 2.5 years (Diploma)-does it inclusive of Industrial Training? A: Yes

WFH is an option that can be considered to fulfil the intended purpose, nevertheless, IHL must ensure that affected intern will attain the intended programme outcomes accordingly. In reality, the Engineering Practicing Environment has now changed due to the pandemic.	
Q: The impact of pandemic, we convert the open-ended labs to concept design tasks instead of e-lab or simulation-based experiment, is it justifiable or acceptable? A: We are open to new ideas apart from those mentioned in the guidelines as long as the alternative approach does not impede the achievement of the COs significantly. There may be a need to review the COs that are affected by any change in delivery and assessment methods.	Q: If I had obtained advanced diploma in engineering and possess adequate working experience, can I register as engineering technologist? A: No. For the registration of Engineering Technologist, you have to have a Bachelor Degree in Engineering Technology.
Q: About complex problem-solving skill, can you give an example what is complex problem is since it is really subjective. A: Please refer to EAC Standard 2020, Appendix B (WP1-WP7). Three (3) attributes and above can be classified as Complex Problem Solving.	Q: Students' SLT: Is there any specific guideline for practical f2f equivalent credit hours? Eg. 2hours/week of f2f lab is equivalent to 1 credit hour course. A: The EAC/ETAC/EteAC Standard is not prescriptive on how to calculate the total SLT. No specific guideline on this is provided. The SLT calculation should be calculated based on the amount of time students spend in the lecture, tutorial, laboratory sessions, project work, problem-based learning, e-learning modules, discovery learning, and coursework projects and independent study accordingly.

	One (1) SLT credit is equivalent to 40 hours of student involvement in all the learning activities that include face-to-face (f2f) as well as the non-face-to-face activities. Therefore to award, a two (2) hours/week (assuming a 14-week semester) of f2f lab would require associated one (1) hour/week of non-face-to-face activities so that the total learning hours (f2f and non-face-to-face activities) will amount to 40 hours in the semester. As long as the time allocated for the non-face-to-face activities is justified by the nature of the activities, EAC/ETAC has no problem with it. The MQA has given some guidelines as to the range for the associated hours of non-face-to-face activities to complement the various f2f activities.
Q: Due to the COVID-19 pandemic, how can the programme demonstrate the psychomotor component. Any flexibility? A: For courses that are specifically designed to ensure students achieve psychomotor or real hands-on abilities to handle practical tools, especially involving skills required for Engineering Technologist or Engineering Technician programme, it may not be possible to allow that flexibility, especially for laboratory courses that require extensive work in the laboratory working on machines and equipment. However, in certain circumstances, the hands-on skills may involve the use of simulation tools or some other modern tools related to PO5. In such a case, it is possible to allow some flexibility.	Q: For SLT credit calculations, as stated in guidelines from MQA, the calculations are based on 14-weeks offerings. How if programme be conducted in 17-weeks (more) and offrings in short semester block (9 weeks)? A: 40 notional hours for 1 credit was formulated based on the 14-week offerings for credit calculation for Malaysia. The formula (40 hours = 1 credit) is applied regardless of the duration of study week in a semester implemented by an IHL be it more (17 weeks) or less (9 weeks). The total SLT hours identified for a course would still be divided by 40 for the credit value calculation.

For Engineering programme, for example, the experiments may be converted to simulation-based/e-lab, etc. if they are not meant to develop high level psychomotor skills, but more of to reinforce the theory learnt in the classroom. If this cannot be done, these courses/experiments can be postponed to the coming semester or a special organised lab session when the pandemic is over.	
Q: Industrial training requirement has been increased from min 8 weeks to min 16 weeks, including conventional and WBL. Any minimum duration for conventional industrial training? Kindly elaborate what could be considered WBL. A: The minimum duration for conventional Industrial Training is 16 weeks. Work-Based Learning (WBL) is a teaching and learning approach done at industry premise. The advantage is that student will experience real industry learning environment during the learning period. There is no limitation to the subject/course that can be conducted using the WBL approach, as long as the curriculum delivery and assessment are properly planned with cooperation between IHL and the respective industry (usually there is some kind of agreement between these parties). For full detail of WBL, please refer to MQA guidelines to WBL.	Q: How to prepare the SLT calculation for internship of 16 weeks? A: Using the formula of 1 credit for every 2 weeks of internship which comes to 8 credits for 16 weeks training.

