



ECOSA

ENGINEERING COUNCIL OF SOUTH AFRICA



An Effective Regulator Assuring Engineering Excellence

Programme Self-Evaluation Documentation Requirements for Accreditation

E-12-REQ-P

REVISION 5: 23 October 2024

ENGINEERING COUNCIL OF SOUTH AFRICA

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QM-TEM-001 Rev 2 – ECSA Policy/Procedure

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DEFINITIONS

The definitions for terms used in the E-series policy documents are listed document E-01-POL.


ABBREVIATIONS

The abbreviations for terms used in the E-series policy documents are listed document E-01-POL.

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BACKGROUND

The illustration below defines the documents regarding the system of the Engineering Council of South Africa (ECSA) for the accreditation of programmes that meet the educational requirements of the professional categories. The illustration also locates the current document.

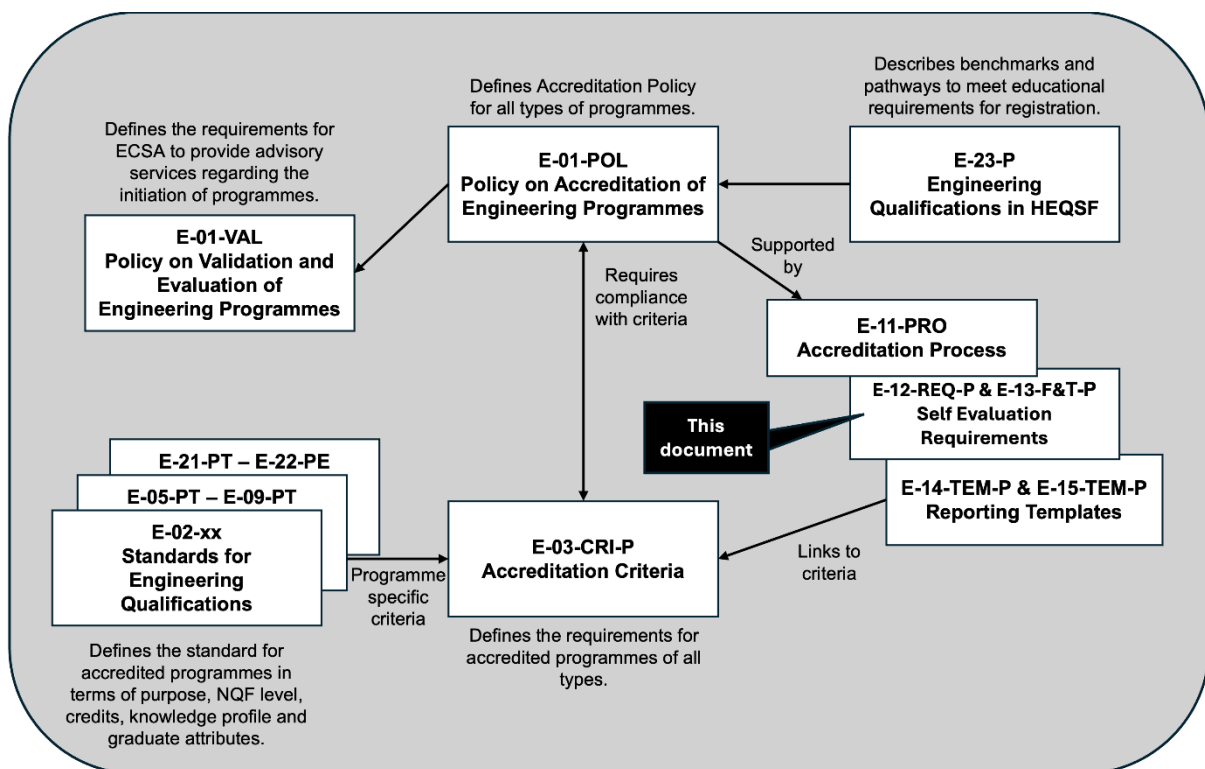



Figure 1: Documents defining the ECSA Accreditation System

1. POLICY STATEMENT

ECSA develops and operates a quality assurance system that leads to the accreditation of various engineering education programmes. The standards, criteria, policies and procedures that define the accreditation system are defined in this set of documents.

The accreditation system assures the public, students, employers, funders and other stakeholders that the programme fulfils its key purpose of providing the graduate with the

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educational foundation for engineering in a stated role at the professional level; and that the teaching, learning and assessment processes are effective.

