



ENSURING THE EXPERTISE TO GROW SOUTH AFRICA

**Forms and tables for Use in
Accreditation Documentation**

E-13-F&T-P

Revision 4: 15 October 2020

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DEFINITIONS

Academic support: A process that provides additional learning support to students who are not prepared for the normal curriculum; academic support may be provided prior to or in addition to the normal curriculum.

Accreditation: Formal recognition awarded to an education or training programme through a quality assurance procedure that ensures it meets the criteria laid down for the type of programme.

Accredited examinations: Examinations or other forms of assessment that address the exit-level outcomes within an accredited programme.

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

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

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

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

Assessment criteria: A set of measurable performance requirements which indicates that a person meets a specified outcome at the required level.

Branch of engineering / Engineering discipline: A generally recognised major subdivision of engineering such as the traditional disciplines of Chemical, Civil or Electrical Engineering or a cross-disciplinary field of comparable breadth, including combinations of engineering fields (e.g. Mechatronics) and the application of engineering in other fields (e.g. Bio-medical Engineering).

Broadly defined engineering problems: A class of problems with characteristics as defined in document **E-02-PT**.

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Category: A mode of registration defined in or under the Engineering Profession Act, 46 of 2000, that has a distinctive purpose, characteristic competencies, educational requirements and defined principal routes to registration.

Complex engineering problems: A class of problems with characteristics as defined in document E-02-PE.

Continuous quality improvement: A process based on the concept that improvement of a process is always possible subject to on-going assessment of the process and measures to maintain and improve quality.

Course / Module: 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.

Critical: Describes a factor, component, process, issue or decision in an engineering activity from which other consequences follow; an entity or operation that must be successfully implemented or completed to ensure that a more complex operation or system can function – failure of the critical entity or operation compromises the whole.

Complementary studies: Studies that cover disciplines other than engineering sciences, natural sciences and mathematics that are relevant to the practice of engineering and include engineering economics, management, the impact of technology on society, effective communication, the humanities, social sciences and other areas that support an understanding of the world in which engineering is practised.

Computing and information technologies: These encompass the use of computers, networking and software to support engineering activity and as an engineering activity itself, is appropriate to the discipline.

Dublin Accord: An agreement for the mutual agreement of engineering programmes that provide the educational foundation for professional engineering technicians.

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Education Committee: The committee established by Council to address all education matters.

Education provider: A public or private higher education institution or body that conducts programmes leading to accredited ECSA engineering qualifications of any type.

Educational objective: A statement of the intended achievement that graduates of a programme must accomplish, often with emphasis on the early years after graduation.

Engineering design and synthesis: The systematic process of conceiving and developing materials, components, systems and processes to serve useful purposes. Design may be procedural, creative or open-ended and it requires applying engineering sciences and working under constraints while taking into account economic, social, environmental, and health and safety factors in addition to codes of practice and applicable laws.

Engineering education programme: An educational programme that aims to satisfy criteria prescribed by ECSA.

Engineering fundamentals: Engineering sciences that embody a systematic formulation of engineering concepts and principles based on mathematical and natural sciences to support applications.

Engineering management: The generic management functions of planning, organising, leading and controlling, which are applied together with engineering knowledge in contexts that include the management of projects, construction, operations, maintenance, quality, risk, change and business.

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

Engineering sciences: These have roots in the mathematical and physical sciences and, where applicable, in other natural sciences; they extend knowledge and develop models and methods in order to lead to engineering applications and to solve engineering problems.

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Engineering speciality: A generally recognised practice area or major subdivision within an engineering discipline (e.g. Structural and Geotechnical Engineering within Civil Engineering); the extension of engineering fundamentals to create theoretical frameworks and bodies of knowledge for engineering practice areas.

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

External moderation: A moderation process in which the moderators are not in the provider's employ; they have no input into the programme and they have no prior contact with the students.

Exit Level Courses: A course that is offered for the last time in the engineering programme and generally is used to assess graduates' attributes.

Face-to-face programme: Programme offered where lecturers and students share the same physical space during learning process.

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

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

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 indicate the student's capability to fulfil the educational objectives.

