ENSURING THE EXPERTISE TO GROW SOUTH AFRICA

Training Academy Certification and Accreditation Policy

A-01-POL

REVISION No. 4: 12 April 2022

ENGINEERING COUNCIL OF SOUTH AFRICA
Tel: 011 6079500 | Fax: 011 6229295
Email: engineer@ecsa.co.za | Website: www.ecsa.co.za

ECSA

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DEFINITIONS

Accreditation: Formal recognition awarded to an engineering training programme through a quality assurance procedure specifying that it meets 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.

Accredited Engineering Training Programme: A programme that has been evaluated and recognised by the ECSA as meeting the stated criteria.

Accredited Qualification: A qualification awarded upon successful completion of an accredited programme.

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

Assessor: A professionally registered person who carries out the certification of Training Academies and/or the accreditation of engineering training programmes.

Candidate: A person who meets the requirements as described on Section 5.1 of document **R-01-POL-PC** and has registered with the ECSA in this category.

Category: A mode of registration defined in or under the ECSA Act that has a distinctive purpose, characteristic competencies, defined principal routes to registration and designated educational requirements.

Certification: Formal recognition awarded to a Training Academy through a quality assurance procedure specifying that it meets the requisite criteria to offer engineering training programmes.

Certification Criteria: Statements of requirements that must be satisfied by a Training Academy in order to receive certification.

Certified Training Academy: A Training Academy that has been evaluated and recognised by the ECSA as meeting the stated criteria.

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Comment: Communicates impressions of the team and commendations or constructive criticism on negative factors that are not classified as deficiencies or concerns.

Competency Assessment: A summative assessment of an individual's competency against the prescribed standard that is based on evidence in the individual's work, reports by qualified observers and other tests that may include a Professional Review.

Competency Standard: Statement of competence required for a defined purpose.

Concern: A matter that is not viewed as a deficiency but could potentially affect future compliance with an accreditation/certification criterion or criteria.

Continuing Professional Development (referred to herein as CPD): Continuing education and training as contemplated in Section 13(k) of the Engineering Profession Act, No. 46 of 2000. Continuing Professional Development also refers to the systematic maintenance, improvement and broadening of knowledge and skills and the development of the necessary personal qualities for the execution of professional and engineering duties throughout a person's engineering career. It is the learning and development that takes place after completion of educational studies and through which registered persons maintain and develop competencies to continue to perform their roles efficiently.

CPD Licensed Bodies (CPD Validator): Bodies determined and licensed through the powers of delegation of the ECSA for the purposes of verifying CPD Service Providers and validating CPD Activities for Category 1 CPD Activities in the main.

Deficiency: Terminology used to identify a condition or a combination of factors that does not conform to an accreditation criterion or criteria.

Engineering problem solving: The process of finding solutions through a conscious, organised process that relies on generic competencies and the application of engineering knowledge and skills.

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

Exercise judgement, take responsibility and act ethically: Be responsible for making sound decisions and act ethically on the part of all engineering activities.

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Final Report: An evaluation of the aspects of a Training Academy or engineering training programme that has been given notification of termination of certification/accreditation by the Training Academy and Development Committee after the previous visit; this may require a further visit.

Final Visit: Visit held at a time within the cycle stated by the Training Academy and Development Committee relating to the decision on the findings of the previous visit.

Graduate: A qualifying learner, irrespective of whether the qualification is a degree or a diploma.

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

Impacts of Engineering Activities: The reasonably foreseeable social, cultural and environmental effects of engineering activities that must be recognised and assessed.

Initial Professional Development: Undertake sufficient accredited or non-accredited professional development activities to maintain and extend the competence of the candidate during the candidacy phase.

Interim Report: An evaluation of the aspects of a Training Academy or engineering training programme as required by the Training Academy and Development Committee in making the decision on the findings of the previous visit; this may require a further visit.

Interim Visit: Visit held at a time within the cycle stated by the Training Academy and Development Committee in the decision regarding the findings of the previous visit.

Managing Engineering Activities: Management is directed at achieving engineering results through the management of people, resources, processes, systems and money; this involves planning, organising, leading, implementing and controlling activities.

Mentor: A professionally registered person who guides the competency development of a Candidate in an appropriate category.

Outcome: At the professional level, a statement of the performance that a person must demonstrate to be judged competent.

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Practice Area: A distinctive area of knowledge and expertise developed by an engineering practitioner by virtue of the path of education, training and experience followed.

Programme: A structured, integrated teaching arrangement with a defined purpose and pathway leading to a qualification.

Provisional Accreditation: A form of accreditation that may be awarded to a new or extensively revised engineering training programme through the evaluation of a quality assurance process after two years of implementation.