2. PURPOSE OF THIS DOCUMENT

This document specifies the documentation regarding the responsibilities, timing, format and required content of the Self-Evaluation Report (SER) that must be submitted by the provider prior to an accreditation. These requirements apply to programmes contemplated in the accreditation criteria defined in document **E-03-CRI-P**.

The notation for various persons and bodies defined in document **E-11-PRO** is used in this document.

3. RELATED DOCUMENTS

Refer to document **E-01-POL** for a list of related documents, Definitions and Abbreviations, and the Background **Figure 1** above defining the ECSA Accreditation System.


4. ROLES AND RESPONSIBILITIES

Persons and committees who play key roles and carry important responsibilities in the accreditation process are identified below.

A	Accreditation
APL	Accreditation Panel Leader
ATC	Accreditation and Training Committee
ATL	Accreditation Team Leader
CEO	Chief Executive Officer
CH	Chairperson
CR	Consistency Reviewer
Dean	Dean of the Faculty in which the programme(s) is/are run
AT Manager	Accreditation and Training Manager/Statutory Services Business Unit
HOD	Person responsible for the programme within the provider
Rap	Rapporteur
TM	Team Member

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TR	Trainer
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5. RESPONSIBILITY

In arranging an accreditation, ECSA deals with a single point of contact in the provider, the Dean of the Faculty of Engineering or an officer with the full delegated authority of the Dean. The Dean is therefore responsible for ensuring that the necessary documentation is submitted to ECSA prior to the Accreditation. The Dean is required to identify the persons responsible for preparing the documentation regarding the individual Self-Evaluation Reports (SERs) and coordinating the detailed arrangements for each programme. ECSA's single point of contact is the Education Manager. Other points of contact closer to the accreditation are as defined in document **E-11-PRO**.

6. AVAILABILITY OF DOCUMENTATION

Documentation must reach ECSA's office not later than 6 weeks before the accreditation. ECSA reserves the right to cancel an accreditation if the documentation is not received in time.

Take note of the requirement stated in Section 10 below that documentation must be readily available during the accreditation. Failure to produce all documentation or undue delay may jeopardise a favourable Team recommendation.


The Head of the Department must ensure that academic staff have access to the documentation, since the Team may raise matters regarding the documentation during interviews.

7. SELF-EVALUATION DOCUMENTATION REQUIREMENTS OF THE PROGRAMME

The accreditation policy requires documentation as a prerequisite for an accreditation to take place and provides for cancellation of the accreditation should documentation not be submitted in time.

The following programme documentation is required to provide the accreditation team with the information needed to make the evaluation.

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- a) Initial information provided by the Dean at the start of planning, as specified in Section 7.1 of this document.
- b) Submission by the Dean, as specified in Section 8 of this document.
- c) A self-contained Self-Evaluation Report for each programme to be evaluated, as specified in Section 8 of this document.
- d) Appendix 1 for each programme as specified in Section 8.

Items (b), (c) and (d) must be submitted to ECSA at least 6 weeks prior to the accreditation.

The documents identified above must be submitted electronically. Preferably this will be via a download link but uploads to an ECSA server can be arranged.

7.1 Initial information to be submitted

When an accreditation is initiated, the Dean must submit the following information to ECSA for team selection and to determine the teams required, particularly for closely related programmes:


- A list of programmes that will be offered or are planned for the period of accreditation
- For each programme:
 - The department responsible for the programme
 - The person responsible for the programme
 - The curriculum showing the courses/modules, whether these are compulsory or elective, the credits allocated and the year/semester in which the programme is to be offered (the format for this information is defined in Programme Structure and Course/Module details Table in document **E-13-F&T-P**)
 - Major curriculum changes in progress or planned.

8. ACCREDITATION DOCUMENTATION

8.1 General

All required documents must be submitted electronically, preferably via download link. Documents may be uploaded to an ECSA server by arrangement.