Q: With the current 4 broad areas of programme (Civil, Mechanical, Electrical & Chemical), suggest how programme provider can design the curriculum to ensure Graduate Engineer discipline be justified (especially in considering Electrical OR Electronics discipline). A: IHL can refer to Appendix B in EAC Standard 2020 to design their curriculum. In addition, it is also suggested that comprehensive benchmarking with local and international universities offering similar programme be conducted to ensure that courses offered is at par with other institution's practice.	Q: For SLT industrial training, if 16 weeks, can we count 5 credit hours in our curriculum? A: Conceptually it is allowable because credit given is less than the standard value. But in the interest of not short changing the students (in terms of the educational value and not from the financial aspect), the IHL is urged to follow the formula of 1 credit for every 2 weeks of industrial training. If IHLs would still want to award a lower credit value, it should not be too far from the value calculated based on the standard formula.
Q: Can we conduct industrial visit through online platform? A: The intention of industrial visit is to expose students to real engineering working environment. It is noted that with the advances in virtual reality, computing and IT technology, a virtual visit to the industry can be made possible from a computer. While this method is helpful to assist students in imagining the real working environment especially in a plant, the actual feeling to be on-site is not the same with the virtual visit. Thus it is imperative whenever possible, that actual industry visit is carried out to students. However, during COVID-19 period, the programme can still provide the exposure through the following methods: i. Lectures/talks by guest lecturers from industry. ii. Academic staff with industrial experience.	Q: Can we confirm that WBL has been taken out (deleted) in the new Manual? A: WBL is still part of the new Standard (refer to Section 8.3 of the ETAC and EteAC Standards and Section 6.3 of the EAC Standard) to allow for the wider option for teaching and learning methods. The content of the Standards on industrial training and WBL were reviewed and reorganised.

iii. Courses on professional ethics and code of conduct. iv. Industry-based project. v. Regular use of a logbook in which industrial experiences are recorded.	
Q: For a sub discipline (e.g. electronics), What is the minimum percentage to be covered from the broad areas (electrical) of the respective discipline? A: Please refer to BEM circular on the nomenclature of naming programme.	
Q: As mentioned, electronic has been under EE, I did not see any mechatronics term from Table Appendix B Section a) i. Can EAC explains in brief? A: The Mechatronics discipline is a combination of Mechanical and Electronics Engineering fields. Generally speaking, Mechatronics is under the main branch of Mechanical Engineering. The registration of graduates for Mechatronics programme is decided based on the inclination of the courses offered in the programme, whether it is electronics- or mechanical-biased.	Q: Due to the current COVID19 situation, how does EAC/ETAC consider online test and quizzes as replacement for real face to face test and quizzes? This is because online test and quizzes are indirectly not really secure as normal f2f evaluations. A: EAC/ETAC is not prescriptive on how IHL should carry out the assessments when the f2f assessments are not possible such as during the pandemic situation. Alternative assessments can be considered without compromising the outcome attainment. IHL must also ensure the integrity and authenticity of the assessments. Please refer to the EAC/ETAC guidelines on this matter.

Q: Where do we park the subjects that were under the 'areas' that have been removed if we are to submit our SAR this year? A: Please refer to Section 7.3 and Appendix B of the EAC Standard 2020 on the guidelines for the preparation of SAR. IHL has the liberty to include subjects that suits the related programme with due engagement from stakeholders and benchmarking exercise.	Q: Due to MCO and RMCO, current situation it is hard to find placement for the student in the industry for their industrial training. Is it possible to place the students in the house at the engineering department or office environment to simulate the real work experience. A: It is subjected to the nature of the engineering work to be assigned to students during their internship. IHL is responsible for ensuring that programme outcomes mapped to the course are attained satisfactorily. The internal QMS should verify the process accordingly. Please refer to the EAC/ETAC guidelines on this matter.
Q: "Significant number of laboratory works shall be open-ended with clear COs and POs" - can speakers explain more on "significant number", how to judge if the programme had enough open-ended labs? A: The word significant had been included in the EAC Standard 2020 to ensure IHL have sufficient number of OELs to make them significant. In the past, since the word 'significant' was not mentioned in the EAC Manual, some programmes had only introduced too few laboratory exercises that are OELs.	