Qualification: The formal recognition of a specified learning achievement that is usually awarded on successful completion of a programme.

Regular Visit: A visit that is held on a four-year cycle after the Training Academy's engineering training programme has been accredited by the ECSA.

Reviewer: A professionally registered person who carries out the Professional Review assessment.

Stage 1: The point in the process of professional registration at which a person's qualification is assessed against the required educational qualification outcomes.

Standards: Statements of outcomes to be demonstrated, levels of performance and content baseline requirements in the context of engineering training programmes.

Supervisor: A person who oversees and controls engineering work performed by a candidate.

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ABBREVIATIONS

CPD	Continuing Professional Development
CRC	Central Registration Committee
CV	Curriculum vitae
ECSA	Engineering Council of South Africa
EPA	Engineering Profession Act, No. 46 of 2000
ER	Engineering Report
HEQF	Higher Education Qualifications Framework
IPD	Initial Professional Development
PR	Professional Review
QMS	Quality Management System
RPS	Research, Policy and Standards
RPSC	Research Policy and Standards Committee
TADC	Training Academies and Development Committee
TER	Training and Experience Report
VA	Voluntary Association
WIL	Work Integrated Learning

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1. INTRODUCTION

The Engineering Council of South Africa (ECSA) is a Statutory Body established in terms of Section 2 of the Engineering Professions Act, No. 46 of 2000 (EPA). This Council operates within the ambit of the Built Environment Profession.

As part of ECSA's continuous review and improvement of its value proposition to the engineering profession and the effective execution of its legislative mandate, the Council embarked on national roadshows during 2015 and 2016. These provided constructive feedback to the ECSA on its role and its continued relevance and effectiveness. The engineering profession also communicated its expectations of the ECSA. It was during these nationwide public consultation roadshows that the ECSA gained insight into the lack of training for candidates in the engineering profession.

Many employers of engineering practitioners and institutions that procure engineering services do not have adequate training or development and mentoring programmes that provide support and exposure for aspirant engineering professionals and thus equip them for professional registration with the ECSA. Therefore, as a direct response to the abovementioned stakeholder engagement and feedback, the ECSA is embarking on a number of projects to rectify the lack of support regarding skill development of engineering practitioners from graduation stage to full professional registration.

This Training Academy Certification and Accreditation Policy is, therefore, intended to give effect to ECSA's strategic objectives and to respond to stakeholder expectations regarding Candidate Training, Work Integrated Learning (WIL) and Continuing Professional Development (CPD) programmes. The policy further seeks to define the role of the ECSA in Candidate Training by providing guiding principles in establishing training academies and associated engineering training programmes.

2. BACKGROUND

The illustration below defines the documents that comprise the ECSA system for Training Academy establishment, certification and accreditation. The illustration also locates the current document.