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8.2 Submission by the Dean


Prior to each accreditation, the Dean of the Faculty is requested to prepare and submit a self-evaluation statement to ECSA that encompasses the following:

- (a) Strategic objectives of the provider and the faculty that is home to the engineering programmes, together with an assessment of the extent to which the programmes are consistent with institutional objectives. These should be drawn from the Faculty's business plan or other approved university documentation.
- (b) The Faculty's educational objectives and commitment to outcome-based programme objectives and student assessment.
- (c) The provider and Faculty policy and practice for quality assurance, continuous quality improvement of the programme and assessment of students.
- (d) Faculty finances, capital and operating costs both current and for the previous 4 years for: Staff, Operational Expenses, Equipment, Computing and Networking, Library, Travel and Research Funding. The process for obtaining and allocating funding must be described under the various headings.
- (e) Common facilities to support programmes.
- (f) Description of academic development programmes for engineering students.
- (g) Selection and admission of students in relation to the institution's equity and diversity plans.
- (h) Staff equity and diversity plans in relation to the institution's plans and the level of achievement by department/school.
- (i) Perceived strengths and weaknesses of the faculty, departments and programmes; and any other matters considered relevant.
- (j) High level summary of how exceptional circumstances or situations have been dealt with in the Institution to ensure that the programmes have continued to meet the standards i.e. student protests, pandemics, etc.

9. ACCREDITATION DOCUMENTATION: SELF-EVALUATION SUBMISSION FOR EACH PROGRAMME

Prior to each accreditation, the Head of Department is required to prepare and submit a Self-Evaluation Report to ECSA that captures the elements listed in Sections 9.1 to 9.6 below.

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These per-programme documentation requirements are primarily for a Regular Accreditation, an Interim Accreditation or a Final Accreditation.

- **Submissions for an Interim Report:** The Accreditation and Training Committee must specify the scope of the required documentation.
- **Submission for Provisional Accreditation:** The documentation must address all issues, detailing the entire curriculum and plans or commitments for stages not yet implemented at the time of submission.
- **Submissions for Validation, Initial Evaluation or Desktop Evaluation:** Items identified in Table 1 must be addressed.
- **For Validation or Initial Evaluation:** Items identified in Table 1 must be addressed at the planning level at the very least.
- **Regular Accreditation:** All documentation required as listed.


Table 1: Self-study documentation requirements

Type of Evaluation	Self-Evaluation: Sections of E-12-P to be completed							
	9.1	9.2	9.3	App	9.4	9.5	9.6	10
Validation	*		*	*	*	*	*	
Initial	*		*	*	*	*	*	-
Desktop	*	+	*	*	*	*	*	10.1,2,3,8
Key: *: Required, +: required for re-submission								

Major items of documentation not listed in Section 8.2 that are common to all programmes may be included in the Dean's documentation and cross-referenced in the programme documents. The Head of Department or Programme Coordinator designated by the Head of Department is responsible for the correctness and completeness of all documentation and this responsibility may not be delegated to other staff members.

Persons responsible for preparing the Self-Evaluation Report and related documentation must ensure that the documentation presents the evidence in a way that enables the Accreditation Team to evaluate the programme against the criteria in document **E-03-CRI-P** using the framework presented in document **E-14-TEM-P**.

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The headings in Section 9.1 may be used as section headings in the Self-Evaluation Report.


9.1 Programme identification and responsibility

- (a) Name of provider
- (b) Name of department
- (c) Full name and abbreviation of the qualification as defined in the provider's rules
- (d) The person responsible for the programme
- (e) Identify all pathways by which students may obtain the qualification, these may include:
 - Different sites of delivery
 - Modes of learning (contact/distance)
 - Access programmes,
 - Articulation of Franchise/Transfer arrangement

(If necessary, describe the pathways to the degree by means of a diagram.)

- (f) Programme design changes summary since the last accreditation.
Identify any major changes to the programme that have occurred since the last accreditation. Summarise under the below headings, giving dates of implementation and student cohorts affected:
 - Educational objectives, curriculum structure and content
 - Academic regulation changes implemented by the provider
 - Assessment of graduate attributes
 - Teaching, learning, assessment and quality assurance
 - Staff, students and other resources.
- (g) Programme design changes summary for the next accreditation cycle.
Describe plans for changes to the programme, outcomes, assessment and resources that will come into effect during the next accreditation cycle. For every change, *identify the cohort of students* that will graduate under each identified variant curriculum and the range of years over which graduates are expected. Summarise under the following headings:
 - Educational objectives, curriculum structure and content

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- Academic regulation changes to be implemented by the provider
- Assessment of exit-level outcomes or graduate attributes
- Teaching, learning, assessment and quality assurance
- Staff, students and other resources.