Q: Final Exam during COVID-19 Pandemic. Please provide operation definition of Final Exam as compared to Continuous Assessment. It has become blurred in current practices on assessments during the MCO period as some universities are conducting project-based assignment (asynchronous) as Final Examination. Can a Final Exam duration span for 4 weeks to give ample time for students to submit in the case of project-based Final Examination (if this is allowed) or open-ended type questions? A: All programmes shall be managed by a well established internal QMS. Programmes are given the flexibility to conduct alternative assessments. The EAC/ETAC Guiding Principle has provided some highlights into this matter.	
Q: Previously open ended was defined differently. Open ended need to have a open problem, open approach, open solution. The definition of open-ended was distinguished/differentiated from complex. A: Open-Ended Lab (OEL) addresses particularly WP3 (depth of analysis) of the CPS whereby there is no obvious solution. Students can come up with different solutions through different approaches and need to make justification for their choice. The way the student can use research-based knowledge (WK8), i.e., depth of knowledge (WP1) and research methods in their work.	

Q: I've case where the person does not have proper degree (graduated from Somalia) but using his PhD received in Malaysia to apply for CEng. A: According to the Engineers Act 1967 (Revised 2015), academic staff who teach engineering courses must register with BEM as a Graduate Engineer. They are deemed to be providing engineering services. Those appointed without registration with BEM as a Graduate Engineer or Engineering Technologist can be prosecuted under the law as they are illegally providing professional engineering services. The ruling is also applicable to those with CEng or any other professional qualifications.	
Q: How about special or boutique programme such as Polymer Engineering. By name, it supposed to be under Chemical, however the structure is more towards mechanical. A: Programme structure and subjects offered for the programme will be evaluated by panel of assessors. Recommendation will be made to EAC Council for endorsement. The final decision for the registration of engineering discipline will be determined by BEM's Application committee when graduate submits their application for Graduate Engineer registration upon completion of their undergraduate degree.	

CRITERION 4: STUDENTS	
Q: Do EAC consider the entry through APEL (A) admission; and any consideration towards APEL (C) exemptions? A: In the ETAC and EteAC Standard 2020, APEL entry requirement is also included. IHL must establish a system for evaluation of transfer credit (for APEL C) and be the assessment centre (for APEL A). Where necessary, bridging programme could be provided prior to student enrolment to the programme.	Q: For the Industry Training, there is no Logbook and report required for diploma students? A: Logbook, report and presentation/interview usually form parts of the mechanism to monitor student performance during the industrial training. IHL may come up with innovative/alternative methods for students submission, as long as the students' achievement of the COs/POs can be assessed explicitly via proper assessment rubrics.
Q: Can a Malaysian engineering student who joined an American university (ABET) with SPM transfer horizontally to an EAC accredited programme in Malaysia? A: There is a provision in the EAC/ETAC/ETeAC Standards under the STUDENT criterion that allows horizontal Credit Transfer. Credit Transfer between accredited/recognised programmes of the same level, i.e. from Bachelor to Bachelor degree, or Diploma to Diploma. A maximum Credit Transfer of 50% of the total programme credits is allowed. Therefore, the transfer from an ABET-accredited programme to an EAC accredited programme is permissible.	Q: Regarding the practical learning, is the 50% practice oriented components totally removed? Is it any benefits if we continue remain the 50% practice oriented components in our syllabus? A: It is not true that the requirement of practice-oriented components has been removed from the ETAC and ETeAC Standards. The current Standards specify a minimum of 50 and 30 SLT credit units shall be allocated for practice-oriented components in the technical and specialist area, for the Engineering Technology and Engineering Technician programme, respectively.