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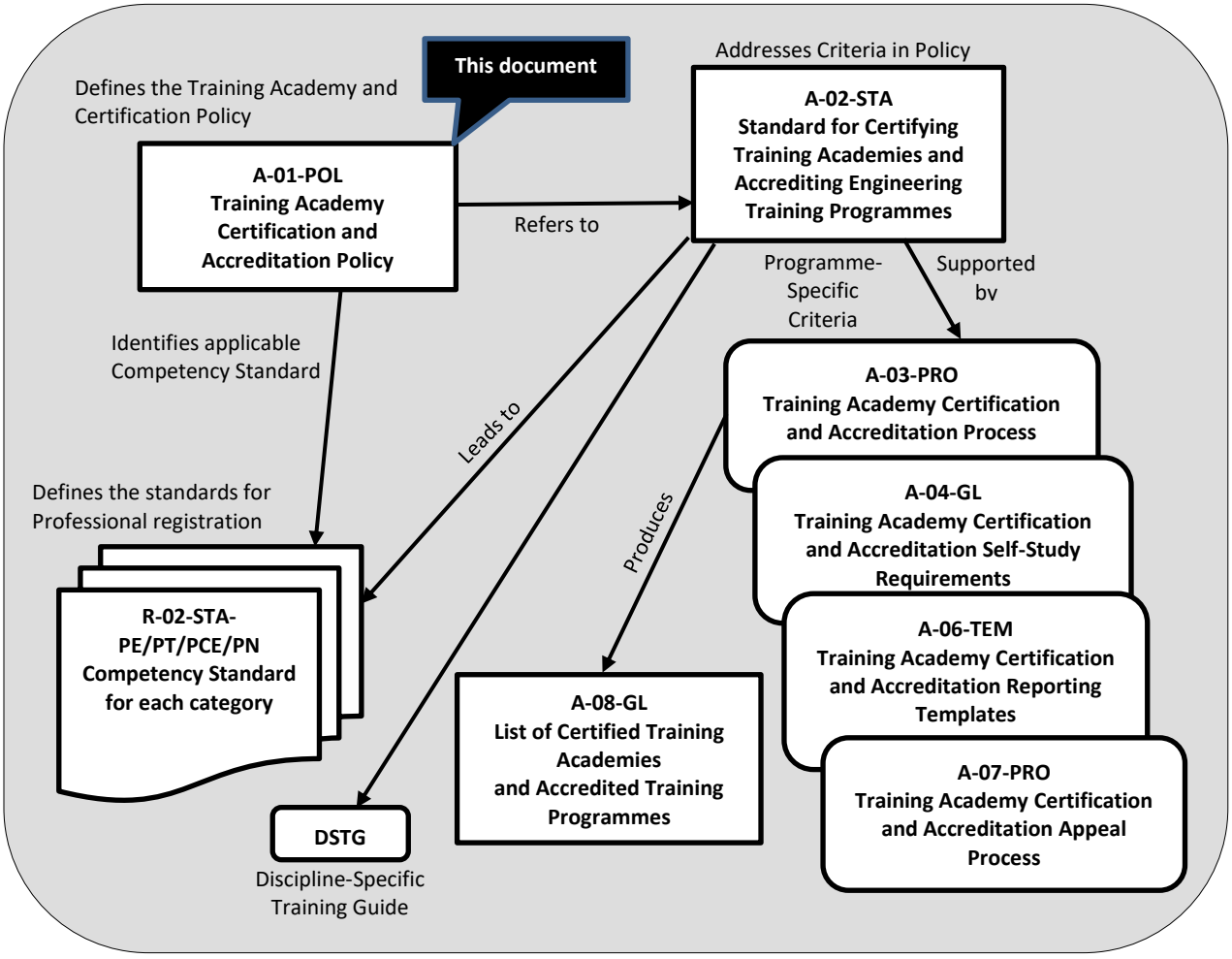

Figure 1: Documents defining the ECSA Training Academy Certification and Accreditation system

3. PURPOSE OF THIS DOCUMENT

This document defines the policies set by the ECSA that govern the establishment and certification of Training Academies and the accreditation of associated engineering training programmes. The policy gives effect to the provisions of the EPA regarding Section 13(i). The standards, criteria, policies and procedures that define the Training Academy establishment, certification and engineering training programme accreditation system are defined in a set of documents, the structure of which is shown in **Figure 1**.

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This policy encompasses the following:

- Policy Provisions: Criteria for establishing and certifying a Training Academy; Criteria for accrediting engineering training programmes
- Progression of training for candidates
- CPD
- Transparency, confidentiality, publication of decisions and costs
- Awards Ceremony

This policy is supported by competency standards, competency guidelines, processes for assessments, training and mentoring guidelines, discipline-specific training guides, application guidelines, standard forms, CPD and information specific to particular work contexts. Relevant documents are referred to within this policy.

4. POLICY STATEMENT

This policy outlines a) the requirements with which organisations need to comply in order to be certificated as Training Academies, and b) the requirements with which relevant engineering training programmes need to comply in order to be accredited as such.

5. APPLICABLE LEGISTLATIVE FRAMEWORK

The following legislative documents are applicable to this policy:

- Engineering Profession Act, No. 46 of 2000
- National Skills Development Act, No. 97 of 1998
- Higher Education Qualifications Framework (HEQF)

6. POLICY PROVISIONS

6.1 Criterion for establishing and certifying a Training Academy

The Training Academy must be adequately resourced and suitably led to ensure that it can sustainably offer engineering training programmes.

6.1.1 Criterion 1: Resourcing and leadership

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- The work horizon of the Training Academy must be such that it can offer good quality training to candidates to meet the professional requirements.
- The Training Academy must have established equity and diversity plans that will inform the selection and admission of candidates.
- The Training Academy must be able to provide the following:
  - A desk for each candidate admitted to the training programme
  - A personal computer/laptop that has the relevant licensed software loaded for each candidate admitted to the training programme to carry out the necessary work as required
  - Internet facilities for each candidate admitted to the training programme to enable each candidate to conduct research and upload their reports to the ECSA as required
- The Training Academy must have a work horizon that allows candidates to complete their relevant training on appropriate engineering activities. There must be a horizon of work for at least one certification cycle (i.e. the next four [4] years).
- A strategy for recruitment, development and retention of mentors must be in place and aligned with the diversity plan of the Training Academy.
- The number of mentors is sufficient for the associated engineering training programmes and does not exceed the following:
  - One (1) mentor to four (4) candidates (1:4) if the mentor is from the Training Academy; or
  - One (1) mentor to ten (10) candidates (1:10) if the mentor is sourced externally.
- The Training Academy must have qualified and/or experienced supervisors to coach candidates on the work assigned to them.
- The Training Academy must be adequately funded.
- Mentor remuneration must be adequate and effectively used.
- Staff responsible for the Training Academy's development programme(s) must be adequately qualified, experienced and skilled in line with the Skills Development Act.
- The associated engineering training programmes must be quality assured.
- The Training Academy must be able to accommodate disabled candidates.

