ENSURING THE
EXPERTISE TO GROW
SOUTH AFRICA

**Report Format for Accreditation Panel Leader**

**E-15-TEM-P**

**Revision 3: 15 October 2020**

ECSA

## TABLE OF CONTENTS

## DEFINITIONS

**Accreditation:** Formal recognition awarded to an educational or training programme through a quality assurance procedure that ensured the programme met the criteria laid down for the type of programme

**Accreditation criteria:** Statements of requirements that must be satisfied by a programme in order to receive accreditation

**Assessment:** The process of determining the capability or competence of an individual by evaluating performances against standards

**Course:** A building block of a programme with defined prerequisites, content and learning objectives with assessment, which if completed successfully provides credit towards a qualification

**Credit:** A measure of the volume of learning attached to a course or module calculated according to the procedure defined in the relevant standard for the type of programme; a level may be associated with a number of credits

**Dublin Accord:** An international agreement for the mutual recognition of engineering programmes that provide the educational foundation for Professional Engineering Technicians.

**Engineering educational programme:** An educational programme that aims to satisfy criteria prescribed by the ECSA

**Evaluation:** Determination of the compliance of a result with prescribed criteria based on documentation, inspection and the application of judgement supported by reasoning

**Exit-Level Course:** A course that is offered for the last time in the engineering programme and is generally used to assess the attributes of graduates

**Final Accreditation:** Accreditation of a programme that was given notification of termination of accreditation by the Education Committee after the previous interim accreditation

**Graduate attribute:** A statement of the learning outcomes that a student must demonstrate at the exit-level to qualify for an award of a qualification; these actions

**International Engineering Alliance (IEA):** A global organisation that comprises members from 41 jurisdictions within 29 countries across 7 international agreements. These international agreements govern the recognition of engineering educational qualifications and professional competence.

**Knowledge profile:** The knowledge of a graduate in terms of the type and balance of knowledge in defined areas

**Level:** A measure of learning demands expressed in terms of level descriptors and encompassing types of problems, knowledge required, skills and responsibility

**Module:** Synonymous with course

**Standards:** Comprise statements of outcomes to be demonstrated and the levels of performance and content baseline requirements in the context of engineering educational programmes

**Sydney Accord:** An international agreement for the mutual recognition of engineering programmes that provide the educational foundation for Professional Engineering Technologists

**Washington Accord:** An international agreement for the mutual recognition of engineering programmes that provide the educational foundation for Professional Engineers

## ABBREVIATIONS

| AC | Accreditation Committee |
|---|---|
| Adv Cert | Advanced Certificate |
| Adv Cert (EP) | Advanced Certificate in Engineering Practice |
| Adv Dip | Advanced Diploma |
| Adv Dip Eng | Advanced Diploma in Engineering |
| BEng | Bachelor of Engineering |
| BSc(Eng) | Bachelor of Science in Engineering |
| BEng Tech | Bachelor of Engineering Technology |
| BEng Tech (Hons) | Bachelor of Engineering Technology Honours |
| BTech | Bachelor of Technology |
| CHE | Council on Higher Education |
| DA | Dublin Accord |
| Dip | Diploma |
| Dip Eng | Diploma in Engineering |
| Dip Eng Tech | Diploma in Engineering Technology |
| EC | Education Committee |
| ECSA | Engineering Council of South Africa |
| GA | Graduate Attribute |
| HCert | Higher Certificate |
| HEQC | Higher Education Quality Committee |
| HEQSF | Higher Education Qualifications Sub-Framework |
| IEA | International Engineering Alliance |
| LMS | Learning Management System |
| MEng | Master of Engineering |
| ND | National Diploma |
| NQF | National Qualifications Framework |
| PGDip Eng Tech | Postgraduate Diploma in Engineering Technology |
| RPSC | Research, Policy and Standards Committee |
| SA | Sydney Accord |
| SADC | Southern African Development Community |

| SAFEO | Southern African Federation of Engineering Organisations |
|---|---|
| SAQA | South African Qualifications Authority |
| WA | Washington Accord |