Hybrid: Combines modes of on-line education delivery with traditional face-to-face class and laboratory activities.

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

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Interim Accreditation: Accreditation held at a time within the regular cycle stated by the Education Committee in the decision on the findings of the previous regular accreditation.

Interim Report: An evaluation of certain aspects of a programme as required by the Education Committee in deciding on the findings of the previous accreditation.

Knowledge area: A classification of curriculum content into defined types.

Knowledge profile: A description of the knowledge of a graduate in terms of the type and balance of knowledge in defined areas.

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

Moderation: The process of ensuring that assessment of an individual meets the required standard and is consistent, objective and fair.

Mathematical sciences: An umbrella term embracing the techniques of mathematics, applied mathematics, numerical analysis, statistics and aspects of computer science cast in an appropriate mathematical formalism.

Natural sciences (formerly basic sciences): These comprise physics (including mechanics), chemistry, Earth sciences and the biological sciences that focus on understanding the physical world as applicable to the engineering context.

Notional hours: The estimated learning time taken by the 'average' student to achieve the specified learning outcomes of the course-unit or programme.

Online Accreditation: Remote accreditation conducted using video-conferencing or other virtual technologies.

One-higher: Applied to a teacher's qualifications; this means that the teacher has a relevant academic qualification of at least 120 credits that is at a higher level than the qualification being taught or is professionally registered in an appropriate category.

Online programme: Educational programme offered over any virtual network, predominantly the internet.

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Pathway: Defined arrangement of teaching, learning and assessment within a programme that is one way of gaining the award of a qualification.

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

Practice area – in the educational context: Synonymous with a generally recognised engineering speciality.

Practice area – at the professional level: A generally recognised or distinctive area of knowledge and expertise developed by an engineering practitioner through the path of education, training and experience.

Provider: A higher education provider except if the context indicates otherwise.

Provisional Accreditation: Accreditation of a new programme once the programme has been implemented and the first cohort of students has completed 50% of the academic credit requirements towards the programme.

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

Range statement: A context in which assessment may take place against an outcome and is expressed in terms of situations, activities, tasks, methods and forms of evidence.

Regular Accreditation: Accreditation according to the accreditation cycle.

Self-study report: A provider's account of how a programme meets each accreditation criterion and all applicable policy requirements while covering all methods of programme delivery and all possible pathways for completion of the degree.

Stage 1: A point in the process of professional or occupational development in engineering at which a person fulfils the educational requirements to register as a candidate in the relevant category.

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

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Sub-discipline: Synonymous with *engineering speciality*.

Sydney Accord: An agreement for the mutual recognition of engineering programmes that provide the educational foundation for professional engineering technologists.

Washington Accord: An agreement for the mutual recognition of engineering programmes that provide the educational foundation for professional engineers.

Well-defined engineering problems: A class of problems with characteristics defined in document **E-02-PN**.

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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 | Post Graduate Diploma in Engineering Technology |

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| | |
|--------------|--|
| RPSC | Research, Policy and Standards Committee |
| SA | Sydney Accord |
| SADC | Southern African Development Community |
| SAFEQ | Southern African Federation of Engineering Organisations |
| SAQA | South African Qualifications Authority |
| WA | Washington Accord |

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BACKGROUND

The documents that define the Engineering Council of South Africa (ECSA) system for accreditation of programmes meeting educational requirements for professional categories are shown in Figure 1, which also locates the current document.

