

ENSURING THE

EXPERTISE TO GROW

SOUTH AFRICA

**Endorsement Team Report and Recommendation Template**

 **E-END-REP-TEM-P**

**REVISION 0: 20 May 2021**

ENGINEERING COUNCIL OF SOUTH AFRICA

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**E-END-PRO-TEM-P: Endorsement Reports on Engineering Programmes**

1. **Institution, programme and team details**

|  |  |  |
| --- | --- | --- |
| 1.1 | University / Name of Institution |  |
| 1.2 | Department |  |
| 1.3 | Qualification: Full title, including branch/option |  |
| Qualification abbreviation |  |
| 1.4 | Person responsible for programme |  |
| 1.5 | Date of Endorsement Evaluation |  |
| 1.6 | Team | Leader |  |
| Member |  |
| Member |  |
| Member |  |
| 1.7 | Type of evaluation: Endorsement of Engineering Programme |  |
| 1.8 | Copy of CHE letter attached in the application |  |
| 1.9 | Date of Previous Evaluation |  |
| 1.10 | Decision of Previous Evaluation: Recommendation |  |

*See main document,* ***E-PRO-END-00, the Relevant Qualification Standard, E-24-STA and E-01-POL*** *for guidance on the completing the Report.*

1. **Background to the Evaluation**
	1. **BACKGROUND AND RATIONALE OF THE QUALIFICATION**

***RATIONALE OF THE PROGRAMME:***

|  |
| --- |
| **2.2. REASON FOR OFFERING THE PROGRAMME**  ***PURPOSE AND FIT WITH FACULTY AND INSTITUTIONAL VISION AND MISSION:*****3. CRITERIA AND PROCEDURES APPLIED:**This evaluation of the programme was performed according to the ECSA documents**E** **–** **XX –XX** Revision X Qualification Standard for (..........), NQF Level X and **E-03-CRIP** Revision 4. The template **E-XX-TEM-P** was used to formulate this report.**4. FOLLOW UP ON PREVIOUS EVALUATION (IF ANY):**Applicable /Not Applicable.**5. FEASIBILITY /VIABILITY :** Have details of the anticipated demand/need for the programme been provided? Have details of the process followed/conducted in order to establish the need been provided?**6. EXIT LEVEL OUTCOMES / GRADUATE ATTRIBUTES :** Have details of the Exit Level Outcomes/Graduate Attributes for the programme been provided?(Complete the **Appendix A**) |

**7. ADMISSION REQUIREMENTS:**

 Have details of the Admission Requirements for the programme been provided and do they

 include the language norm applied for admission to post NQF level 4?

**8. CURRICULUM REQUIREMENTS:**

 Have details of the curriculum for the programme been included in the submission?

 Are the Knowledge Areas compatible with the relevant ECSA Standard?

 Does the curriculum provide for progression and the prerequisite underpinning Educational

 Foundation?

**9. CREDITS:**

Are the knowledge area credits aligned to the relevant ECSA standards compatible with the relevant ECSA Standard?

 Is the distribution of the credits realistic?

**10. STAFFING IMPLICATIONS:**

 Have details of the staffing implications for the programme been included in the

 submission?

 Has necessary funding been provided for implementation and sustainability of the

 Programme?

**11. INFRASTRUCTURE IMPLICATIONS:**

 Have details of the infrastructure implications for the programme, as reflected in

 **E-PRO-END-001 Section 10,** been included in the submission?

**12. ONLINE EDUCATION PROGRAMMES IMPLICATIONS:**

 Has the Education Provider submitted details in their submission for the implementation

 and sustainability of providing Online Education Programmes as reflected in **E-24-STA**?

**13. GENERAL OBSERVATIONS OF THE PROGRAMME AND ITS PROVIDER:**

* 1. **Structure, content and knowledge breakdown (Criterion 1)**
	2. **Assessment of graduate attributes (Criterion 2)**
	3. **Quality of teaching and learning (Criterion 3)**

 **13.4 Resources and sustainability and capacity for improvement (Criterion 4)**

**14. Recommendation**

Assessor No 1 Surname & initials: (Team Leader): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Registration category: Pr Eng. Pr Tech Eng. Pr Techni Eng.

As Team Leader, I certify that the Team has approved this evaluation report.

Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: ­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assessor No 2 Surname & initials:

Registration category: Pr Eng. Pr Tech Eng. Pr Techni Eng.

The report is a true and correct reflection of deliberations by the Assessor Team

Agree / Do Not Agree

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assessor No 3 Surname & initials:

Registration category: Pr Eng. Pr Tech Eng. Pr Techni Eng.

The report is a true and correct reflection of deliberations by the Assessor Team

Agree / Do Not Agree

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Appendix A**

**Graduate Attributes**

|  |  |  |  |
| --- | --- | --- | --- |
| **Graduate Attribute (GA)** | **Educational Background Evaluation Criteria** | **GA is clearly Demonstrated****Yes or No** | **Comments** |
| **GA 1** | The level of problem solving demanded at the exit level corresponds to *engineering problem* defined in the ECSA qualification standards document. |  |  |  |
| **GA 2** | The educational programme requires the application of knowledge of mathematics, natural science and engineering sciences from first principles to solve *engineering problems* defined in the ECSA qualification standards document. |  |  |  |
| **GA 3** | The educational programme has the requirement for a major design exercise. The design problem meets the requirements of an *engineering problem* defined in the ECSA qualification standards document and the design approach is properly structured. |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **GA 4** | The educational programme requires the design of investigations, experimental work and research methodology. |  |  |  |
| **GA 5** | The educational programme contains a selection of engineering tools and IT support appropriate to the discipline and category. |  |  |  |
| **GA 6** | The educational programme requires oral and written communication at the level expected of a graduate. |  |  |  |
| **GA 7** | The educational programme contains elements that give a critical understanding of sustainability and the impact of engineering activity on the social, industrial and physical environment. |  |  |  |
| **GA 8** | The educational programme contains elements that demonstrate a competence to work effectively as an individual, in teams and in multidisciplinary environments. |  |  |  |
| **GA 9** | The educational programme contains elements that give an understanding of the need to engage in independent life-long learning. |  |  |  |
| **GA 10** | The educational programme contains elements that give an understanding of ethics and engineering professionalism and to take responsibility within own limits of competence. |  |  |  |
| **GA 11** | The educational programme contains elements that demonstrate knowledge and understanding of engineering management principles and economic decision-making. |  |  |  |
| **GA 12** | Where applicable the educational background contains elements that demonstrate work integrated learning. |  |  |  |