6.2 Criteria for accrediting an engineering training programme

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This section defines the criteria for establishing and accrediting engineering training programmes within a Training Academy. These are generic and are applied to each category of registration and each discipline.

The following sections present the criteria for training programmes that have produced cohorts of professionals.

6.2.1 Criterion 1: Competency outcomes

A detailed training programme must be planned to address the key training areas as defined in the Competency Standards and are in principle, divided into five groups as follows:

- Knowledge-based engineering problem solving
- Managing Engineering Activities
- Impacts of Engineering Activities
- Exercise judgement, take responsibility and act ethically
- Initial Professional Development (IDP)

6.2.2 Criterion 2: Work horizon

The Training Academy must have a work horizon within the engineering training programme that must fulfil the following:

- Is set at the appropriate level as defined in the standards for professional registration for each category
- Has the variety of work activities necessary for proper development of the candidate
- Allows all candidates to complete the training programme
- Is not less than the minimum accreditation period of four (4) years
- Allows for an increase in responsibility and accountability of the candidate within the Training Academy

6.2.3 Criterion 3: Qualified mentors

The Training Academy must provide qualified mentors as evidenced by the following:

- Be professionally registered with the ECSA in an appropriate category and discipline

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- Have contextual knowledge in the area of the applicant's offered evidence
- Have not been subjected to any misconduct or found guilty of any offence
- Have not been refused registration on any grounds stated in Section 3(i-vi) of the EPA
- Have not had their registration cancelled as contemplated in Section 20 of the EPA
- Be compliant with all the ECSA registration requirements as a professional

Where WIL is required for credit towards the qualification, the mentor must ensure that learning is executed effectively:

- Learning objectives and outcomes to be achieved are defined and agreed with the academic provider.
- There is ongoing communication with the academic provider.
- Monitoring and recording of the relative objectives are executed.

6.3. Certification of Training Academies

The objective of certifying a Training Academy is to establish that the Training Academy meets the relevant certification criteria.

Within this policy, Certification signifies formal recognition by the ECSA through a quality assurance procedure that ensures the Training Academy meets the certification criteria.

Certification means that the Training Academy is judged as satisfying the prescribed criteria and is able to support the engineering training programmes that are offered.

Should a Training Academy not satisfy all certification criteria, their engineering training programmes will not be eligible for accreditation.

6.3.1 Stages for Training Academy certification

Training Academy certification is divided into two stages:

a) **Initial Desktop Evaluation:** Desktop evaluation of proposed Training Academy
b) **Certification:** Visits according to the certification cycle

a) Initial Desktop Evaluation

The ECSA offers Initial Desktop Evaluations for new Training Academies. An Initial Desktop Evaluation of a new Training Academy considers the extent to which the Academy satisfies the criteria for its establishment and certification as judged from a fully detailed proposal.

b) Certification of the Training Academy

Within this policy, Certification signifies formal recognition by the ECSA through a quality assurance procedure that ensures the Training Academy meets the certification criteria.

Certification of the Training Academy means that the Training Academy is judged as satisfying the prescribed criteria and can continue to support the engineering training programmes that are offered for a defined period in line with the accreditation of those programmes.

The Training Academy must approach the ECSA within six months of the successful completion of an Initial Desktop Evaluation to initiate the process of Certification.

The Accreditation of engineering training programmes can only be initiated once a Training Academy has successfully completed the process of Certification.

6.3.2 The Certification Team

a) Types of assessors

The following types of assessors are involved in a certification process:

- Certification Panel Leader: A person appointed to lead the Training Academy Certification Team
- Certification Team Member: A person appointed into a Training Academy Certification Team

<u>Certification Panel Leader</u>

An individual on the list of assessors who has experience as a Certification Team Member may be identified by the ECSA Regulatory Functions Division in consultation with the Training Academies and Development Committee (TADC) and be designated a Certification Panel Leader, providing the individual satisfies the following criteria:

- Is registered in the relevant category

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- Has three years post-registration experience
- Has experience of at least three certification visits as a Certification Team Member
- Has been identified by the Regulatory Functions Division and ratified by the TADC as a potential Certification Panel Leader
- Attends further refresher training

Certification Team Member

An individual on the list of assessors may be identified by the Regulatory Functions Division of the ECSA in consultation with the TADC as a designated Team Member provided the person satisfies the following criteria:

- Is registered in the relevant category
- Has completed the mandatory training in the method of certification
- Attends further refresher training

The Regulatory Functions Division must ensure a representative composition in terms of diversity, experience, disciplines and competencies.

b) Composition of the Certification Team

- The team must have not less than four (4) members who are currently active in the industry related to the Training Academy being certified.
- The Panel Leader may designate a Team Member as rapporteur, but the Panel Leader retains final responsibility for the report.