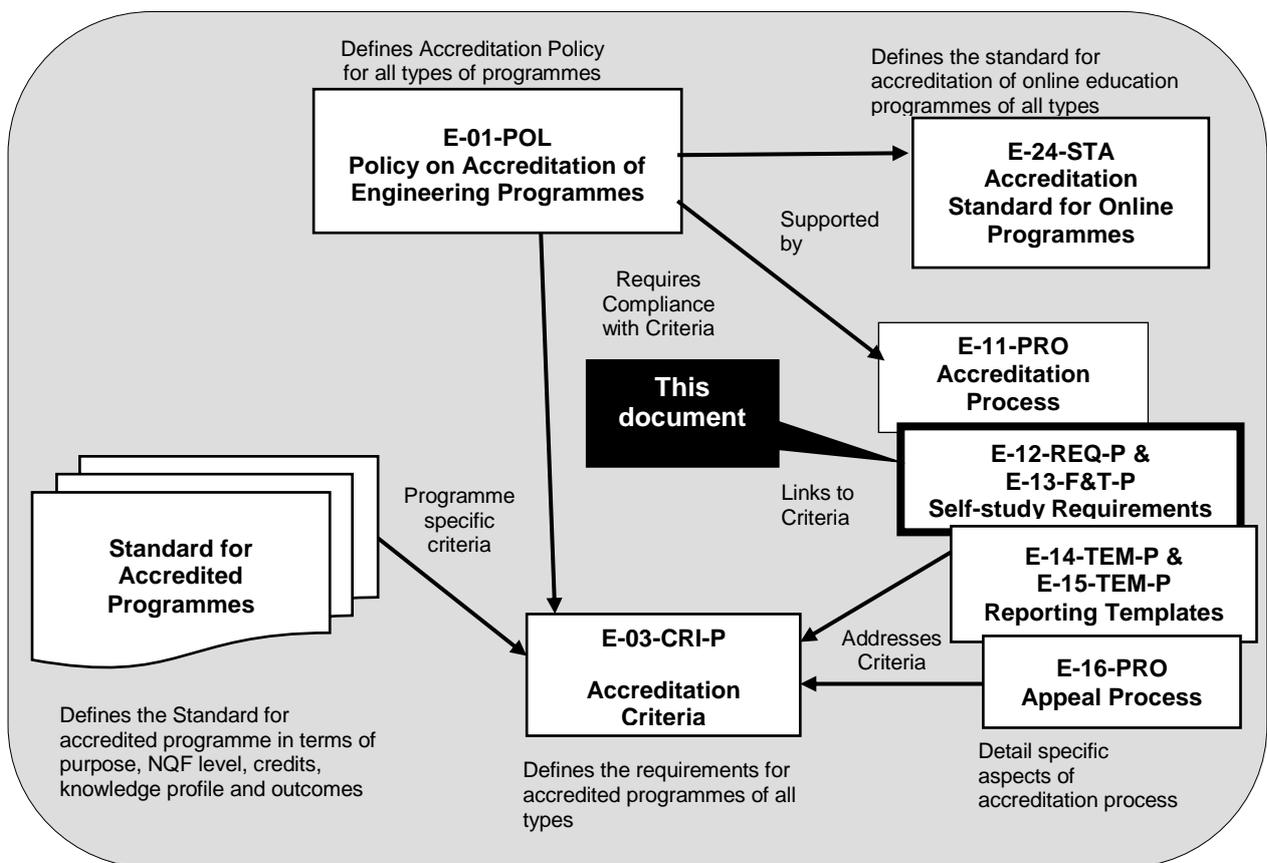


Figure 1: Documents defining the ECSA Accreditation system

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 firstly, the programme fulfils its key purpose of providing the graduate with

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

2. PURPOSE OF THIS DOCUMENT

The subsequent pages contain tables that are required in preparing the documentation for an accreditation to a provider's engineering programme.

3. THE TABLES

The following tables are required in the provider's documentation. The tables are available separately as Word documents or Excel spreadsheets:

- **Table 1:** Programme structure and course/module details
- **Table 1A:** Supporting information for Table 1
- **Table 2:** Course/module assessment details
- **Table 3:** Evidence of Assessment of Graduate Attributes
- **Table 4:** Course/module outcome development and assessment roles
- **Table 5:** Internal and external moderator details
- **Table 6:** Cohort Analysis
- **Table 7:** Analysis of student intake
- **Table 8:** Academic staff summary
- **Table 9:** Key staff indicators

In addition to the tables set out above, a comprehensive record of expenditure per department since the last Regular Accreditation and the budget for the current year are required.

All ***Instructions*** in the various templates are shown italicised and **must be deleted in the actual submission**.