## BACKGROUND

Figure 1 defines the documents that comprise the Engineering Council of South Africa (ECSA) system for accreditation of programmes that meet the educational requirements for Professional Categories. The illustration also locates the current document.
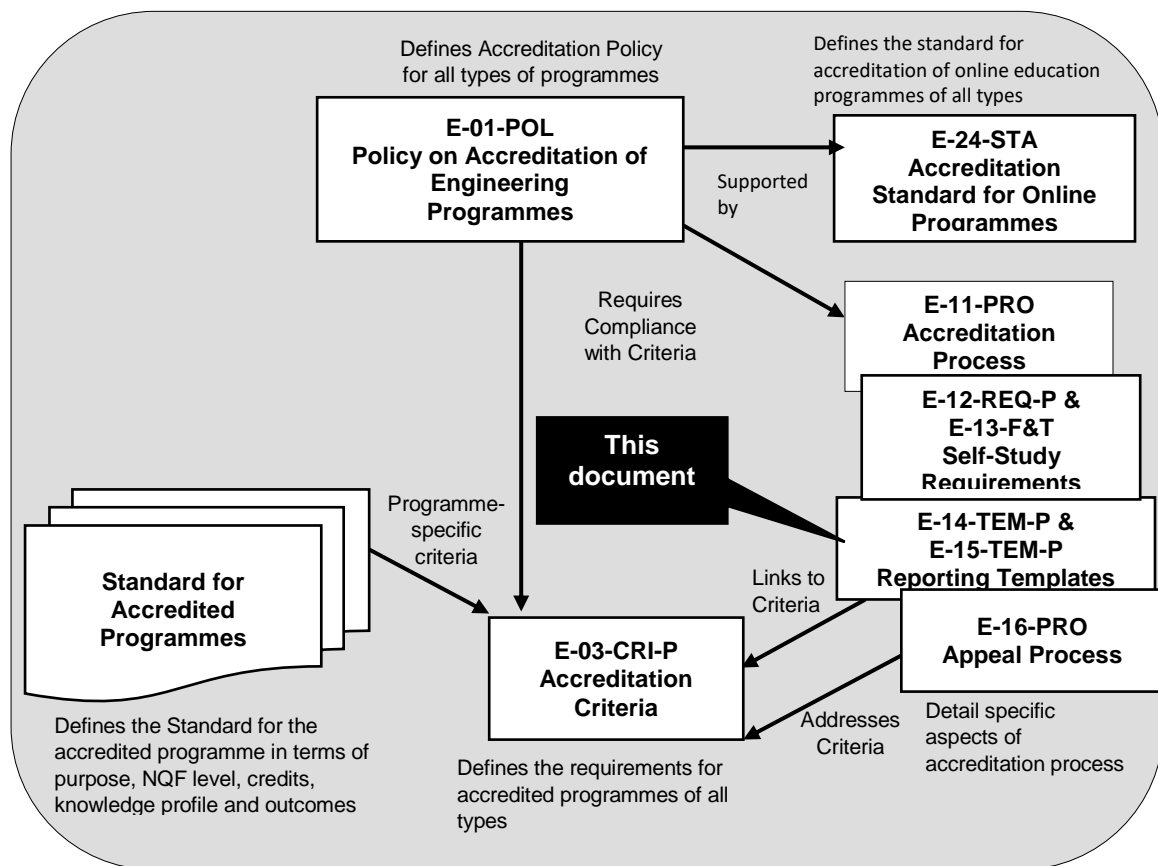


**Figure 1: Documents defining the ECSA Requirements for Accreditation**

## 1. POLICY STATEMENT

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

The accreditation system assures the public, students, employers, funders and other stakeholders that first, the programme fulfils its key purpose of providing the graduate with the educational foundation for engineering in a stated role at the professional level; and second, the teaching, learning and assessment processes are defined and effective.

## 2. PURPOSE OF THIS DOCUMENT

This document is the skeleton and boilerplate for the report submitted to the Accreditation Committee by the Accreditation Panel Leader following an accreditation to a provider.

## 3. PRINCIPLES

The full documentation submitted to the Education Committee consists of the report of the Accreditation Panel Leader and the individual reports prepared by the teams responsible for the programmes. The purpose of the report of the Accreditation Panel Leader is to introduce the presentation to the Education Committee, to put the accreditation in context and to report on common matters.

- The report of the Accreditation Panel Leader should not repeat the details in the individual reports of the team.

- The report of the Accreditation Panel Leader may identify common concerns, deficiencies and comments that display a pattern across the majority of the programmes or the Faculty as a whole.