9.2 Follow-up on previous Accreditation

Depending on the previous accreditation decision the following may be required :

- **For an Interim Report, Interim Accreditation or Final Accreditation:** A statement indicating how the deficiencies identified at the previous accreditation have been remedied.
- **For a Regular Accreditation after a Provisional Accreditation:** A statement of major changes to the programme, which are unrelated to the additional deficiencies that must be rectified.
- If concerns have been expressed in the previous accreditation decision letter, the provider's response to these concerns must be detailed.


9.3 Programme and course information

This includes the following:

- (a) A statement of the educational objectives (purpose) of the programme and the graduate attributes of the programme. The objectives and graduate attributes for its students and constituency should be presented in the format used by the provider.
- (b) A description of the structure of the programme in terms of the courses/modules, including whether these are compulsory or elective, the credits allocated and the allocation to semesters or year of study.

(Programme Structure and Course/Module Details Table in document **E-13-F&T-P** must be used. The Table also provides for the contact and other activities associated with each course, that is, lectures, tutorials, laboratory assignments and other activities. Credits must be calculated according to the procedure specified in document **E-01-POL.**)

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(c) Analysis of the programme content by knowledge area in the format defined in the Table of Programme Structure and Course/Module Details in document **E-13-F&T-P** and supported by Multipliers used in Table 1A.

(d) Identification and description of the design of the core of the programme comprising Mathematics, Basic Sciences and Fundamental Engineering Sciences

(This must be more than a mere list of courses. Rather, the logic underlying the construction of the core and the arguments for its coherence must be presented.)

(e) Identification of the specialist study components of the programme. (The objectives and logic underlying the specialist components must be presented.)

(f) The progression rules governing the requirements for constructing curricula and the award of the qualification, including explicitly stated articulation options into, out of and beyond the programme.

(g) A summary of the criteria for awarding credit, allowing re-assessment, allowing repeat courses, progression of students from one year to the next, graduation and exclusion from the programme.


(Details of the assessment system must be summarised in Table of the Course/Module Assessment Details in document **E-13-F&T-P**.)

(h) Appendix 1 to the programme submission, provides a specification for each course/module of the curriculum, including service courses, consisting of at least the following:

- Course outcomes
- Graduate attributes
- Means by which the students are assessed against the graduate attributes
- Detailed course content
- A list of prescribed books and other supporting material.

This information should preferably be in the form presented to each student.

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A Table of Contents referring to the individual course documents in the sequence used when entering courses in Programme Structure and Course/Module Details Table must be included. Programme Structure and Course/Module Details Table (Columns 1 and 2) may form the basis of the Table of Contents.

9.4 Assessment of graduate attributes and assessment system

In this section, the academic entity responsible for the programme is required to *provide evidence* that the evaluation team can use to answer the below questions.


Does the assessment within the programme:

- Ensure that all graduates satisfy each graduate attribute defined in the relevant standard?
- Use a documented set of assessment criteria and processes that together demonstrate that the graduate attributes have been satisfied at the level indicated by the range statement?

To provide evidence, the following must be fulfilled:

- (a) Each graduate attribute specified in the relevant standard must be explicitly addressed in terms of the means of assessment, the criteria for satisfaction of each graduate attribute and the required level at exit level. Evidence must be presented using the Evidence of Assessment of Graduate Attributes Table in document **E-13-F&T-P**, indicating under each graduate attribute:
 - The course(s) or module(s) in which assessment of the graduate attribute takes place
 - The assessment criteria and the method of assessment
 - The level of performance required of the student to satisfy the graduate attribute
 - The consequences for the student of not satisfying the graduate attribute.
- (b) A description of the internal policies and procedures to validate the assessment of graduate attributes through internal processes and external moderation must be presented.
- (c) A concise analysis of the strengths and weaknesses of the system of assessing graduate attributes must be documented.

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Note that assessment material for each course as specified in this section must be available for review by the Accreditation Team.

9.5 Teaching and learning and assessment process


Provide evidence of the effectiveness of the teaching and learning process within the programme, addressing at least the following aspects:

- (a) Taking the student entry level into account, how the programme develops:
- Fundamental and core disciplinary knowledge
 - Specialist knowledge
 - The student towards satisfying the graduate attributes.