For example: ***Instruction:*** *this is an instruction to the person completing the tables.*

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Table 1: Programme structure and course/module details

Instructions: complete the table for all semesters in the format shown. If electives are present, indicate number to be taken. Symbols, L, TL etc are as defined in document **E-01-POL**. Insert the time units TL etc in hours**. Credits are calculated using the formula in Appendix A.

For elective courses in each semester, insert either the number of courses or the total credits that must be completed

| Course/module | | Time Units and Total Contact | | | | | E | | | | | | | | |
|---|------|------------------------------|--------------|----------------|-----------|-----------------|-----------------|---------|----------|---------|---------|-------------|-----------|------|--|
| | | TL = | TT = | TP = | TX = | TA = | | | | | | | | | |
| Code | Name | Lecture (L) | Tutorial (T) | Laboratory (P) | Other (X) | Assignment (hr) | Assessment (hr) | Credits | Math Sci | Nat Sci | Eng Sci | Des & Synth | Comp Stud | WIL* | |
| Semester 1: Compulsory Courses/Modules | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| Semester 1: Electives: x number/credits required | | | | | | | | | | | | | | | |
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| Course/module | | Time Units and Total Contact | | | | | E | | | | | | | | |
|---|------|------------------------------|--------------|----------------|-----------|-----------------|-----------------|---------|----------|---------|---------|-------------|-----------|-------|--|
| | | T L = | TT = | TP = | TX = | TA = | | | | | | | | | |
| Code | Name | Lecture (L) | Tutorial (T) | Laboratory (P) | Other (X) | Assignment (hr) | Assessment (hr) | Credits | Math Sci | Nat Sci | Eng Sci | Des & Synth | Comp Stud | WIL * | |
| Semester 2: Compulsory Courses/Modules | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
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| | | | | | | | | | | | | | | | |
| Semester 2: Electives: x number/credits required | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| Total for programme including required number of credits for electives | | | | | | | | | | | | | | | |

* If applicable to the programme
 ** Face to Face, virtual and/or hybrid

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| Course/Module | | Mode | Contact Time Multipliers | | | | |
|---|------|------|--------------------------|------------------------|------------------------|------------------------|------------------------|
| Code | Name | | <i>M_L</i> = | <i>M_T</i> = | <i>M_P</i> = | <i>M_X</i> = | <i>M_E</i> = |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| Semester 2: Compulsory Courses/Modules | | | | | | | |
| | | | | | | | |
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| | | | | | | | |
| | | | | | | | |
| Semester 2: Electives: x number/credits required completed | | | | | | | |
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Table 2: Course/Module assessment details

Instructions: Complete the table for all the courses/modules reported in Table 1 (Columns 1 and 2 should be identical to Table 1). Insert the type and duration (hours) of assessment components not already contained in the periods given in Table 1. For the Type of Assessment use the Key below and add to it for any type not included.

Key: T = test; Q = quiz; P = project; E= examination; A= Assignment; O= Others (*clarify others*)

| Course/Module identification | | Lecturers/ *= co-ordinator | Assessment Components: Type and | | | | | 3-year Average | |
|---|------|-------------------------------|---------------------------------|---|---|---|----------|----------------|-----------|
| Code | Name | | 1 | 2 | 3 | 4 | Total-hE | Class Size | Pass Rate |
| Semester 1: Compulsory Courses/Modules | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| Semester 1: Electives: x courses/credits | | | | | | | | | |
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| Course/Module identification | | Lecturers/ *= co-ordinator | Assessment Components: Type and | | | | | 3-year Average | |
|---|------|-------------------------------|---------------------------------|---|---|---|--------------|----------------|--------------|
| Code | Name | | 1 | 2 | 3 | 4 | Total- hE | Class Size | Pass Rate |
| Semester 2: Compulsory Courses/Modules | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| Semester 2: Electives: x courses/credits | | | | | | | | | |
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Table 3: Evidence of assessment of graduate attributes