For details of the certification process of Training Academies, refer to document **A-03-PRO**.

c) Composition of the TADC

The composition of the TADC to evaluate certification reports is defined in the Terms of Reference for the TADC. The TADC must co-opt members as necessary to ensure the following criteria are met:

- There are no less than three members who are currently active in the industry related to the Training Academy being certified.
- The co-opted member(s) must meet the criteria of a Panel Leader as defined in Section 6.3.2.

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6.4 Accreditation of engineering training programmes

The objective of accrediting engineering training programmes is to establish whether a training programme meets the relevant accreditation criteria for such a training programme. Accreditation serves several functions, which are outlined below:

- Assures the public of the quality of the training programme for the relevant category and discipline.
- Encourages improvement and innovation in engineering training in response to national and global needs.

6.4.1 Stages for training programme accreditation

Engineering training programme accreditation is classified into three stages:

a) **Initial Desktop Evaluation:** Desktop evaluation of proposed training programme
b) **Provisional Accreditation:** Visits held two (2) years after Initial Desktop Evaluation
c) **Accreditation:** Visits according to the accreditation cycle

a) Initial Desktop Evaluation

The ECSA offers Initial Desktop Evaluation (endorsement) for new engineering training programmes subject to Provisional Accreditation after two (2) years of implementation. An Initial Desktop Evaluation of a new engineering training programme considers the extent to which the programme

- Satisfies Criterion 1 as judged from a fully detailed proposed engineering training programme.
- Presents a scheduled work horizon plan that demonstrates how the Training Academy meets Criterion 2.
- Presents detailed curricula vitae (CVs) of all proposed mentors to meet the sub-criteria of Criterion 3.
- Presents evidence of planning and institutional commitment to the engineering training programme and provides resources for both the start-up of the engineering training programme and on an ongoing basis as evidenced using the criteria associated with

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the Certification of a Training Academy.

- Has a minimum of one person to lead who has experience and is qualified according to the Skills Development Act.

b) Provisional Accreditation

Provisional Accreditation is a form of accreditation that may be awarded to a new or extensively revised training programme through the evaluation of a quality assurance process after two (2) years of implementation.

Provisional Accreditation indicates to the Training Academy and the candidates in the engineering training programme that the parts of the engineering training programme that have already been implemented are generally consistent with the applicable criteria. The accreditation also specifies that if the remainder of the engineering training programme is implemented as planned and identified deficiencies and concerns are addressed, the engineering training programme is likely to gain full accreditation. The ECSA gives no commitment to accredit the engineering training programme at this stage.

Provisional Accreditation is granted for a maximum period of two (2) years. Provisional Accreditation may be converted to accreditation of the engineering training programme by means of an evaluation visit after a minimum of four (4) years of implementation of the engineering training programme. Thereafter, regular accreditation visits take place as scheduled for the Training Academy.

c) Accreditation of the engineering training programme

Within this policy, Accreditation signifies formal recognition by the ECSA through a quality assurance procedure that ensures the engineering training programme meets the accreditation criteria.

Accreditation of the engineering training programme means that the engineering training programme is judged as satisfying the prescribed criteria and is able to continue to produce candidates who meet the competency outcome criteria for a defined period of up to four (4) years.

Should an engineering training programme not satisfy all criteria but evidence exists of commitment and capacity on the part of the Training Academy to achieve full compliance within a stated time, the engineering training programme may be accredited for a period not

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exceeding two (2) years.

6.4.2 The Accreditation Team

a) Types of assessors

The following types of assessors are involved in an accreditation process:

- Accreditation Panel Leader: The person appointed to lead a Training Academy Accreditation Multi-Team
- Accreditation Team Leader: A person appointed to lead the training programme Accreditation Team
- Accreditation Team Member: A person appointed into a training programme Accreditation Team

Accreditation Panel Leader

An individual on the list of assessors who has experience as an Accreditation Team Leader may be identified by the ECSA Regulatory Functions Division in consultation with the TADC and be designated an Accreditation Panel Leader providing the individual satisfies the following criteria:

- Is registered in the relevant category
- Has three years post-registration experience
- Has experience of at least three accreditation visits as an Accreditation Team Leader
- Has been identified by the Regulatory Functions Division and ratified by the TADC as a potential Accreditation Panel Leader
- Has completed the mandatory training in the method of accreditation

Accreditation Team Leader

An individual on the list of assessors who has experience as a Team Member may be identified by the Regulatory Functions Division of the ECSA in consultation with the TADC as a designated Team Leader provided the person satisfies the following criteria:

- Is registered in the relevant category
- Has three years post-registration experience

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- Has been identified by the Regulatory Functions Division and ratified by the TADC as a potential Team Leader
- Has completed the initial mandatory training in the method of accreditation
- Attends further refresher training

Accreditation Team Member

An individual on the list of assessors may be identified by the Regulatory Functions Division of the ECSA in consultation with the TADC as a designated Team Member provided the person satisfies the following criteria:

- Is registered in the relevant category
- Has completed the mandatory training in the method of accreditation
- Attends further refresher training

The Regulatory Functions Division must ensure a representative composition in terms of diversity, experience, disciplines and competencies.

a) Composition of the Accreditation Team

To evaluate a engineering training programme, the Accreditation Team must be constituted as follows:

- An Accreditation Team is appointed for each engineering training programme that is to be evaluated providing the following are implemented:
    - The TADC shall play an oversight role in the selection of the Accreditation Teams.
    - In consultation with the TADC, the Regulatory Functions Division shall select and appoint the Panel Leader.
    - In consultation with the Panel Leader, the Regulatory Functions Division shall select and appoint a Team Leader and Team Members.
    - Where necessary, the Regulatory Functions Division in consultation with the Panel Leader shall co-opt competent persons to fill whatever vacancy may be required.
- In the case of an Initial Desktop Evaluation, the Panel Leader will also take on the role of Team Leader.
- The team must have not less than five (5) members who are currently active in the

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industry or professionally involved in the discipline of the engineering training programme being evaluated.

- The Team Member's individual specialities should be spread as evenly as possible across the disciplines of the engineering training programme(s) under evaluation.
- The Team Leader may designate a Team Member as rapporteur but the Team Leader retains final responsibility for the report.
- Additional requirements for the composition of the team are defined in Schedule 1 for each type of programme.

Schedule 1: Composition of the Accreditation Team	
Programme Type	Composition
All training programmes	1. A single Accreditation Team with the required mix of disciplines appointed to evaluate the engineering training programme 2. An appropriate mix of Professional Engineers, Professional Engineering Technologists and Professional Engineering Technicians as required for the engineering training programme being evaluated

For details of the accreditation process for engineering training programmes, refer to document **A-03-PRO**.

b) Composition of the TADC

The composition of the TADC to evaluate accreditation reports is defined in the Terms of Reference for the TADC. The TADC must co-opt members as necessary to ensure the following criteria are met:

- There are no less than three members who are currently active in the industry or professionally in the category of the engineering training programmes being accredited.
- The co-opted member(s) must meet the criteria of a Team Leader as defined in Section 6.4.2.

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6.4.3 Observers

Observation of accreditation visits plays an important part in validating and improving the ECSA's processes and informing interested parties about the ECSA's practices. Potential observers include the following:

- International observers
- Representatives of related standards and quality assurance bodies
- Persons approved by the Regulatory Functions Division

Observers are expected to be present for the full duration of the accreditation, including the Accreditation Team meetings. Observers may be present at all Accreditation Team activities, including closed Accreditation Team meetings. Observers may not influence the Accreditation Team's recommendation. Observers should be available during the formulation of the team report and recommendation and may only contribute to the recommendation if the contribution does not influence the Accreditation Team's final decision.

6.5 Duties and functions of the Training Academy and Development Committee and Regulatory Functions Division

6.5.1 Training Academy and Development Committee

The obligations of the TADC are as follows:

- Oversee the development and implementation and/or review of ECSA strategy in respect of the academy architecture.
- Oversee the development and implementation of the academy policies and standards.
- Oversee the conclusion and implementation of the Memoranda of Understanding between the ECSA and prospective Training Academies.
- Provide inputs into the effectiveness of the academy policies, standards and procedures that govern the certification of academies, the accreditation of academies' programmes and the monitoring and auditing of Training Academies.
- Oversee the application and execution of clear, fair and consistent guidelines for the certification of academies, the accreditation of academies' programmes, and the monitoring and auditing of Training Academies.
- Advise on strategic matters related to the interpretation of policies and standards

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relevant to the ECSA academy concept for consideration by the Research Policy and Standards Committee (RPSC).