The format specified in Course or Module Outcome Development and Assessment Roles Table in document **E-13-F&T-P** is recommended, together with a suitable commentary outlining:


- (b) The teaching and learning methodology. How it is geared towards the student entry routes and levels and what learning opportunities it provides.
- (c) A description of academic development programmes for engineering students. If the academic development of students in the programme is covered fully in the Dean's submission, simply cross reference it here and highlight any programme-specific conditions.
- (d) How the programme develops independent learning.
- (e) How the provider will deal with the impact on teaching and learning of external factors such as generative AI, declining student numbers, rising cost of education, rising cost of information resources, financial constraints and others
- (f) How the programme is coordinated.
- (g) The processes the Department and Faculty follow to ensure the service course departments are aligned with the Department and Faculty needs to meet the qualification standards.

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- (h) The role of formative assessment in the programme and how this assessment process provides timely feedback to students.
- (i) How and at what stages the progress of students is monitored How this information is used to implement interventions that improve the immediate prospects of the students meeting the GAs of the programme.
- (j) Details of the method of moderation of assessment according to university practice. (Include the role of moderators, second examiners and external examiners).
- (k) The identity of External Examiners, Second Examiners, Moderators, etc. and their affiliations, qualifications and respective duties. Provide a list of Internal Examiner and External Moderator details.
- (The Table in document **E-13-F&T-P** provides a format for this information).
- (l) Processes the department/school uses to assess and continuously improve the quality of teaching, learning and assessment within the programme. Provide specimen paper trails for quality assurance and the improvement of various aspects of the programme.
- (m) Internal academic and administrative checks and balances in the assessment and promotion system. Provide a brief description.
- (n) Other issues including diversity, inclusivity, accessibility (including universal access), etc.
- (o) The academic and administrative procedures for programme review and development, including service courses. Provide a brief description.
- (p) The programme throughput and how it varies by gender and race.
- (q) Measures taken to monitor, analyse and improve/maintain throughput.
- (Data must be presented as in the Cohort Analysis Table in document **E-13-F&T-P**).
- (r) Strengths and weaknesses of the teaching, learning and assessment process and the quality assurance and improvement process. Provide a concise analysis.

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9.6 Sustainability factors for the programme

In this section, the academic entity responsible for the programme is required to provide evidence that the programme is *relevant* to the needs of incoming student cohorts, and *sustainable* in terms of student admissions and staff resources.

Responses must detail the following:

Students

- (a) The entry routes to the programme (including academic development programmes) and what the admission requirements for each route. Any admission rating formulas must be explained. Outline the distribution of students entering by the various routes and the distribution of students by admission rating for recent school-leavers.

(Use the Analysis of Student Intake Table in document **E-13-F&T-P**).

- (b) The capacity of the school/department to conduct the programme for the enrolled number of students as reflected in the Cohort Analysis Table in document **E-13-F&T-P**, taking into account other commitments the unit may have.

Staff


- (a) A list of the staff who are teaching in the programme, together with their academic and professional qualifications and experience, specialities and publication numbers. Staff who are providing support courses to the degree programme should also be listed.

(The Academic Staff Teaching in the Programme, including Service Department staff Table in document **E-13-F&T-P** shows the preferred format).

The registration status with ECSA and/or other bodies of each member of the engineering staff must be shown and CVs of relevant academic staff must be available.

- (b) Key Staff Indicators as defined in document **E-13-F&T-P**.
- (c) A description of strategies for staff recruitment, development and retention.
- (d) The research profile of the staff and opportunities for the research development of staff.

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- (e) List the support staff, showing their overall responsibilities and contributions to the programme.

Resources

- (a) The budget allocations to the programme's host department over a 5-year period under the headings: Equipment, Computing, Operational, Library Books and Journals (*separate hard cover and e-books/journals*). Headings may vary depending on provider budget categories.
- (b) Laboratories that support the programme, with a short description of the facilities and function of each and the support they provide for the programme.
- (c) The available computing and networking facilities available to students in the programme and staff of the department. Indicate the capacity and times of availability for students in the programme.
- (d) Infrastructural support for Hybrid Teaching and Learning, such as:
- Learning Management System and Infrastructure availability
 - Computer venues and specialised software
 - Network, connectivity, etc.
- (e) The minimum computing requirements expected for the students in their personal capacity.


Impact of the programme

Describe measures to assess the impact of the programme and how the results are used to improve the programme.

10. ADDITIONAL DOCUMENTATION REQUIRED FOR ACCREDITATION

Materials relating to service courses must be available before and during the accreditation, with student scripts selected from the programme concerned. Items 1 to 4 in the list below should be presented in a read-only format in a properly indexed file system on a server accessible to the team.