Instructions: See E-12-REQ-P

| ECSA Graduate Attributes | Assessment Details |
|--|--------------------|
| 1: Problem solving | |
| Learning outcome: Demonstrate competence to identify, formulate, analyse and solve <i>complex/broadly/well-defined</i> engineering problems. | |
| Where is outcome assessed? | |
| How is this outcome assessed? | |
| What is satisfactory performance? | |
| What is the consequence of unsatisfactory performance? | |
| 2: Application of scientific and engineering knowledge | |
| Learning outcome: Apply knowledge of mathematics, natural science and engineering fundamentals and an engineering speciality to solve <i>complex/broadly/well-defined</i> engineering problems. | |
| Where is outcome assessed? | |
| How is this outcome assessed? | |
| What is satisfactory performance? | |
| What is the consequence of unsatisfactory performance? | |
| 3: Engineering Design | |
| Learning outcome: Demonstrate competence to perform creative, <i>procedural</i> and <i>non-procedural</i> design and synthesis of components, systems, engineering works, products or processes | |

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| ECSA Graduate Attributes | Assessment Details |
|---|---------------------------|
| Where is outcome assessed? | |
| How is this outcome assessed? | |
| What is satisfactory performance? | |
| What is the consequence of unsatisfactory performance? | |
| 4: Investigations, experiments and data analysis | |
| <i>Learning outcome:</i> Demonstrate competence to design and conduct investigations and experiments. | |
| Where is outcome assessed? | |
| How is this outcome assessed? | |
| What is satisfactory performance? | |
| What is the consequence of unsatisfactory performance? | |
| 5: Engineering methods, skills and tools, including Information Technology | |
| <i>Learning outcome:</i> Demonstrate competence to use appropriate engineering methods, <i>skills</i> and tools, including those based on information technology. | |
| Where is outcome assessed? | |
| How is this outcome assessed? | |
| What is satisfactory performance? | |
| What is the consequence of unsatisfactory performance? | |

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| ECSCA Graduate Attributes | Assessment Details |
|---|--------------------|
| 6: Professional and technical communication | |
| <i>Learning outcome:</i> Demonstrate competence to communicate effectively, both orally and in writing, with engineering audiences and the community at large. | |
| Where is outcome assessed? | |
| How is this outcome assessed? | |
| What is satisfactory performance? | |
| What is the consequence of unsatisfactory performance? | |
| 7: Impact of Engineering activity | |
| <i>Learning outcome:</i> Demonstrate <i>critical awareness</i> of the sustainability and the impact of engineering activity on the social, industrial and physical environment. | |
| Where is outcome assessed? | |
| How is this outcome assessed? | |
| What is satisfactory performance? | |
| What is the consequence of unsatisfactory performance? | |
| 8: Individual, team and multidisciplinary working | |
| <i>Learning outcome:</i> Demonstrate competence to work effectively as an individual, in teams and in multidisciplinary environments. | |
| Where is outcome assessed? | |
| How is this outcome assessed? | |

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| ECSCA Graduate Attributes | Assessment Details |
|--|--------------------|
| What is satisfactory performance? | |
| What is the consequence of unsatisfactory performance? | |
| 9: Independent learning ability | |
| <i>Learning outcome:</i> Demonstrate competence to engage in independent learning through well-developed learning skills. | |
| Where is outcome assessed? | |
| How is this outcome assessed? | |
| What is satisfactory performance? | |
| What is the consequence of unsatisfactory performance? | |
| 10: Engineering Professionalism | |
| <i>Learning outcome:</i> Demonstrate <i>critical awareness</i> of the need to act professionally and ethically and to exercise judgment and take responsibility within own limits of competence. | |
| Where is outcome assessed? | |
| How is this outcome assessed? | |
| What is satisfactory performance? | |
| What is the consequence of unsatisfactory performance? | |
| 11: Engineering Management | |
| <i>Learning outcome:</i> Demonstrate knowledge and understanding of engineering management principles and economic decision-making. | |
| Where is outcome assessed? | |

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| ECSA Graduate Attributes | Assessment Details |
|---|---------------------------|
| How is this outcome assessed? | |
| What is satisfactory performance? | |
| What is the consequence of unsatisfactory performance? | |
| 12: Workplace Practices (Where required) | |
| <i>Learning outcome:</i> Demonstrate an understanding of workplace practices to solve engineering problems consistent with academic learning achieved. | |
| Where is outcome assessed? | |
| How is this outcome assessed? | |
| What is satisfactory performance? | |
| What is the consequence of unsatisfactory performance? | |

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Table 5: Internal Examiner and External Moderator Details

Instructions: External Moderators may be termed External Examiners, Second Examiners or similar by universities The Column E/I is used to indicate whether the moderation process is Internal or External.