	Q: Kindly explain the implied difference between Physical and Natural Sciences? (wrt entry requirements) A: Natural sciences are the term used by the International Engineering Alliance (IEA), where the word “natural” is used to differentiate it from the social sciences. The phrase “natural sciences” is the branch of science which deals with the physical world, e.g. physics, chemistry, biology. Hence the subject “General Science” offered by KPM at SPM level is also considered as a natural science subject.
	Q: Do ETAC consider any limits (capping) on student entry thru APEL A for admission? A: ETAC and EteAC Standards 2020 do not prescribe any quota or limit on the recruitment of APEL learners. IHL must ensure that its system for evaluation of APEL entry or credit transfer is in place.
	Q: Delaying of industrial training (IT), delays graduation of student and is unfair to the student. Can EAC/ETAC provide a viable solution to going through IT during MCO's? A: IHL is responsible for ensuring that Industrial Training is carried out appropriately by referring to the EAC/ETAC Guiding Principle during COVID-19 period. Most importantly, the Programme Outcomes mapped to the Industrial Training should nor be jeopardised.

CRITERION 5: ACADEMIC AND SUPPORT STAFF	
Q: At least 30% of the full time/ active academic staff are registered with the BEM as Professional Engineers or equivalent certification from any IPEA or APEC signatory. Please explain the reason (academic) for imposing 30% PE requirement. It somehow intrudes the autonomy of university in hiring their academics. A: As an accreditation body for Engineering programmes in Malaysia, it is the right of EAC to impose such a condition. The presence of several academic staff with professional qualification is significant for the development of engineering graduates. If this is considered intruding into the autonomy of university in hiring their academics, so will the other conditions imposed by the EAC.	Q: For the staff FTE calculations, are we still taking the base/ nominal hours (say 16 teaching hours) for ETAC staff:student ratio? A: Minimum requirement for staff for technician 6 and for technology 8. However IHL need to fulfill to the staff to student ratio, For Diploma 1:20 Technology 1:15 A2: The EAC/ETAC/ETeAC Standards specify that One Full-Time Equivalent Staff Member should normally have 15 contact hours (lecture/tutorial/lab supervision/student consultation) per week for full time equivalent staff calculation.
Q: For phasing out programme (1 year remaining), Do we have to fulfill 3 PEs Requirement? A: Yes	Q: The sharing of lecturers between different programmes is allowed. But this is only allowed in the calculation for staff-student ratio and NOT part of the minimum number for 8 full-time teaching staff, correct? A: Yes. IHL must ensure that the minimum number of teaching staff dedicated to a programme is fulfilled (6 for Diploma and 8 for Degree programme)

Q: It was stated just now that out of the minimum 8 staff, some staff may be focussed on non-engineering subjects. Does this mean that not all 8 staff need to be registered with BEM? Only those teaching engineering subjects to be registered with BEM? A: The EAC Standard 2020 stipulates that a viable engineering programme is expected to have a minimum of 8 full-time academic staff relevant to the particular engineering discipline. All academic staff teaching engineering subjects must be registered with BEM. Examples of 'relevant to the particular engineering discipline' is as follows: For an Electronic Engineering programme, lecturers with Physics qualification may be considered as relevant to the discipline of Electronic Engineering. Similarly, land surveying is relevant to the Civil Engineering programme, and therefore may be taught by an academic staff possessing related qualification. Another example is that an academic staff with Physics Civil Engineering Materials. An non-engineer academic staff is allowed to teach computer programming that is very much relevant to the Computer Engineering programme. The relevancy of the non-engineering academic staff may vary from discipline to discipline. Therefore, yes it is true that some staff may be focussed on non-engineering but relevant to engineering subjects. It is therefore not necessary (not eligible anyway) for them to be registered with the BEM as Graduate Engineers.	