## 4. REPORT FORMAT AND STANDARD WORDING

The appendix contains the standard format and boilerplate wording for sections that recur in accreditations. Checklists of mandatory and discretionary items are given.

**CONTROLLED DISCLOSURE**
When downloaded for the ECSA Document Management System, this document is uncontrolled and the responsibility rests with the user to ensure that it is in line with the authorised version on the database. If the 'original' stamp in red does not appear on each page, this document is uncontrolled.
QM-TEM-001 Rev 0 – ECSA Policy/Procedure

*When completing the report, delete everything before and including this line*
*Engineering Council of South Africa*


**Accreditation to the University of <Name>**

**<Date>**

**Report of Accreditation Panel Leader**

*Instructions: <…> guides the Accreditation Panel Leader on items normally required in a report. Standard wording is given in various places. Enter the University name and the year in the footer. Delete all instructions once the report is complete.*


### 1. Background to the Accreditation

<Sketch the previous accreditation, the programmes examined and the outcomes>

The purpose of this accreditation is to carry out a regular / interim / final accreditation of the programmes listed below:

<List the programmes and any special circumstances -– new programmes, major changes to programmes, etc.>

<Any other background to the accreditation – special Education Committee resolutions, letters written in the interim…>

The individual reports of the programme teams are attached. These reports contain the specific recommendations and detailed observations on each programme.


### 2. Criteria and Procedures Applied

The accreditation and the evaluation of the programmes were carried out according to the ECSA documents <insert references – use a table>.

<A special word of thanks to the Faculty if new or revised criteria or procedures are used at the accreditation>

### 3. Virtual Meeting / Meeting with the Vice-Chancellor

The Accreditation Panel Leader, accompanied by <insert names> attended a courtesy virtual meeting / meeting with the Vice-Chancellor, Professor <insert name>.

<Summarise any significant statements made by the VC>

<Summarise any significant statements made on behalf of the ECSA>

<Summarise the impression of the university's commitment to Engineering and its programmes>

### 4. Faculty Leadership and Ethos

<Comment on the leadership and general ethos of the Faculty, the clarity of its educational mission and objectives, the Faculty's perceived importance of ECSA criteria, the Faculty's assessment of achievements against objectives, the Faculty's commitment to the programme's effectiveness to bring about change, professional orientation, …>

### 5. Academic Development of Under-Prepared Students

<Report on the findings regarding the academic development efforts and their demonstrated effectiveness>

### 6. Virtual Meeting / Meeting with Student Leadership

<Summarise any significant statements made by the student leadership>

<Summarise any significant statements made on behalf of the ECSA>

### 7. General Observations

<Only record matters pertaining to the Faculty. Do not repeat programme-specific matters already covered in the report.>

### 8. General Recommendations

<Include recommendations to the Education Committee not included in the programme reports>

### 9. Summarised Recommendations for Programmes

<List the programmes and indicate the team recommendation for each programme>

### 10. Acknowledgements

As Accreditation Panel Leader, I thank the Dean, the Heads of Department and their staff for the <excellent, good …> preparation for the accreditation and the <open, courteous, efficient,> manner in which the teams were assisted with the accreditation.

<Thank the team leaders and teams and comment if necessary>

>Name>

Deputy Accreditation Panel Leader

<Date>

<Name>

Accreditation Panel Leader

<Date>

## REVISION HISTORY

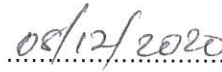| Revision number | Revision date | Revision details | Approved by |
|---|---|---|---|
| Concept A | 26 Aug 2006 | | |
| Concept S | 26 Nov 2006 | | |
| Draft A | 24 May 2007 | | |
| Rev. 2 Draft A | 14 Feb 2018 | Minor updates | Working Group |
| Rev. 2 | 22 May 2018 | Approval | PDSGC |
| Rev. 4 Draft A | 18 Sept 2020 | Aligned with E-Series documents and adapted 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 | RPS Executive: EL Nxumalo |
| Rev. 4 | 15 Oct 2020 | Approval | RPSC |

Report Format for:

**Accreditation Panel Leader**

Revision 3 dated 15 October 2020 and consisting of 14 pages has been reviewed for adequacy by the Business Unit Manager and is approved by the Executive: Research Policy and Standards **(RPS).**

.........................................
Business Unit Manager

08/12/2020
Date

.........................................
Executive: **RPS**

09/12/2020
Date

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