Affiliation and Qualifications/Registration are not required for Internal Staff.

| Course/Module | | Internal Examiner(s) | Moderator(s) | | | |
|---------------|------|----------------------|--------------|-------|-------------|-------------------------------|
| Code | Name | Name(s) | Name(s) | E / I | Affiliation | Qualifications & Registration |
| | | | | | | |
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Table 6: Cohort analysis

Instructions: Complete the cohort analysis below for each pathway to the qualification, for the intake as a whole and for any demographic groups with graduation percentages 5% or more below the entire group.

P = the present year: insert actual.

For minimum duration of programme other than 4 years replace number of years in columns 4–7.

| Pathway: | Group: | | | | | | |
|---------------|-------------------------|---------------|----------------------------|------------------------|------------------------|-------------------------|--------------------|
| | Level of Achievement | | | | | | |
| Year of Entry | Number Entered 1st year | Dropped Out % | Graduated within 4 years % | Graduated in 5 years % | Graduated in 6 years % | Graduated in 6+ years % | Still Registered % |
| P | | | | | | | |
| P-1 | | | | | | | |
| P-2 | | | | | | | |
| P-3 | | | | | | | |
| P-4 | | | | | | | |
| P-5 | | | | | | | |
| P-6 | | | | | | | |
| P-7 | | | | | | | |
| P-8 | | | | | | | |

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Table 7: Analysis of student intake

Instruction: This table is to be prepared for the latest full year intake to the programme.

Please add a definition of the admission rating formula used for entry.

| Category | Admission rating | Number registered | Average number registered since previous accreditation |
|------------------------------|------------------|-------------------|--|
| Recent NSCs or equivalent | | | |
| | | | |
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| | | | |
| Higher Institution Transfers | | | |
| TVET College students | | | |
| Programme transfers | | | |
| International students | | | |
| Other categories | | | |
| Total first year Intake (D1) | | | |
| Midstream Intake (D2) | | | |
| (D3) | | | |
| (D4) | | | |
| | | | |

Definition of Admission Rating:

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Table 8: Academic staff teaching in the programme, including service department staff

Instruction: The staff to be entered here are all those who manage academically or teach in the programme under review, not only the full home department staff complement. Service department staff teaching students in the programme must be included.

| Name & Initials | Title | Position | F/ P/ S | Speciality | Departmental Affiliation | Qualifications | | Experience in years | | Publications** | |
|-----------------|-------|----------|---------|------------|--------------------------|----------------|---------------|---------------------|------------|----------------|------------|
| | | | | | | Academic | Professional* | Academic | Industrial | Journal | Conference |
| | | | | | | | | | | | |
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F – Full-time; P – Part-time; S – Sabbatical

* Include professional registration(s)

** Subsidy-bearing publications over last 5 full years for which data are available

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Table 9: Key staff indicators

Instruction: These statistics relate to the departmental staff associated with the programme (not service departments)

| Quantity | Definition | Equity Information | | | | | |
|---|------------|--------------------|-------|----------|--------|--------|--------|
| | | Race | | | | Gender | |
| | | Black | White | Coloured | Indian | Male | Female |
| All programmes | | | | | | | |
| No. of staff with PhDs | DE | | | | | | |
| No. of staff with Master's Degree | ME | | | | | | |
| No. of staff with Bachelor's Degree | BE | | | | | | |
| No. of staff with Diplomas | Dip | | | | | | |
| No. of staff who are registered with ECSA | RE | | | | | | |
| No. of staff qualified "One Higher" than Programme Taught | QE | | | | | | |
| No. of Full Professors | Prof | | | | | | |
| No. of Associate Professors | A. Prof | | | | | | |
| No. of Senior Lecturers | SL | | | | | | |
| No. of Lecturers | L | | | | | | |
| No. of Technical Staff | TE | | | | | | |
| No. of Administrative Staff | AE | | | | | | |
| No. of Other Staff | OE | | | | | | |