- Oversee the process for the improvement of existing ECSA academy strategies in respect of the academy concept and ensure ultimate efficacy of the system.
- Oversee the development of training documentation in accordance with the approved academies policies and standards.
- Oversee the conduct of the training of organisations/companies on academies policies, standards and associated regulatory instruments.
- Oversee the training of Assessors/Moderators/Mentors on academy policy, standards, and the assessment of academy certification and/or applications.
- Oversee the development and maintenance of the ECSA database of Mentors as informed by the ECSA research outcomes.
- Oversee the process for the screening of 'matured' candidates who have been with their organisation/company/workplace/engineering firm for over three (3) years through the Mobile ECSA initiative.
- Oversee the monitoring of the incremental logging of the experience of candidates by the Certified Training Academies according to the academies' policies and standards.
- Play an oversight role over the effective monitoring and auditing of Certified Training Academy compliance in accordance with ECSA policies, standards and associated regulatory instruments.

6.5.2 Regulatory Functions Division

The obligations of the Regulatory Functions Division of the ECSA are as stipulated below:

- To draw up a preliminary certification and accreditation visit schedule for approval by the TADC
- To approve observer attendance
- To appoint the relevant Certification and Accreditation Teams
- To manage all administrative requirements pertaining to visits
- To consult with the TADC and relevant role players for purposes of identifying potential assessors
- To issue a list of Certified Training Academy and accredited engineering training

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programmes by the TADC and to update the list as certification and accreditation decisions are made

7. ASSESSMENT GUIDELINE FOR THE REGISTRATION PROGRESS OF CANDIDATES

This section defines how the progress of candidates from the Certified Training Academies is assessed. This assessment determines if the candidate meets the necessary outcomes for professional registration as defined in the Competency Standards (**R-02-PE/PT/PCE/PN**) and Policies (documents **R-01-POL-PC** and **R-01-POL-SC**).

Candidates must submit their Training and Experience Reports (TERs) and Engineering Reports (ERs) as defined in document **R-01-POL-PC/SC** to their mentors for assessment by the ECSA. Mentors are required to submit the candidates' relevant TERs and ERs annually for assessment by ECSA Assessors.

The ER should indicate which outcomes have been met by the candidate. The ECSA will assess the individual TER and ER against each outcome as defined in documents **R-02-PE/PT/PCE/PN** with the relevant guidance for each outcome given in documents **R-08-PE/PT/PN/PCE.**

The candidate's progress is assessed on an ongoing basis by both the supervisors and the mentors using the training record for documentation. The tool to assess the progress of the candidates by the mentors is provided in the process document **A-03-PRO**.

The benefit of following this process is that once the candidate has demonstrated competence against all outcomes and once the TERs and ERs have been assessed by the ECSA Assessors according to the registration policy (documents **R-01-POL-PC/SC)**, the candidate will proceed to Professional Review (PR).

8. CONTINUING PROFESSIONAL DEVELOPMENT

The Standard for CPD Validators, Providers and Activities (document **ECPD-01-STD**) designates the ECSA as the sole custodian of CPD, with other role players such as Voluntary Associations (VAs), Higher Education Institutions and CPD Service Providers assuming

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important functions that are primarily delegated and monitored by the ECSA. Furthermore, it should be noted that Certified Training Academies can act as CPD Service Providers for Category 1 CPD Activities.

Category 1 CPD Activities include conferences, congresses, large group workshops, lectures, seminars, refresher courses, colloquiums, E-Learning, additional relevant and completed qualifications, and completed postgraduate qualifications. The award of credits is based on notional hours of the CPD Activity. Ten (10) notional hours are equivalent to one credit. A full day of activity is regarded as ten (10) notional hours.

The Standard (document **ECPD-01-STD**) outlines the functions and processes for determining, verifying and appointing Licensed Bodies. It outlines the processes for the appointed Licensed Bodies to verify the Service Providers and to validate the CPD activities and details associated with the review and the auditing requirements needed to perform these functions. The document also lists the appeal process for Licensed Bodies and Accredited Service Providers in the case of a rejection or a revocation. It further provides clarity in the implementation of the Rules. The criteria required by the new ECSA CPD Standard to grant the status of Licensed Body, verified CPD Service Provider and validated CPD Activity are also outlined.

The high-level requirements or fundamentals that must be in place before a CPD Service Provider can apply for verification are summarised in this section. Detailed information is available in the Standard (document **ECPD-01-STD)**. Core requirements are as follows:

- Detailed company profile indicating capabilities pertaining to resources and including company registration documents
- Clear scope of what to validate
- Compliance issues such as Tax Clearance Certificate and letter of good standing
- Quality Management System (QMS) of the CPD Service Provider
- A broad outline of the programme for the forthcoming year
- Methodology for the CPD programme

The CPD Standard obliges the CPD Service Provider to have the capacity and the ability to produce high quality training events, and these must be established prior to the hosting of the CPD Activity. The CPD Service Provider must, therefore, meet certain core requirements to

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ensure that participants realise the full value/benefit of the CPD Activity.