Q: On page D7, 4.1 (a), it is still stated as Physical Sciences, not Natural Sciences. A: Correction – Natural Science is the right wordings.	
Q: As I understood previously that PEng from APEC is recognised (Example Ir. from Indonesia) and is considered. But with the revised EAC Standard 2020, does this can be counted as PEng requirement? A: Programme must show effort with the conversion to PE under route 3 as per the circular issued by BEM in Oct 2017. Refer to http://www.eac.org.my/web/document/circular%203pe.pdf	
Q: Do the Part-time Profesional Engineer staff counted in the 30% actively teaching staff? A: No.	
Q: Can a full time IR covers only 2 subjects per semester? Any requirements on the teaching hours? A: There is no problem about this as long as they are full-time academic staff, and not appointed on part-time basis. The IHL may allow some flexibilty for the professional engineers to practice in the profession.	

Q: How much time are we given to fulfill the requirement on the Ir, e.g. to have our staff with e.g. CEng to convert to PEng, bearing in mind that the conversion, or even fresh applications for PEng requires a certain duration of industrial experience, and the process itself takes time? A: The requirement to have 30% Professional Engineer registered with BEM must be fulfilled by 31 December 2020. Circular was sent out to the IHL back in 2016, and it was expected that all IHL took necessary action to meet the requirements (30% of academic staff serving engineering programme).	

CRITERION 7: QUALITY MANAGEMENT SYSTEM	
Q: Can we conduct EE via online visit due to this COVID-19 condition? A: Yes, it is possible. Documentations can be submitted online, and the assessment based on the documents by the EE can also be done desktop. Staff and students interview may be conducted online. In the event of restriction to conduct a physical visit to the facilities and laboratories, IHL may submit a video recording of the facilities, laboratories and laboratory staff to the EE for evaluation.	Q: Can IHL now consider to offer our BEng Tech programme in 3 years duration? A: No. The minimum duration of study for B. Eng. Tech. is 4 years after Foundation/ Matrics/STPM or other entrance qualification.

Q: Could you please share some more information on the guidelines for online examination? A: IHL has the full authority on the design and development of online examination and other online assessment. It is important that the PO tied to the online assessment be properly evaluated. IHL must also take precautionary measure to ensure the integrity of the online assessment be maintained.	
Q: For interim visit, is there any prior report to be submitted and if yes, any format? A: Submission of report for interim visit is similar to continuing visit. IHL must highlight previous concerns and action taken to close them.	
Q: What is the minimum number of IAPs should be appointed? A: A reasonable number shall be appointed as IAP members so that the role of the IAP can be effective and impactful in improving the programme, and that can also establish a meaningful strategic partnership between the programme and the industry. The norm of many IHLs is to appoint 3 or more IAP members. This is also to ensure there is enough quorum in the IAP meetings if some of the members are absent.	

Q: Would you think it is a better idea to have the External Examiner be appointed by an independent party instead of by the IHL itself? A: The appointment of an external examiner for a programme must be decided by the authority of an IHL.	

OTHERS
Q: Due to the pandemic situation, has Malaysia (EAC) come up with any guidelines to conduct Online (Virtual) Accreditation Process? If yes, could you please share your guidelines? A: The approved SOP is to include desktop review and video conference in ascertaining the evidences for Continuing Accreditation and Interim Report only. All New Programme and Deferred cases will require physical visits.
Q: Can panel advise for the program that going to submit the SAR report based on Manual 2017. What to expect when receiving the visit from EAC panel in Oct that might use standard 2020 for evaluation. Hope it is valid question. A: A gap analysis is expected.
Q: Do FYP or capstone projects solving the community's (not industry) related problem also considered as solving the complex engineering problem? Can we expand the capstone projects to get the students to implement the project for the community and then count it as their EIT? A: As long as the community-related problem is engineering related problems either in IDP or FYP, they are acceptable. Note that IDP and FYP are projects that summarise the learning from an engineering programme, and thus, the content of these projects is critical to determine attainment of POs.
Q: Can it be defined properly how WBL + Industrial Training SLT calculation. A: EAC/ETAC/ETeAC Standard provides basic guidelines to this calculation. In addition, IHL can also refer to MQA's WBL Guidelines.

Q: Open ended lab starting from year 1 semester 1? A: Any laboratories that is addressing PO1-PO7 will have to address WPs, thus making them open-ended.
Q: Does open-ended meant complex? A: The WP2-WP4 will make the problem open-ended and therefore fulfilling the WP characteristics.

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