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REVISION HISTORY

| Revision number | Revision date | Revision details | Approved by |
|-----------------|-----------------|--|------------------------------------|
| Rev-0 C-A | 26 Aug 2006 | Adapted from PE-76 rev 3; tables rearranged, new tables introduced. | |
| Rev 0 C-B | 19 Jan 2007 | Tables further redesigned, numbering harmonised with E-12-P. | |
| Draft A | 19 May 2007 | Editorial, Instructions added to Table 10. | Working group |
| Revision 1 | 7 Feb 2008 | | Council |
| Rev 2: Draft | 9 April 2014 | | EPAC Working Group |
| Rev 2: Draft B | 3 June 2012 | Incorporates change resulting from consultations with Deans, ESGB, EPAC. | EPAC – recommendation for approval |
| Rev 2 | 31 July 2014 | | Approved by Council |
| Rev 2: Draft A | 16 October 2017 | Errors corrected and STech and NO Updated. | R Harker |
| Rev 3: Draft 8 | 13 Feb 2018 | Errors corrected and new technology qualifications added. | A Sasson & B Colier-Reed |
| Rev 3: | 22 May 2018 | Approval. | PDSGC |
| Rev 4: Draft A | 04 Sept 2020 | Align E-Series documents. | Work Group |
| Rev 4: Draft B | 25 Sept 2020 | Reviewed by the Education Business Unit | Education Business Unit |
| Rev 4 | 01 October 2020 | Reviewed by the Executive | RPS Executive: EL Nxumalo |
| Rev 4 | 15 October 2020 | Approval. | RPSC |

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Forms and Tables for:

Use in Accreditation Documentation

Revision 4 dated 15 October 2020 and consisting of 32 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

13/11/2020

Date



Executive: RPS

16/11/2020

Date

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

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APPENDIX A – CALCULATION OF CREDITS

All reference to credits within the standards, policies and procedures means credits calculated according to the procedure presented in the table below, titled ‘Values to be assigned for each course or module’.

The method of calculation assumes that certain activities are scheduled on a regular basis while others can only be quantified as a total activity over the duration of a course or module.

This calculation uses the following estimates:

- Scheduled contact generates notional hours of the student’s own time for each hour of scheduled contact. The total is given by a multiplier applied to the contact time. The maximum notional hours for assessment in a semester, including student preparation time, is given by a multiplier applied to the actual hours of assessment.
- All multipliers used need to be determined by the education provider and must be justified.
- Assigned work generates only the notional hours judged to be necessary for completion of the work and is not multiplied.

The education provider must assign the values indicated in the table below for each course or module identified in the rules for the degree.

Values to be assigned for each course or module

| Type of activity | Time unit in hours or fractions of | Contact time multiplier |
|---|---------------------------------------|---|
| L = total lectures | TL = duration of a lecture period | ML =total work per lecture period |
| T = total tutorial | TT = duration of a tutorial period | MT =total work per tutorial period |
| P = total practical periods | TP = duration of a practical period | MP =total work per practical period |
| X = total other activity contact periods | TX = duration of other period | MX =total work per other period |
| A = total assignment non-contact hours | TA = 1 hour | |
| E = assessment hours outside time accounted for by L, T, P, X and A | Hours | ME = total work <i>outside</i> L, T, P, X and A per assessment hour |

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Note: Contact includes face-to-face or virtual.

The ECSA credit for the course is:

$$C = \{LTL ML + TTT MT + PTP MP + XTX MX + ATA + EME\}/10$$

Note: 1 credit = 10 notional hours

The education providers must be able to justify all values used. The resulting credit or value for a course may be divided between multiple additional knowledge areas. In allocating the credit for a course to multiple knowledge areas, only new knowledge or skills that are explicitly assessed may be counted towards a particular area. Knowledge and skills developed in other courses and used in the course in question may not be counted. Such knowledge is classified by the nature of the area in which it is applied. In summary, no knowledge is counted more than once as being new.

Credits for Work-Integrated Learning are accrued at a rate of one credit per 30 hours of work or an equivalent activity.

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