The Standard (document **ECPD-01-STD**) covers in detail the criteria and the standard required to be a CPD Licensing Body and CPD Service Provider.

9. TRANSPARENCY, CONFIDENTIALITY, PUBLICATION OF DECISIONS AND COSTS

The certification and/or accreditation process requires confidentiality in some respects while being transparent in others. This section describes ECSA's approach to achieving the correct balance between transparency and confidentiality. It further outlines the costs for the certification and/or accreditation process.

9.1 Confidentiality

Apart from reflecting the outcome of each certification and/or accreditation evaluation in the list of Certified Training Academies and accredited engineering training programmes, the ECSA will not divulge details of investigations, documentation, correspondence and discussions between the ECSA, the Certification and/or Accreditation Team and the Training Academy concerned without the approval of the Training Academy.

9.2 List of Certified Training Academies and accredited engineering training programmes

After each set of certification and/or accreditation decisions has been finalised, the Regulatory Functions Division of the ECSA on behalf of the Council publishes the document **A-08-GL**, which contains a list of all the previous and current Certified Training Academies and Accredited engineering training programmes. The list shows the initial and final year of the certification or accreditation period(s). In the case of a Training Academy no longer being certified or an engineering training programme no longer being accredited, the previous period(s) of certification or accreditation is shown. Provisionally accredited engineering training programmes are identified in the list.

The list of accredited engineering training programmes must indicate the associated

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discipline(s) and include the dates of validity of accreditation, which are specified in a month/year format.

9.3 Appeals

Document **A-07-PRO** defines the procedure to be followed to appeal a decision of the TADC.

9.4 Costs

From time-to-time, the ECSA may determine certification and accreditation fees based on averaged costs to be levied for conducting such visits within South Africa. In addition, the Training Academy is expected to bear the costs of documentation, meals and refreshments during the visit.

10. AWARDS CEREMONY

The ECSA holds an annual Awards Ceremony to recognise the efforts of the Training Academy stakeholders.

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REVISION HISTORY

Revision Number	Revision Date	Revision Details	Approved By
Rev. 0.2	16 January 2017	New Concept Document	JH Cato / CEO
Rev. 0.2	15 February 2017	Comments and amendments	Working Group
Rev. 0.2	29 March 2017	Further comments and amendments	Working Group
Rev. 0.2	10 April 2017	Approved with minor amendments	PDSGC Approval
Rev. 0.2	18 May 2017	Approved	Council Approval
Rev. 1.0	19 September 2017	Amendment to align with other documentation	JH Cato
Rev. 1.0	28 September 2017	Incorporated received workshop comments	JH Cato
Rev. 2.0	9 October 2017	Approved with minor amendments	PDSGC
Rev. 2	16 November 2017	Approved and aligned with approved QMS template	Council
Rev. 2	23 March 2020	Aligning with the ECSA Policy on Policies Framework and merging with document A-03-POL Recommendation for submission to the RPSC for approval	EL Nxumalo
Rev 3	09 June 2020	Approval via round robin	RPSC Members
Rev 3	18 June 2020	Final approval	RPSC
Rev 3	20 August 2020	Ratification	Council
Rev. 4 Draft A	December 2021	Document name revised to include the aspect of accrediting engineering training programmes Oversight committee changed from CRC to TADC Responsibility changed from CRC to TADC New definitions added New section: Certification of Training Academies added Criterion 4: Resourcing to ensure sustainability of the training programme section removed.	Working Group

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Rev. 4 Draft B	5 November 2021	Review with the Education BU	RPS BU and Education BU
Rev. 4 Draft C	2 February 2022	Submission to the ATT for inputs and comments	RPS BU and Education BU
Rev. 4 Draft D	22 February 2022	Submission to the TADC for inputs and comments	RPS BU and Education BU
Rev. 4 Draft E	17 March 2022	Submission to the ATT for inputs and comments	RPS BU and Education BU
Rev. 4 Draft F	30 March 2022	Review and Recommendation for Approval	Executive RPS: EL Nxumalo
Rev.4	12 April 2022	Approval	RPSC

The Policy for

Training Academy Certification and Engineering Training Programme Accreditation

Revision 4 dated 12 April 2022 and consisting of 29 pages has been reviewed for adequacy by the Business Unit Manager and is approved by the Executive: Research, Policy and Standards (RPS).

..... 14/04/2022 .....

Business Unit Assistant Manager Date

..... 14/04/2022 .....

Acting Executive: RPS Date

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

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