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The following must be available:

1. Assessment materials for each course, including test papers, assignments and project statements, examination question papers with specimen solutions (memoranda) for the last three years.
2. Marked examination, project and assignment scripts of all courses/modules for the most recent year. The number of scripts to be presented is either 15, or the number of students in the class (whichever is smaller).
3. A selection of the best, the average and just passed/failed student scripts in each course.
4. Examples of final-year design and/or laboratory/investigational projects for the most recent year that are representative of the range of sub-disciplines in the programme of good, average and just passed/failed students. The number of reports to be presented is either 15, or the number of students in the class (whichever is smaller).
5. Course material supplied to current students or expected to be obtained by students, including: tutorial sheets, instruction sheets for laboratory experiments, prescribed texts, notes, online course materials, etc.
6. Information on the times that students may access the laboratory, computing facilities and other resources.
7. Access to individual student academic records must be available on request.
8. CVs of the Department's academic staff. (These may be full CVs or two-page summaries). CVs of service course staff are not required; their details are summarised in Academic Staff Teaching in the Programme, including Service Department Staff Table in document **E-13-F&T-P**).
9. Documentation on the internal quality assurance process, including sample paper trails for selected courses and all exit-level courses.
10. Documentation on the moderation process (internal and external), including the moderators' high-level reports for the most recent examination.


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Subject: Programme Self-Evaluation Documentation Requirements for Accreditation			
Compiled by: Manager	Approved by: Executive RSIR	Next Review Date: 23/10/2028	Page 19 of 22
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11. Documentation on the industry advisory committee reports and findings and how the programme benefitted through this interaction with the advisory committee.
12. Documentation on surveys to ascertain the impact of the programme to the stakeholders, including employers and society as a whole.

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REVISION HISTORY

Revision number	Revision date	Revision details	Approved by
Rev. 0: Concept A	26 Aug 2006	Developed from PE-73-r2	Working Group
Rev. 0: C-B	30 Nov 2006	Renumbered, adapted to E-03-P criteria	Working Group
Rev. 0: C-C	19 Jan 2007	Requirements aligned with evaluation form	Working Group
Draft A	19 May 2007	Editorial	Working Group
Rev. 1	7 Feb 2008		Council
Rev. 2: Draft A	23 Apr 2014	Changes as indicated in marginal notes	EPAC Working Group
Rev. 2: Draft B	3 June 2012	Changes resulting from Consultations with Deans, ESGB, EPAC incorporated	EPAC recommendation for approval
Rev. 2	31 July 2014		Approved by Council
Rev. 3: Draft A	13 Feb 2018	Errors corrected, adding graduate attributes	Working group
Rev. 3	22 May 2018	Approval	PDSGC
Rev. 4: Draft A	04 Sept 2020	Alignment of document and adaption to on-line accreditation	Working Group
Rev. 4: Draft B	01 Oct 2020	Review by Education Business Unit	Education BU
Rev. 4	02 Oct 2020	Review by the Executive	EL Nxumalo
Rev. 4	15 Oct 2020	Approval	RPSC
Rev 5 Draft A	01 Oct 2024	The document has been revised to ensure alignment with changes on E-01-POL, and reflect the changes implemented in the processes and procedures for accreditation of Engineering programmes The name of the document has changed from Self-	Working group

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		Study Documentation Requirements for Accreditation to Self-evaluation Documentation Requirements for Accreditation. Figure 1 has been update to add qualification standards and to remove the E-16-PRO document.	
Rev 5 Draft B	01 Oct 2024	The document was sent to Accreditation and Training BU for inputs and comments.	Accreditation and Training BU
Rev 5 Draft C	04 Oct 2024	Document reviewed with WG and RI BU	RI BU and WG
Rev 5 Draft D	09 Oct 2024	Document submitted to the IEA Task Team for alignment to the IEA changes	IEA Review Task Team
Rev 5 Draft E	11 Oct 2024	Reviewed and checked	Executive: RPSC
Rev 5	23 Oct 2024	Approval	RPSC

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The Programme for:

Self-Evaluation Documentation Requirements for Accreditation

Revision 5 dated 23 October 2024 and consisting of 20 pages has been reviewed for adequacy by the Business Unit Manager and is approved by the Executive: Regulatory Services & International Relations (**ERSIR**).



Business Unit Manager

10/12/2024

Date



Executive: **RSIR**

2024/12/10

Date

This definitive version of this policy is available on our website.

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